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A PROPOSED COMMUNITY STUDY PROGRAM AS A SEPARATE
ELECTIVE SUBJECT IN THE SOCIAL STUDIES
CURRICULUM FOR THE SECONDARY
SCHOOLS IN KARACHI

by

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COMMUNITY STUDY FOR KARACHI SECONDARY SCHOOLS

Afghan

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ABSTRACT

Living in Karachi is becoming more complex each day and needs a parallel enlargement of the range of competencies of its people to meet the complexity of community living. A living together of refugees from different parts of India, and from rural areas and the resultant cultural and social contacts, together with the rapid technological changes to make Karachi an urbanised community, demands from every citizen a clear understanding of contemporary life.

A study of the present social studies curriculum for secondary schools in Karachi shows that the curriculum emphasises the past at the expense of the present, teaches blocks of unrelated subject matter, aims at acquisition of knowledge either for university education or for its own sake, with a group of untrained teachers. The schools as social institutions do not equip the students with skills in effective and constructive social competencies for meeting contemporary life situations. Without such competencies it is difficult to achieve the progress needed in Karachi and Pakistan.

The proposed program presents objectives of the course and class learning activities in unit organization for a Community Study program of four years, starting from class IX through class XIII. Community Study program organizes the aspects of Community living into four parts, one for study in each year, namely Human Resources, Social Welfare, the World of Work, and Community Development. The scope and sequence is clarified with the use of topical units, in the first year (class IX), which draws on many and varied related materials so that the unit can present an integrated picture of the topic under study. The program increases its emphasis on problem solving in class X. Class XI has both topical approach and problem solving approach. Community Study in Class XII provides for a study of the community entirely through problem solving units.

The study also discusses some of the difficulties such as teacher education, administrative concerns and community readiness, in implementing the proposed plan.

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INTRODUCTION

Karachi, with an area of 812 sq. miles, situated on the Arabian Coast, was until recently the federal capital of Pakistan. Since Independence in 1947, it has grown into the biggest centre of trade, commerce and industry in Pakistan. Originally a part of the former province of Sind, Karachi was separated from it in 1948 and became the federal capital. Now with the shift of the federal capital to Islamabad, Karachi is left in a unique situation. It is now a separate entity with a newly defined spacial area, governed independent of any authority from the province of Sind. Karachi has become one of the largest fast growing cities of Pakistan.

One of the major problems facing Karachi is that of accommodating its everincreasing population. During the last twelve years its population has swelled to about two and a half million as compared to about 30,000 immediately before independence.¹ The development of Karachi port as the only port to handle Pakistan's exports and imports, the increase of urbanisation and the special attention given to Karachi for making it a federal capital are some of the causes of this

¹ Pakistan Publications, Pakistan: 1958-59 (Karachi Government Press, 1959), p.190.

increase in population. A very large portion of the increase of population is due to the influx of refugees since 1947. Refugees enumerated in Karachi corporation area amount to nearly 58% of the total population.² In fact, only 27% of the population can be called native-born Karachiites, according to the 1951 census report. The remaining 15% increase in population may be regarded as due to the influx from rural areas and to the rising birth rate.

From time to time, Pakistan's press and some of its political and social leaders, have reported a feeling of insecurity amongst the Karachiites in general and the refugees and outsiders in particular. They have complained of a lack of interest and initiative by the people of Karachi, in various social activities. However personal this feeling may be it does find its expression in social and human relationships. An examination of periodicals and daily newspapers in Karachi reveals a lack of social integration. Such evils as the increasing amount of crime and delinquency in Karachi are partly the result of failure by families and other institutions to perform their functions effectively. In large measure, however, they reflect the community's failure to provide adequate housing facilities, employment and social organizations which help people in social and economic adjustment and in rehabilitating themselves to the rapid changes in society.

Education presents another important social field through

² Ibid., p. 190

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which the refugees, the outsiders, in fact all the Karachiites could be directed towards better living. The school, an important institutions in equipping its pupils with ways and means of adjustment in society, is not fulfilling its functions effectively. The schools in Karachi still follow the old curriculum which was designed according to the needs of the pupil who lived in a smaller Karachi. Karachi has now spread its boundaries nearly three times its original size both in space and population. A living together of people from different parts of India and rural areas plus the technological changes in various fields such as transport, industry and communication have made Karachi an urbanised living area. It is in this changing city that to-day's children are living. They need to know and understand how they and other Karachiites live, how to buy and sell, how they are governed, how they can make meaningful contacts with other people, what occupations people have and where they work, how they can profitably spend their leisure time. The children need a knowledge and understanding of such things to choose a way or formulate a better way of living in the new Karachi.

Changes in the nature of living in Karachi have not been reflected in the school curriculum. Historically, wherever a rapid transformation of the conditions of living has taken place, the tendency has been for the curriculum to lag behind. Because of the great changes in ways of living in Karachi, there is a real need in certain fields for a new

synthesis of knowledge and correspondingly, for a new grouping of the content of the curriculum. A curriculum, if it is designed to meet the changed needs of children in today's Karachi, must of necessity be very different from the curriculum offered in the schools of Karachi nearly fifteen years ago. The student then knew Karachi like a native land, now it is a new land for its inhabitants. It has new ways of living, new ideas, new values, new beliefs, different behavior and various means of earning a living. It has different problems dealing with these areas and requires different skills and knowledge from its people to solve them.

The secondary schools which produce the bulk of the trained and informed citizen needed in all walks of life have been provided with adequate objectives. One of the main objectives of the secondary schools as stated in the First Five Year Plan follows:

"One of the important objectives of Secondary Education is that the pupil be educated in the essential of human relations. The understanding of the Scientific basis of individual motivation, the search for security, the desire to belong to a group, the urge to have a voice in matters which concerns one and the understanding of group processes in the home, in the school, on the job and in the community and government, are essential to the growth of democracy and hence should be developed in all school pupils."³

An educational program based on such objectives, however, would

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Government of Pakistan, First Five Year Plan: 1955-60
(Karachi, Government Press, 1955) p. 3.

remain incomplete if some reference is not made to the steps to be taken in achieving these goals. For achieving such goals an understanding of culture which includes "knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society"⁴ is necessary. At the same time provisions for the personal development of the pupil and for understanding and contributing to national progress cannot be overlooked. The need to build a new, free, Islamic nation demands an understanding of cultural values. Now, after the Independence in 1947, and the humble steps which Pakistan has taken towards progress, society expects a different role from its youth; the role of nation building. In the words of Quaid-e-Azam, this objective has been clearly expressed:

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

Actually the British educators who directed the educational system of the Indo-Pakistan sub-continent never seriously undertook the task of building a nation. They limited themselves to create "an army of clerks and petty administrators who would understand the language of their British rulers and

⁴ Taylor, Howard B., Primitive Culture, (London J. Murry, 5th ed., 1929), p.1.

carry out their orders".⁵ Today the nation needs all kinds of talents to build itself. The number of Educational Conferences, commissions and Five Year Plans for national development in commerce, industry, communication, education and in other areas, within the last thirteen years, show the importance of and dependence on educational institution as a means of national progress. Many improvements were made in the curriculum at the elementary, secondary and college levels. Methods of teaching in some Pakistani Schools where most of the teachers are trained, have improved. Most of the trained teachers sometimes use new methods and teaching resources as films, radios and pictures in addition to the lecture method which has been followed in nearly all the schools in Pakistan. New subjects like elementary civics, elementary economics and domestic science for girls have been introduced at the secondary level in nearly all the secondary schools of Pakistan.

Karachi, being the capital in making, was given special attention in the improvement program. Secondary schools, which dealt with the adolescents of Karachi, were given strict scrutiny by Pakistani educationists. The curriculum of social studies, a field generally devoted to the transmission of culture and with the study of social man, his behavior, attitudes, beliefs, customs, morals and institutions, has been the target of a good deal of criticism by people interested in improving teaching of

⁵ Quraishi, I.H., The Pakistani Way of Life (London Macmillan Press, 1956), p. 26.

social studies in the secondary schools. Schools in Karachi still keep on teaching social studies as separate and different subjects called History, Geography, Civics and Economics. No attempt is made by the teacher and no opportunity is provided in the curriculum experiences to integrate the subjects or to relate them with actual life around the student.

The problem is how to make the social studies curriculum satisfy the present needs of the learner and the present needs of the community. The purpose of this study is to present and justify the addition of Community Study as a separate elective subject in the social studies curriculum of the Secondary Schools in Karachi.

Delimitations of the Study

The study will not deal with the curriculum of Pakistani schools as a whole but only with the curriculum of social studies in the secondary schools of Karachi.

The study will not discuss the curriculum of elementary schools or curriculum of colleges in Karachi neither in general nor with regard to social studies.

Basic Assumptions of the Study

The proposal to include Community Study as a separate elective subject in the social studies curriculum of the secondary schools of Karachi is based on the following assumptions:

1. A sound and reasonable curriculum change or addition based on a study of Pakistani culture, tradition and personality is welcome for consideration by the Ministry of Education

as the First Five Year Plan says:

"The third* change which, it is universally agreed, must be made in the Secondary School program is to prepare rounded citizens in terms of their own capabilities and social and economic needs of the nation."^o

2. It would be easier to introduce an elective subject because an elective subject will not increase the number of courses in the already overloaded required curriculum of the secondary schools of Karachi. At present a secondary school student in Karachi has to offer five compulsory subjects and two optional subjects. The average time given to the teaching of all these subjects, by most of the secondary schools in Karachi is only five clock hours a day. Community Study would be one of the optional subjects in the social studies curriculum of secondary schools in Karachi.
3. It would be easier to introduce Community Study as a separate elective subject because a modification or an improvement of any one subject in the social studies group is difficult. Subjects like History and Geography have been used in the social studies curriculum for more than a hundred years. Age seems to have given them a tradition and a status in the curriculum. Teachers, parents and administrators have set ideas about the content of these subjects. A curriculum improvement which demands a cutting

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The first and second changes are irrelevant to the discussion here.

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Government of Pakistan, First Five Year Plan: 1955-60
(Karachi, Government Press, 1955) p.379.

of such deep rooted ideas about the present courses in history and geography will not be as readily accepted as a new course.

The proposed course in Community Study is an integration of subject matter taken from the present social studies courses, namely, History, Geography, Civics and Economics and emphasises a problem solving approach in studying the community. Such a course is complimentary to the several separate subjects and is not intended to replace any one of them. Moreover, it will be at the same time a beginning, which in the long run, might improve the content and method, not only of the social studies curriculum but the curriculum of secondary schools in general. Civics and Economics and Commerce which were introduced in the social studies program in 1953 have achieved status equal to History and Geography. Teachers Training Colleges include the teaching of Civics, Commerce and Economics in their programs.

Method of Study

The study formulates standards for evaluating the present curriculum of social studies in the secondary schools of Karachi. These standards have been formulated after taking into consideration various publications on curriculum development and the personal and social needs of youth in fast changing Karachi. The study then describes and criticises the present curriculum of social studies in the secondary schools of Karachi.

Relevant information about education in Karachi was secured through correspondence with the Director of Education,

Karachi, Government published yearly reports, and periodicals.

The study presents the objectives, scope, sequence and organization of the proposed Community Study program according to different grades in the secondary schools of Karachi.

After discussing some possible methods in teaching the suggested content of the subject matter, the study discusses and attempts to defend the possible outcomes and objections to such a Community Study program.

Need for the Study

A reasonable need for the proposed course of study can be found in the Report of the Commission on National Education regarding the general defect of the secondary school curriculum:

- (a) It has mainly served the purpose of training civil servants and office workers, with completion of the school courses as the passport to government service. Designed along these lines, the curriculum was over-loaded with literary subjects.
- (b) When in this century our society underwent a rapid series of changes, our schools remained static, isolated from the social, economic and industrial evolution around them, and failed to meet the contemporary demands. The main weakness of our secondary education is the absence of full opportunities for training in technical and other vocational subjects and its inflexibility and lack of diversification which fails to correspond to social

needs, individual aptitude and interests.

*

- (c) Matriculation has come to be regarded as the qualification for university admission and not as a terminal examination. The result is that the schools have become increasingly dominated by university requirements despite the fact that most children drop out at points along the secondary school route and never enter a university.
- (d) The present curricula for secondary schools lays too much stress on mental ability - particularly in literary subjects - too little on other equally important attributes of the developing boy or girl - physical well-being, personality and character - and on developing hand skills or fostering a pride in dexterity and technical achievement.
- (e) Prevailing teaching methods can only be described as the mechanical communication of theoretical book learning to reluctant children. Too much stress is laid on memorization and far too little on initiative, independence of thought, habits of industry, imaginative use of knowledge and self reliance.
- (f) The teachers work to prescribed syllabuses and text books in over loaded class rooms; in addition, many labour under the handicap of insufficient training, low salaries and little standing in the community; it is small wonder that the best talent is not attracted to teaching and that these conditions have led to a deterioration of

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A degree given to the secondary school student after his final examination which qualifies him for an admission in college: for his work at the university level, in Pakistan.

standards and a sense of frustration among the teaching profession.⁷

These general short-comings of the secondary school curriculum in Pakistan are as true of the curriculum in general as of a subject in particular. The social studies curriculum, for the secondary schools of Karachi, which studies the principles that govern human relationships in a society and the cultural heritage, has become a collection of subjects labelled as History, Geography and Civics. Little or no regard is paid to relating the content of these subjects or to relating the subjects to present life.

The chronological organization of the subject matter given in the prescribed text books is strictly followed and preferred by the teachers, because they were taught the same way and because of lack of training in teaching. Hence little or no time is left for a study of the contemporary problems of the community and the application of the learned principles. The children remain ignorant of their community which affects them in various ways. William Heard Kilpatrick said, "where we live, with whom we live, towards what ends we live - these

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Report of the Commission on National Education,
(Government of Pakistan, January, 1960) p. 111-112.

determine what we learn."⁸ Community study cannot be overlooked in making a curriculum for secondary schools, especially in Karachi where most of the population are outsiders and lack a community feeling.

What is a Community?

Generally speaking, community is life in association with others: a social condition. But like all other common sense words community needs careful definition, for the term has been employed in so many ways that it is coming to have little specific connotation. To some writers community refers to a commonality of values in a particular spacial locality. To others, the term community means a group of differentiated aggregates which have in common only the land occupied by the aggregates. Community then is to be distinguished from such groupings as the neighbourhood, a fringe settlement and society. The neighbourhood is a small area of primary contacts and personal relationships within a community. The fringe settlement is an amorphous and frequently transient population outside the city limits. Society refers to a vast complex of interrelations differentiated into institutional, organizational and other groupings, varying in status, importance and influences most of which affect the whole and contribute to its working as one single organized unit.

Community in this study is considered to be a concrete geographical unit in which the residents carry on a common mode

8

As quoted by Haskew, L. D. in This is teaching. (Chicago, Scott, Foreman and Company, 1956.), p. 61.

of life. L.A. Cook defines community as, "a population aggregate inhabiting a contiguous territory, integrated through common experience, possessing a number of basic service institutions, conscious of its local unity and able to act in a corporate capacity."⁹

A survey of literature on communities reveals the following major characteristics:

1. A population aggregate.
2. A geographically defined area.
3. A common mode of life.
4. A group of need serving agencies.
5. A sense of identity and involvement.
6. A social heritage.
7. A functional interdependence.

These are the basic prerequisites of a community. They are necessary conditions for defining the community as a concrete social reality.¹⁰

Often community is used to mean either primary or secondary communities. Havighurst and Neugarten explain that a primary community is one in which people are related by face-to-face associations and cooperation. It is often said that in these primary communities everybody knows everybody else. Even if this fact be proved untrue it cannot be denied that the people have face-to-face relationships with a majority of persons

⁹ Cook, L.A., A Sociological Approach to Education, (New York, MacGraw Hill, 1950), p. 126.

¹⁰ Smucker, O.C., "What is a Community", Educational Leadership, Vol. XVII, No. 5, (February, 1960), p. 275.

living in the community. Relationships in such communities are based on those unwritten laws which are more forceful and deeply rooted than written laws. A secondary community is one in which people are related indirectly by trade and business connections, by reading about each other in daily newspapers, periodicals, or by belonging to the same religious, economic, social and professional groups. In meeting their daily needs, people living in secondary communities do so through anonymous contacts and with fewer face-to-face relations with the community at large. A big city is a secondary
11
community.

All over the world, there have collected in great cities huge masses of people who have lost their roots in the earth beneath them. They are the crowd that eat but no longer know how their food is grown; who work and no longer know what they help to produce. **This feeling which makes some modern social analysts call humanity a "spiritual proletariat" or a "Lonely Crowd" pervades nearly all the great urban cities of the world today.** The feeling is merely a reflection of the separation of these masses from the elementary experience of humanity.

Against this the closely related communities of our forefathers were, and in certain rural areas today are, intimate. The school as a social institution was given defined purpose and simple functions. In fact, most of the learning went on in the home, the field and the mosque. The schools were expected to teach religion and some reading, writing and

arithmetic whereas citizenship, family life membership, vocational fitness, and functional ethical values were largely derived from participation in adult activity in the home, the family groups and the village. Many of the citizens today neither understand the communities in which they live or provide or furnish roots to the young who grow up in these surroundings. The fluidity of community boundaries is one of the major difficulties in understanding secondary communities. The margin of a local community can never be precisely designated since more than one center invariably exists. In a community, experience and interest flow from more than one direction. Moreover the increasingly flexible character of our economic and social processes and the improved modes of communication expand the possibility of interaction. These further complicate the study of secondary communities. The importance and relation of the local, the national and the world community, and the degree of stress given to them in the proposed community study program will be examined in Chapter III.

Community as used in the study

Karachi, which has a population aggregate living in a defined geographical area, can be called a community of the secondary level. It has developed some needs serving agencies as schools, hospitals, churches and so on. In spite of the spread of the area, modern means of communication and transport help the people of Karachi in direct or indirect contacts with each other, enrich the social and cultural

heritage and maintain a mode of life peculiar to the place. Moreover Karachi has a functional independence. It is governed under the Karachi Municipal corporation. For administrative purposes Karachi has been divided into thirty different parts or wards. These different parts are units in themselves, having a sub-administrator for each wards. These wards are classified with names like Old Town, Saddar and Keamari. The word community as used in the study refers to all of these thirty areas of Karachi as a unit.

What is Community Study

The school is a social agency which is concerned with the growth and development of the pupil. It is meant to provide an appropriate educational environment. But the out-of-school environment has an important part in the education and growth of the child. It is outside school that he comes to learn about getting a job, buying a home, managing one's income, interpreting news and becoming a member of a social group. Education, if it has to do with the growth and development of a child, must also concern itself with giving a first hand acquaintance with the immediate environment of the child.

Cook has stated the value of the community approach to education from two view points; the sociological and the educational. From the sociological point of view the local social world contains in some form or another all the factors and processes found in the secondary community. Moreover, it is a concrete reality to the child. It is neither too

large, or too small, too far away or too close, to have meaning for the student. From the educational stand point the local social world is the fundamental unit of learning and teaching. It is a child's greatest teacher for in it he comes of age. It inducts him into its forms and norms of life, its groups and association. Community study and understanding are fundamental prerequisites for effective participation in society.¹²

What is meant by community study in the thesis is a study of the demographic character, ecological pattern, historical background, life activities of the community which includes home and family life, health, transportation, communication, clubs and other group activities in formal and informal institutions. It includes an analysis of value system, customs, tradition and community character. A knowledge of the historical, geographical, civic, economic and social factors responsible for their governing, which helps the learner in effective social participation by controlling, planning and channelising these factors for personal, social, national and international welfare.

Since it is an attempt to relate the school to life around the school it will provide opportunities for a closer contact of the school with the community and the community with the school. The objectives, content and methods of community

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Cook, L.A., A Sociological Approach to Education, (New York, MacGrow Hill, 1956) p. 321.

study as the proposed separate elective subject in social studies for the secondary schools of Karachi will be presented and discussed in detail in Chapter III of this study.

Because of the unique position of today's Karachi and the need of a social studies program centered on the current society, Community Study is proposed as a first step towards a socially centered curriculum of social studies. Chapter II analyses the present social studies curriculum and discusses its weaknesses and strong points in detail.

CHAPTER II

ANALYSIS OF THE PRESENT SOCIAL STUDIES CURRICULUM

A. Secondary Education in Karachi

Education in Pakistan has its roots in the early period of foreign rule. One of the main reasons for the slow progress of curriculum change has been the attitude of the people toward government. Initiative on the part of the citizen in the working of the government was neither expected nor encouraged. As the various nationalistic movements in the sub-continent of Indo-Pakistan gained strength the attitude of the people changed. After Independence the changed attitude resulted in enthusiastic criticism and constructive suggestions. These expressions of public opinion resulted in some changes in education.

Preuniversity education in the former province of Sind, under the British rule was divided into the following stages:

<u>Stage</u>	<u>Duration</u>	<u>Age</u>
Primary	4 years	5 + to 9 +
Upper primary or middle	3 years	9 + to 12 +
High School	4 years	12 + to 16 +
Intermediate	2 years	16 + to 18 + ¹³

13

Government of Pakistan, Report of the National Commission on Education, (Karachi, Government Press, 1960) p. 113.

According to the recommendation of the National Commission on Education¹⁴ Secondary Education should, beginning in 1961, include the following stages.

<u>Stage</u>	<u>Duration</u>	<u>Classes</u>	<u>Age</u>
Primary	6 years	-	5 + to 11 +
Lower Secondary)	3 years	VI, VII, & VIII	11 + to 14 +
Higher Secondary)	2 years	IX & X	14 + to 16 +
Intermediate)	2 years	XI & XII	16 + to 18 +

In the past, universities in Pakistan were responsible for the regulation and organization of education and examinations from classes IX onwards. In recent years, however, the trend has been to assign this responsibility to the Board of Secondary Education. There are now three Secondary Boards, in Dacca, Karachi and Lahore. The Karachi Board of Secondary Education is now responsible for the regulation and organization of education and examinations from class IV to class XII.¹⁵

B. Place of Social Studies in the Secondary School Curriculum

In the lower secondary school the student has to take nine subjects, all compulsory, namely, Physical education, Urdu, Mathematics, General Sciences, History and Geography, Religious education, Arts & practical art, English and one foreign language. In the higher secondary the student has to take six compulsory subjects, Physical education, Religious education (new examination subjects); English, Urdu, Mathematics and General sciences.

¹⁴ Ibid., p. 117.

¹⁵ Ibid.

The student has to offer two more elective subjects chosen from six elective groups. They are:

- Group 1 Social Studies.
- Group 2 Physics, Chemistry and related sciences.
- Group 3 Commercial Mathematics with Trigonometry.
- Group 4 Biology, Geography, Geology and Engineering
 Science.
- Group 5 Arts & Practical Arts.
- Group 6 Languages.

History and Geography are taught as one compulsory subject up to the higher secondary level. In the higher secondary classes the elective subjects of group 1 (which include History, Geography, Civics, Elementary Economics and Elementary Commerce) are taught as separate subjects.

The critical analysis of the social studies curriculum which will follow is as true of the social studies in particular as of other subjects of the secondary school curriculum of Karachi in general.

C. Analysis of the Social Studies Curriculum

1. General

After Independence the great difficulty which Pakistan educationists had to face was to modify the curriculum made by the British rulers to suit the educational policy of an Islamic state. This was done mostly by elimination or combination

of certain subjects and introduction of a few new subjects, to avoid a sudden change in the school system. For example, in History that subject matter which dealt with the British kings was eliminated. Instead, the recent history of the making of Pakistan was included. Commerce, civics and economics were added to the social studies curriculum. The content of civics emphasises the Islamic view of the state, its powers, functions and the meaning of Islamic democracy. All revisions in the social studies curriculum were directed to educating students in the heritage of Islam.

In their hurry to modify the secondary school curriculum, little attention was given to change the philosophical bases of the old curriculum. The result was that the modification did not bring the expected change in the kind of person the secondary schools produced.

Generally speaking the most outstanding practice in both the content, the methods of teaching and evaluation as well is a strict compartmentalised approach to the various subject matters of social studies, which prevents the students in grasping the whole situation of his field of study and results in fragmentary learning. The purpose of education is to equip the students with various skills and attitudes in living a better life.

2. Objectives

One great weakness of the present social studies curriculum is that it is not given clear cut objectives. The objectives

for secondary schools are stated in general terms, such as character building and national progress. The specific objectives given for History and Geography¹⁷ are too vague to be understood by the teacher let alone knowing how to achieve or measure them. Because of these general and vaguely stated objectives there is present a discrepancy between present classroom practice and the stated goals education. A second reason for such a discrepancy between the stated objectives and present practice in teaching social studies is that the objectives of the particular studies are stated only as functions of the studies, the teacher and the school. One of the aims of History classes VI, VII & VIII as expressed in the curriculum is:

"To develop through this knowledge and appreciation the sense of Pakistani citizenship in the context of Islamic and world society."¹⁸

Such objectives could be achieved by any subject taught in schools. No specific objectives are defined for social studies. A specific definition of objectives particular to one single subject assigns and divides the responsibility of achieving and measuring them. Teachers and administrators then have less difficulty in selecting the materials and activities in teaching. In the case of definitely defined objectives the selection of learning activities and materials is provided for.

The stated objectives are the same for all the classes

17 See Appendix A.

18 See Appendix A.

and hence fail to help the teacher in achieving and measuring activities and behavior appropriate to a specific class level. A class sequence statement of objectives is needed.

What is also needed is a formulation of objectives different for different subjects and classes, by a committee consisting of representatives of teachers of social studies, administrators and a group of experts on the study of Islamic culture and personality, and of people living in an urban area like Karachi. Objectives should be stated in operational definitions of goals towards which the teacher of social studies can direct his efforts, the student's talents and abilities. Objectives should be stated in terms of a type of behavior to give the student an identity with or belonging to Karachi and to equip him with skills in better living in a rapidly changing urban community like Karachi. Regular revisions and modifications of objectives by such a committee would avoid the stagnation and keep the objectives flexible and up-to-date. Curriculum change is a continuous process. Such objectives will help the teacher in achieving and measuring outcomes and will make it possible to diagnose the efforts of the students. Chapter III of this study presents a few objectives stated in behavioral terms for different class levels from class IX to class XII specifically for the proposed program of Community Study. The program will be a separate elective subject in the social studies curriculum for the secondary schools in Karachi.

3. Scope and Sequence

The knowledge, understandings and skills towards which

learners' experience is directed, are the scope of the curriculum.¹⁹ Scope is determined in several ways which include a study and understanding of the needs of youth, of the society and culture in which the students live. Sequence refers to what knowledge, understandings and skills shall be emphasised at each class level. Sequence should be based on the progressive stages of student development, upon the physical, mental²⁰ and social maturity of youth.

In current practice the scope and the sequence of the social studies curriculum are determined by the text book that is prescribed in the course or in a particular class. Sometimes, as in history, different parts of the same books are prescribed for different classes. Text books follow a chronological order, as in history, or a logical order, in the other subjects. Such organization of knowledge though necessary and important, tends to compartmentalise the subjects for different classes and greatly limits the integration or correlation of related content. In the hands of poorly trained teachers who must follow a prescribed syllabus leading to an external examination, the text book determines scope and sequence rather than being a guide or resource for use by students and

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Stratemeyer, Florence et al, Developing a Curriculum for Modern Living, (New York, 2nd ed., 1957) p. 9.

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Quiller, I. James, Hanna, L.A., Education for Social Competence (New York, Scott Foresman & Company, 1948) p. 80.

teachers in undertaking experiences with subject matter that will contribute to their further growth and development. Moreover text books are written by authors who specialize in their subject but who usually do not have an expert's knowledge of the needs and interests of children in their various stages of child development or knowledge and skills for teaching in schools. Thus the scope and sequence of the present social studies curriculum does not satisfy the needs of the students. "Need", says Thomas Hopkins,

"represent any disturbance which an individual feels so keenly about that he wants to resolve it in order to achieve a new equilibrium. The movement towards the restoration or equilibrium is search and explanation. The recovery is fulfillment or satisfaction."²¹

A different pattern in determining the scope is practiced in teaching History and Geography to classes VI, VII and VIII and civics to classes IX and X. In addition to a prescribed text book these subjects are given set goals,²² but these goals are generally stated and are not analysed into specific objectives of different classes around which learning activities could be organized.

The subject matter area that is required to be covered by the social studies teachers is so loaded with the details

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Hopkins, Thomas, Interaction: The Democratic Process, (Boston, 1941) p. 219. Hopkins is paraphrasing few lines from John Demeny's, Logic: The Theory of Inquiry, (New York, 1938), p. 29.

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See Appendix A.

of the past that when the students reach to study the present age, there is no time left for a study of the contemporary civilization. In subjects like Civics, Commerce and Economics where-in chronology does not play an important part, there too the scope and sequence is made rigid by the emphasis on the idea of a prerequisites knowledge. The result is that some principles are regarded as important for a later understanding of the subject and are taught as a necessity in the early classes as mere principles with no pointed-out relation with life situations such as laws of good civic behavior, laws of profit and loss and principle governing the market sales.

Teaching, if coordinated with the interest of the student, and application to life situations which the student faces has greater permanency and applicability. This is as true of the scope and sequence plan of social studies in general as of separate classes and subjects. Even the daily lessons or monthly units are influenced by such planning.

The present scope and sequence of the subject matter does not provide for individual differences. It expects all the students to have the same interest and abilities to understand the subject matter in the given scope and sequence and in the same period of time.

The philosophy of such a treatment of the scope and sequence, is that the learner's mind is empty and the teacher - the authority who knows all the facts - pours his knowledge in the student's mind. This process of learning and

transmission is erroneously labelled as Education. Education is meant to equip the student with knowledge, attitudes, abilities and skills which help him in living a better life.

4. Organization

Teachers and other curriculum planners must do more than outline the broad goals and the specific knowledge, understandings and skills which make up the scope of the curriculum. Decision must be made regarding the ways in which these understandings and skills are to be related and grouped for teaching. ²³ The content of the social studies curriculum for the secondary schools in Karachi is organized into subjects of instruction like History, Geography, Civics, Commerce and Economics. The guiding principle of the school curriculum in Karachi seems to require a certain number of selected subjects which are believed to be the fundamental areas of the various fields of learning such as Urdu, Mathematics, English, History, Geography. It is assumed that in order to be educated a student needs a rigorous training in the required field of learning. This principle has its influence on the elective subjects too. The first group from which electives are chosen consists of History, Geography, Civics, Economics and Elementary Commerce. The student is required to take not more than one subject from one elective group. Such an organization and classification of the subject matter shows the

dominance of college requirements over the school subjects. The truth of the matter is that very few students in Karachi do really continue their studies after their schooling. The organization seems to imply that students are being prepared not for better living but for admission to colleges. The result is that all those students who leave the school after their secondary education lose a long period of time seeking jobs and experimenting with various jobs to find the one best suited to their talents because the schools do not acquaint them with methods of dealing with life situations and problems of daily living. Unsuccessful attempts at finding a job leaves many of the students frustrated or with an occupation which they keep on doing, though they know that it does not contribute either to their own development or creativity or to the society in which they live.

The purpose of using such organization is expository which implies a basic faith that truth is given and cannot be discovered. Such a belief seems to be a misrepresentation of the Islamic faith in human nature and abilities. The result of such an approach to organization is that the subjects are studied for their own sake and not as a means to scientific thinking. The study of the Ice age in history is not put in the content for better living but for accumulating knowledge. Subjects explain only the causes of historical events, and geographical happenings but their effect on human life and society is left individual student's speculation. The organization does not direct the efforts of the teacher towards

methods which might bring the abstract ideas as alive and applicable tools for students better living.

The compartmentalized subject matter organization implies an assumption that the separate subjects will provide a beginning for the student to choose his field of specialization in higher studies or work. Specialization for the trades or professions is necessary, but also necessary is the deliberate cultivation of the powers of thinking in various flexible ways. Men in today's world need different ways of approaches to a problem and flexible thinking to meet the life situations which keep changing with rapid speed. The subject matter taught at present in the social studies curriculum does not provide for such purposes. Little or no importance is given to thinking over the causes and effects of the various principles of economics, civics, and commerce.

The newly added subjects in the curriculum such as Civics, Economics and Commerce are organized with great care and the subject matter includes emphasis on the present or the recent happenings. This emphasis on the present is the result of the age long protests of the various Indo-Pakistani educators. What is needed is not the emphasis on the past or the present but a way of organization which will include the past and at the same time give due importance to the present.

5. Teaching Methods

The prevalent ways of teaching social studies in the secondary schools of Karachi shows that most

of the weakness in teaching methods are because of the above mentioned philosophical - psychological theories that determine the content of the curriculum.

Despite modern psychological and philosophical theories that regard education primarily as a process of "natural unfolding" the teachers of social studies still follow the fixed pattern of the exposition method. Little attention is paid to the fact that "imposed from outside" learning activities or pre-arranged patterns are good only when they provide for individual difference and gives freedom to the teacher in selecting the learning experience in accordance with the needs, purposes and interests of different classes. The expository nature of the organization, the predetermined scope and the inflexible sequence has led the teachers of social studies to follow a lecture method which requires the pupil to repeat, accept ideas which he does not understand, and adopt an arrangement of facts which has been designed by the teacher or others.

Recitation allows little activity or individual movement and expression, which is necessary in the secondary schools that deal with adolescents, where a desire for status, sharing responsibility, independence and activities are dominant interests and needs. The personalities of the student are not given enough opportunity to develop and satisfy their needs. Such unsatisfied needs if not channelised in desirable direction may seek other outlets as undisciplinatory behavior, crime and delinquency grow into adults who are not actively interested in contemporary problems, civilization and better living.

The kind of experience that is provided in teaching social studies in the secondary schools of Karachi does not give opportunities to practice the learned principles and makes them meaningless or temporary learning. "Unless the skills are learned while being put to use they may not be permanent."²⁴ The reason for not providing skills with the use is probably a strong belief that a transfer of learning is automatic, that acquisition of knowledge is enough for a change of behavior and attitude. This conception of the transfer of learning is one of the main weaknesses not only of the social studies teaching but teaching in general in all subjects at mostly all levles.

The time given to the teaching of social studies is not enough in relation to the subject matter area that is expected to be covered. Because the subject matter is very broad the students are given heavy reading assignments which are not read or skimmed through because the teacher or the school experience does not motivate or try to correlate their interest with the subject matter. Activities which are related to satisfying the child's interests and needs, acquire a power to motivate the children's desire to learn.

The lack of correlation and opportunities and a lack of emphasis on the applicable values of social studies has labelled the subject as an impractical subject by most of the Pakistani parents and students. There has already started a trend to

²⁴ Hildereth, Gurtrude H. "Skills Develop with Functioning," Educational Outlook, vol. 24, 1949, pp. 13-19 as quoted by Blair, S., Educational Psychology (New York 1948) p. 122.

join science courses. No amount of money is spent by the school administrators and the government on study tours or field trips for teaching social studies. No money is spent or used for teaching social studies because the teaching of the subject is verbal and the laboratory or practical experience are not used. The tradition of teaching the social studies in a fixed pattern method has become an obstacle in improving teaching methods.

Other important weaknesses which are true of all subjects, in fact the whole education in Pakistan, are the overcrowded classes and limited space for schools. The spread of education has been so rapid during the last ten years that the government with its humble finance was unable to meet all the requirements of a good educational system. The government has started building new schools and gradually it may not be an obstacle.

The last but not the least reason which in fact is the core of the problem is a lack of trained teachers. Because of the increase in school population the influx of refugees and lack of teacher training institutions, Pakistan could not provide the required number of trained teachers to meet the demands of the schools present. Students fresh from their university education are taken in service for teaching jobs, and the qualifications for teachers in social studies is a Bachelor of Arts degree in History or Geography, or Economics or Commerce. The trend is to have one teacher for each of these subjects but only when the school can provide for them financially. Usually subjects like History and Geography are taught by one teacher. Except for these qualifications most of the teachers do not have any professional qualifications in teaching.

6. Evaluation

The only evaluation method used is the essay examination which asks an explanation or description of the taught subject matter. The answer to the five to ten questions set in such an examination does not require or demand or measure anything else except the restatement of the learned facts. The final public examination is given to determine the student's eligibility for new admission. At the same time passing this examination qualifies him for a recognized degree. Such an examination must include the kinds of questions which measure the academic qualifications, skills, attitudes and other concomitant achievements, but the strict dependence on the essay examination and descriptive questions as the only means of evaluation fails to measure all these outcomes.

The very fact that a fixed pattern of answers are expected implies the basic assumption of the examiners that all the learners had the same learning experiences. While the truth is that the same learning activities may have different outcomes and some outcomes may be the result of different activities. The reason for such an inadequate method of examination, if studied carefully, could be the result of the prescribed content and the philosophies that lie behind them. The student is asked to repeat facts because truth is taken to be as given and explained, so a new pattern or discovery is not expected. Examination papers are graded in numerical grades. The importance that is given to these numerical

grades in failing and passing the exam is too much. No regard or consideration is given to the child's development and abilities of which only the particular class teacher or the institution knows.

A reasonable criterion for a good examination is that it evaluates the outcomes of instruction and learning activities. The measurement of pupils growth in concepts, skills, attitudes and academic achievement. It should include the learner's personal social growth and aspects of thinking such as "interpretation of data, application of principles and generalizations to new situations, recognising the logic and argument or the value of proof used in material prescribed in the curriculum".²⁵

The weaknesses of the social studies curriculum could be said to be springing from the selected pattern of the curriculum. The proposed program of Community Study presents a pattern which attempts to meet most of these short-comings.

CHAPTER III

COMMUNITY STUDY PROGRAM

1. Introduction

Living in Karachi is becoming more complex each day, and needs a parallel enlargement of the range of competencies of its people to meet the complexity of community living. The settlement of refugees in Karachi, and the resultant cultural and social contacts together with the attempts to make Karachi an urban community demands from every inhabitant a broad understanding of contemporary life. Without such an understanding the people would not be able to keep pace with the changes made in the political, economic and social fields. Further, the rapidly growing progress has strengthened faith in the powers of education.

Effective education requires careful curriculum planning. Curriculum is defined by Stratemayer as follows:

" The course and class activities in which children and youth engage, the total range of in class and out class experiences sponsored by the school; and the total life experience of the learner."²⁶

Planning for a course like the Community Study program for the social studies curriculum of the secondary schools in Karachi,

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Stratemeyer, op.cit., p. 11.

requires a study of the Pakistani adolescents in Karachi. The flexibility of the Community Study Program enables the teachers to satisfy the various specific needs of different classes. It also requires a selection of the areas of knowledge, skills and abilities which will equip the students for fulfilling these needs and interests and will help them in meeting their problems of daily living.

The proposed Community Study Program for secondary schools in Karachi is discussed in this chapter in terms of its objectives, content and the principles that govern methods of teaching and evaluation. The extent to which the changed and changing needs and interests of the early adolescents and adolescents in Karachi are utilized in the selection of the learning activities is shown in part by the statement of objectives. It is further clarified by the selection of units of interests and experiences and by proposed pupil activities. Evaluation methods too were selected on their suitability in measuring a variety of achievements.

2. Objectives of Community Study

The following objectives of Community Study are in accordance with the declared national objectives of education in Pakistan - character building and national progress.

The objectives have been formulated with the idea of developing the whole child and not only training his intellect. Students should be constantly encouraged to raise questions

regarding any aspect of community living.

The program of community study is designed, in part, to acquaint students with the problems of daily living in Karachi and, in part, to integrate the subject matter of the social studies through a study of community. Throughout his secondary education the student is exposed, as has been pointed out in chapter II, to compartmentalized knowledge. Particularly in the social studies it is important that students understand relationships.

The objectives of Community Study, stated in behavioral terms, are divided into two groups. First: objectives for class IX & X. Second: objectives for class XI & XII. The actual selection of the area of emphasis in the content and experiences for a particular grade would later guide the teacher in selecting the specific objectives for a single grade. Such a method is preferred because of its flexibility in meeting the needs and interests of the students in Karachi. It would also give the class teacher an opportunity to determine the abilities and experiential level of the students according to their development during the previous years. The objectives are meant to be a guide to the social studies teacher in selecting the subject and topic of students interest and needs. Moreover the objectives are not stated as final statements. They are to be revised and modified regularly by a committee of social studies experts, teachers and graduate student representatives.

The coming few pages present a list of behavioral objectives

of the proposed plan of Community Study.²⁷ The program prepares the student to handle persistent life situations which a youth has to face in Karachi. Persistent life situations are "those situations that recur in the life of the individual in many different ways as he grows from infancy to maturity."²⁸

a) Objectives of Community Study for Classes IX & X

A student who has taken the course of Community Study:

- Understands the general community pattern regarding economic, political and social opportunities.
- Understands the contribution of the various socio-economic groups in maintaining and progressing the community.
- Identifies the purpose of the major institutions and groups active in the community.
- Develops simple techniques for inter-group cooperation.
- Finds what other groups means by their customs, tradition, behavior and appearance.
- Discovers ways of making finer discriminations in interpreting the responses of family and friends.
- Explores ways of responding to casual social contacts with people in the community.
- Finds ways of adjusting social activities to the general interests of the guests.

²⁷ Adapted from Stratemeyer et al. "Persistent" Life Situation as learner face them", in Developing a Curriculum for Modern living, (New York, 1957) pp. 173 to 321.

²⁸ Ibid., p. 115.

- Finds ways of taking individual interests and needs into account in working relationships with groups, family and other people in the community.
- Finds ways of adjusting response to those involved in service situations.
- Becomes better able to ask for and give help in terms of the needs of the situation.
- Finds a variety of ways through which one can get information about the activities of a group.
- Decides what general ability is possessed by various candidates for a job.
- Finds out what is needed to lay plans for class activities for which one is responsible.
- Becomes acquainted with various ways of keeping a group informed.
- Discovers the major legal rights and responsibilities of social, religious and national groups.
- Understands the general nature of salary differences among persons of ones acquaintance.
- Extends acquaintance with the earth's surface and its effect upon life.
- Finds how variety of tools help a workman or a professional person in his job.
- Understands the general value of a variety of means of transportation and uses common ones with safety.

- Becomes acquainted with widely known technological resources in the community.
- Extends acquaintanceship with the work of individuals and community agencies.
- Decides on work responsibility with or without difficulty in group works.
- Discovers bases for standards of workmanship.
- Understands relation of adequate working conditions to efficiency quality and adjustment immediate environment to work needs.
- Discovers some of the major rights and responsibilities guaranteed to workers.
- Allots personal allowances and sharing in family budgeting problems.
- Understands main purpose and rules of saving or borrowing on individual responsibilities.
- Discovers some of the major ways in which people and nations achieve the distribution of goals.
- Identifies common factors influencing price of locally made and foreign made goods.
- Finds how members of family groups depend on each other.
- Takes proportionate share in prominent community efforts towards social welfare.
- Finds the nature and purpose of major public services.
- Finds what legal protection safeguards the welfare of all people in the community.

- Finds ways of cooperating in the preservation of natural resources in the community.
- Uses community educational resources.
- Finds what sources may be used to influence group thinking.
- Knows that technological means are used in the community to influence the people.
- Uses appropriate procedures in nominating and electing candidates.
- Finds how government groups are organized.
- Finds how local and national groups may follow the work of their representatives.
- Cooperates in and finds what general organizations exist for law enforcement.
- Finds the general use of the taxes with which one has contacts.
- Learns ways of taking appropriate responsibility in group situations.
- Finds ways of using or adjusting to individual capacities.
- Develops constructive and approved channels within which to express emotions.
- Finds how to identify major issues in a situation and what sources of help to use.
- Understands the purpose of having community safety measures.

- Builds techniques of give and take in discussions and conversation for community work.
- Knows basic techniques of simple oral presentation.
- Explores a wide variety of the uses of aesthetic forms of expression for community welfare.
- Builds techniques for independent uses of common source material to enrich the human resources of the community.
- Determines the major issues involved in achieving purposes.
- Knows how to make long range plans.
- Considers the effectiveness of progress towards long range plans.
- Learns how to use more common resources of the community in various way and for various purposes.
- Finds how to use facts to test opinions.
- Reacts reasonably to groups, mores, customs and traditions prevalent in the community.
- Finds how personal values guide the lives of people.
- Shares in home and school decisions regarding resources for aesthetic expression.
- Shares in home and school efforts to beautify community .
- Cooperates in general community upkeep.
- Knows different branches of international organizations present in the community.
- Adopts socially approved habits of spending leisure time activities.

b) Objectives of Community Study for Classes XI & XII

A student who has taken the course of Community Study:

- Uses Islamic values in safeguarding the rights and responsibilities of socio-economic groups.
- Applies adequate understanding of basic issues in making distinctions between socio-economic groups.
- Views social problems in the light of their historical genesis and appraises consequences of proposed solution on the understanding of the idea of basic democracy in Pakistan.
- Realises the value of importance of maintaining unity in Pakistan and works for keeping it by creating good relationship between the various groups present in the community.
- Uses basic Islamic values as a guide to legal and personal commitments in racial, religions and national groups in the community.
- Uses available knowledge about family and friends appropriately in interpreting behavior.
- Uses appropriate form of expression and variety in casual social contacts with community people.
- Provides social activities appropriate to the needs and interests of those concerned.
- Adjusts working relationships to the abilities and needs of those working together.
- Works for establishing effective and harmonious relationship in occupational situations in the community.
- Secures, seeks and gives guidance appropriate to the

demands of the situations.

- Decides after critical investigation upon the local or international groups through which to engage in economic, social and political activities.
- Uses varied means of becoming informed about the activities of groups in the community.
- Determines the competence of candidates for positions of local and national leadership by careful study of their previous record and public philosophy.
- Projects preliminary plans in a variety of situations calling for leadership or expert responsibilities.
- Adjusts methods of reporting to the nature of the group and the problems.
- Deals with other groups with adequate understanding of basic factors governing their customs, traditions and mores.
- Uses Islamic principles in deciding when and how to support the activities of organised groups.
- Acts to secure effective intergroup cooperation.
- Makes effective use of knowledge of the earth's surface to some human problems.
- Knows the particular machines used in different trades.
- Uses effective means of communication with individuals and groups.
- Uses the effective and adequate means of transportation for persons and materials.

- Supports experiments which contribute to the technological growth in the community.
- Takes action to assure the use of existing technological resources for social welfare.
- Participates in decisions that contribute to the national development plans.
- Selects or carries forward his chosen vocation.
- Secures or applies standards of workmanship adequate for the job to be done.
- Takes active part in securing working condition affecting the efficiency and quality of the work.
- Acts to assure that rights and responsibilities of self and others as workers are guaranteed.
- Apportions wisely his total income for needs of self or groups.
- Understands and uses existing economic structure in saving and investing money for oneself and others.
- Deals with the major national and international structure which control the distribution of goods found in the community.
- Evaluates prices in the light of sound economic principles.
- Takes responsibility for secure relationships among members of the family group.
- Supports and uses various community efforts in social welfare.

- Provides and draws upon public services for the welfare of self and others.
- Assures adequate legal protections for the security of self and others.
- Co-operates in the preservation of use of natural resources for the good of self and others.
- Takes responsibility for provisions of education for all community people.
- Uses appropriate agencies through which to present a point of view to the local or national groups.
- Takes an active part in the selection, nomination and election of local and national government candidates.
- Acts to secure and maintain an effective government organization.
- Takes effective part in appraising the activities of local and national representatives.
- Co-operates with agencies of law enforcement for the protection of self and others.
- Shares in setting policy regarding the use of government income.
- Helps others and self in securing status in variety of groups.
- Makes constructive use of individual capacities.
- Achieves constructive approved and mature expression of emotion.
- Uses reasoned decisions to determine actions in a conflicting situations.

- Provides needed safety measures in home and community.
- Uses techniques of discussion and conversations appropriate to the situation.
- Adjusts the nature of oral presentation to a variety of situation.
- Selects, combines and adjusts a variety of aesthetic forms of expression appropriate to a given situation.
- Adjusts reading approaches to a variety of purpose and materials.
- Uses sources materials appropriate to a wide variety of needs.
- Makes the clarification of purpose needed to give effective direction in a variety of situation.
- Projects appropriate sequence of steps to achieve a variety of purposes and objectives.
- Uses evaluation effectively and independently as an aid in planning.
- Makes discriminatory use of available resources.
- Uses scientific approach effectively in the situation of daily life.
- Appraises group mores customs and traditions in the light of individual freedom to act on values.
- Acts upon a planned and integrated philosophy of life.
- Helps in providing adequate home and community resources for aesthetic expression.
- Secures beauty in community architecture and works to

preserve it.

- Secures satisfying community appearances through adequate care and keep.
- Values and respects his community without increasing provincialism and prejudices.
- Understands the existence of different values belonging to different groups and works to keep it different without creating a conflict.
- Understands the functions of international organization in the affairs of the world and the local community.
- Understands Pakistan's position in the world, and its policies with other foreign countries and takes an active interest in forming them.

3. Unit Organization

The subject matter and learning experience which constitute the Community Study program is organized into units.

A unit refers to:

"Materials organized around a common principle, process, culture, or area of living and directed towards the achievement of significant outcomes, thus giving unity to learning experiences".²⁹

All units, whether subject matter units or experience units must meet the learner's personal and social needs. As Burton points out, the contrast between the subject matter and experience approach to unit organization is not an antagonistic one but one of

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Quiller, I.J., Hanna L.A., Education for Social Competence, (New York Scott, Foresman and Company 1948), p. 107.

emphasis. All units contain subject matter, utilize activities, and provide experience. Both subject matter and activities must be selected in terms of the interests, needs, and purposes of children: the outcome must be a modification of behavior of the learner in terms of significant understandings, attitudes and skills. The "either-or" type of thinking which produces a dichotomy between subject matter and experience units should be avoided. The important element in the unit is the degree to which it is based on socially accepted pupil purposes and combines "subject matter and experiences in a way valuable to the learner", i.e. aids him in continuously integrating his behavior.³⁰

Because the term unit organization has been used by many people for different meanings the term will be restricted in this study to an organization of learning experience which has the following characteristics.

1. A unit must have a unity, cohesion or wholeness. Though the topic or heading of the unit may be taken from the subject matter area the unit should be complete and independent in itself. It must be related to other fields and other topics of the same field. A unit must lead and contribute to previous learning units and must provide a continuity of experience. The unifying factor in a unit should be the basic problem or the goal around which the matter is organized. A unit can include activities outside the subject

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Burton, William H., "Implications for Organization of Instructional and Institutional Adjuncts," in Learning and Instruction, (40th yearbook N.S.S.E. Chicago 1950), pt. I, pp. 218-19.

- matter but which deal and affect the problem and the goal under consideration.
2. A unit must be based upon the present and social needs of the student. Unit experience should be selected after considering the developmental stage of the child, his past abilities, his experiential level and his needs. The starting point of a unit must fall within the boundaries of the present and familiar environment from where a topic of interest or need is selected to start the activities after which the unit can take a chronological, topical or problem solving approach, to achieve the selected attitude and skills.
 3. Subject matter area is essential for every subject and all teachers. What is important is not teaching in the defined area or going out of boundaries but finding within the area an interrelationship and integration. The units then should be selected in such a manner as to include and cover most of the subject matter area. Opportunities can be provided in subjects and problems wherein an integrated study of the subject is essential, by stressing the interdependence of the sub-topics, on each other to make community study or a unit.
 4. A unit must aim at integration not only of knowledge but the learning experience into the child. An effective method for such integration is selecting life situations in which the student is interested and modeling the learning

- activities with the pupils and the subjects goals in mind.
5. Units selected for study and their organization should be based on the operation and concerns of students. More effective learning occurs when students find meaning and purpose in what is being studied.
 6. A unit must be so organized as to provide a continuity of experience to avoid fragmentary learning.
 7. A unit organization must emphasise problem solving. It must give opportunities to the student for development of reflective thinking. Whether the unit is organized on chronological, topical or problem solving approach it must involve in varying degrees all the steps of reflective thinking, analysing, setting up hypothesis; gathering data through research, observation, and acting upon them.
 8. A unit must be selected and planned cooperatively by Community Study teachers and his class, and must provide opportunities for the social development of the child, by selecting experiences which take the student into the community or bring representatives of the community into the school.

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The above mentioned eight characteristics of the unit organization were paraphrased from Hanna & Potters's Education for Social Competence, p. 107-158.

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The Community Study Program

The Topical Approach

Unit organization for classes IX & X would be mostly through a topical approach. Various aspects of the Community will be studied with an emphasis on a selected major topic. The characteristic of a topical approach unit organization is that it draws on all related materials so that the unit can present a complete, comprehensive and integrated picture of the topic under discussion or study as possible.

The selection of the topical approach to unit teaching is based on the strongly accented present teaching method and the habit of the present teachers in following their teaching according to given topics. Moreover, the problem solving method, being a change from the accented routine, has less feasibility of being accepted if introduced suddenly. Neither students nor teachers are prepared for it.

The Problem Approach

There are two essential characteristics of a problem:

1. It (a problem) is an area of concern producing tensions which can be resolved or reduced only by solving the problem.
2. It (a problem) involves the choice of a course of action from among two or more possible solutions.

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This approach is in reality the application of Dewey's definition of reflective thinking to group problems and to group

problems and to group situations. Quoting Dewey on the thinking process Quiller and Hanna define five phases or steps:

1. One must feel confused or blocked.
2. He must intellectualise the difficulty that he feels into a problem to be solved.
3. He must use one hypothesis after another to solve and re-solve the doubt or perplexity.
4. He must by reasoning develop the idea which offers the best possible results.
5. He must test the hypothesis by overt and imaginative action, accepting the conclusions if the experimental results agree with those rationally dictated and rejecting them if the experiment fails.

The proposed program uses topical units in the first year (class IX) of the Community Study and introduces some problem solving which with the gradual increased emphasis in class X will result in a mixture of topical and problem solving units in class XI. The Organization of Community Study provides entirely for problem solving units of study in class XII.

a) Content for Class IX

Human Resources

1. Growth of the population in Karachi.
2. Nationalities in Karachi.

3. Refugees in Karachi.
4. Health problems and provisions for people in Karachi.
5. Various economic, political, religions, social groups in Karachi.
6. Aesthetics in Karachi.
7. Transportation and Communication in Karachi.
8. Education in Karachi.
9. Administration in Karachi.
10. International Agencies in Karachi.

Some Suggested Problems for Study and Discussion

1. What factors led to a sudden growth of population in Karachi after 1947?
2. How can the rehabilitation of refugees be best provided for in Karachi?
3. Should the women in Karachi be given equal opportunities in the various fields of life?
4. What measures might be taken to improve the status of manual labour in the community?
5. Should Karachi administration nationalise buses — the most common means of transport?

Some Suggested Activities

1. Make a population map of Karachi for the year 1940, -47, -54 and -61. Lead the students to discuss the effect which the growth of population had in making Karachi a big city.

2. Ask the student to collect pictures, historical, facts about places in Karachi like famous statues, gardens, **zoos** and other places relating to the topic under discussion.
3. Ask the students to make a pictorial map showing the density of population in various areas of Karachi and write a report on the possible reasons for it.
4. Call a few old people who saw Karachi about twenty five years ago and discuss the gradual changes.
5. Divide the class into groups to observe different peculiarities of language found in Karachi schools, students or school locality.

b) Content for Class X

Social Welfare

1. Provisions for beauty in various tradition customs and mores found in Karachi.
2. Contribution of various groups (formal and informal) in social welfare.
3. Consideration given by Karachi administrator in town planning to social welfare.
4. Climate and its effects on society.
5. Economic conditions of the community people and its effect on social welfare.
6. Various technological changes in transportation and communication and their effect on social welfare.

7. Number of illiterate persons in the community and its effect on the economy of the society.
8. Minority groups and the provisions for their social welfare and rights.

Some suggested problems for study and discussions

1. How can social welfare agencies in the community help the population in improving their economic conditions?
2. Should we ask the minority groups to receive education in national languages?
3. How can we help the women's organizations in gaining equal opportunities in various fields of life?
4. What policy should be favoured regarding coeducation in Karachi schools? Why?
5. Which community agencies should be responsible for forming groups, leisure time occupation? Why?

Some Suggested Activities

1. List, interpret and criticize the rights guaranteed by the government to individual activities in the society.
2. Ask the students to make a report stating how they are responsible for the success of their own group, other groups in the schools and how the responsibility is carried over to the larger groups in the community.
3. Ask the student to set or formulate standards of an individual's actions who is conscious of his duty for social welfare.

4. Arrange a display with pictures and facts about what is done in other communities to give equal opportunities to women in their societies.
5. Collect data about the various minority groups in the communities, their language peculiarities, and discuss the idea of teaching them in one language.

c) Content for class XI

The World of Work

Some possible topics and problems for study and discussions:

1. The kinds of occupations and the number of employed population in Karachi.
2. How can we help the community in effective social control such as controlling the numerous demands of labour unions?
3. Various occupational groups and its use of and effect on transport and communication.
4. What can we as individuals and as groups do to have good active group organizations in the community?
5. Health and Aesthetic provisions in the various occupations available in Karachi.
6. What are the various theories of taxation? What methods are used in Karachi and in Pakistan? What effect do these taxes have on various economic groups? How can taxation be improved?
7. Different transportation and communication used for occupational purposes and by employed persons in Karachi and why?

8. What kind of education helps the students to enter the world of work?
9. How can the government improve the quality of Pakistani textile products for the community market and national market?
10. Status structure and classes in the various available occupations and its effect on the social welfare.

Some Suggested Activities

1. Arrange visit the Employment Exchange to get data on the number of employed persons in Karachi and the various available occupations.
2. Invite a prominent doctor to discuss the findings of the class regarding public health conditions in Karachi or health and safety conditions in various occupations.
3. Arrange an exhibition of pictures, creation and exhibit actual sample products of some of the manual labourers.
4. Interview or invite groups of employed persons representing the majority of the working jobs to talk with the students on the kinds of skills required for different occupations.

d) Content for Class XII

Community Government

Some suggested problems for study and discussions .

1. How can we help our community in its fight against crime?

2. The shift of the capital to Islamabad has created a fall in Karachi land prices. How can this crisis best be met to improve social welfare?
3. Since Karachi is no longer the capital should it be left a separate entity?
4. Why is it harder for today's youth to achieve a satisfactory social status in today's Karachi than it was twelve years ago? How can we help him?
5. Can different groups in Karachi be a threat to National unity or International unity? What are the international organizations doing to preserve world peace on the international and on the national basis?
6. How can the people channelise the social mobility present in the economic groups of the community for social welfare?
7. What provisions might be made for unemployment insurance, sickness insurance, old age benefits?
8. How have recent industrial changes affected family living? How can the role of the family in urban society be strengthened?

Some Suggested Activities

1. Arrange study visits to the local prison and social reformatory schools to study the conditions and get the materials on the number and kinds of crimes and criminals.
2. Interview (as various social groups are studied) the leader to get clear idea of their policies and

workings and thereby deducing conclusions as to their influence and importance as a threat to national unity.

3. Show films and arrange displays and exhibitions showing the achievement of the workings of various international organizations in the world and in the community.
4. Ask the various Pakistani textile industries or one company in arranging a display of Pakistani products to patronise and popularise and exhibit the cultivating learning outcomes of the project under study.
5. Collect factual data about the different new elements in the local Urdu language of the Karachiite and then analyse the foreign elements and their effects.

For the purpose of elucidating the nature of content to be studied under a specific topic or problem two sample units of study are presented in the following pages. The first unit for class X is a topical unit with emphasis on problem solving and the second unit is a complete problem solving unit. The sample units could be used as resource units by the Community Study teacher, for the purpose of the program is to encourage student-teacher planning of units.

5. Sample Unit

Outline of a Topical Approach Unit for Class IX.

Human Resources: Groups in the Community.

a) Objectives

A - Basic Understandings

1. Groups are necessary for social living.
2. Joining groups is an effective way of being a good citizen.
3. Fights in the groups might lead to national disunity.
4. Groups and not individuals have in today's world the responsibility of the world peace.

B - Skills

1. Collecting relevant facts and documentary material.
2. Understanding the statements and drawing valid conclusions from it.
3. Selecting a plan for the project.
4. Using their experiences and observations.
5. Becoming active members in their own peer groups.

C - Desired Behavioral Outcomes.

1. Knows that groups are a social necessity and selects to join those groups which will best satisfy his needs and interests.
2. Is cooperative and knows the use of understanding and cooperation for group work.
3. Starts taking an active interest in his group.

b) Scope

1. What are groups?
 - a) Definition
 - b) Kinds
 - c) Characteristics
 - d) Purpose
 - e) History
 - f) Present importance of groups in the community nation and the world.

2. Detailed study of the various kinds of groups present in Karachi.
 - a) Political groups.
 - b) National groups.
 - c) Social groups.
 - d) Economical groups.
 - e) Religious groups.
 - f) Cultural groups.
 - g) Occupational groups.
 - h) Formal and informal groups.

3.
 - a) Can we live in today's Karachi without group?
 - b) Can different groups be the cause of disunity in the province?
 - c) What have the groups done for people in our community?
 - d) Can groups be organized to spend leisure time?
 - e) Why are groups becoming more important in today's world?

c) Suggested Activities

1. Collecting documentary materials and facts.
2. Visiting different formal organized groups in the community.
3. Observing different informal groups in the schools.
4. Interviewing their leaders.
5. Calling national or local leaders to discuss group activities.
6. Discussion on any observed conflicts in groups.
7. Reading with comprehension the projects of international organization.

d) Culminating Activities

1. Preparing an accurate information list of groups in the community.

2. Listing their works in the society and naming their advantages.
3. Forming different kinds of groups or improving the working of present groups in schools and localities.

e) Evaluation

1. Teacher observation of group consciousness in the student. His sense of responsibility, participation and cooperation.
2. Factual questions in essay form.
3. Asking some related-to-the-topic questions that require an initiative in thinking and organization of thought i.e. "How would the student initiate a group in their own school? For what purpose?"

Outline of a Problem Approach teaching unit for class XI problem:

How can we help our community in its fight against crime?

a) Objectives

A - Basic Understandings

1. Crime flourishes when citizens neglect civic affairs.
2. Fighting crimes is the duty of every citizens.
3. Basic human needs can be satisfied in socially acceptable ways.

B - Skills in

1. Collecting relevant documentary materials.
2. Making outline of the program.
3. Challenging critically what is heard and read.
4. Gaining mastery in the use of materials.
5. Drawing valid conclusions.

C - Desired Behavioral Outcomes

1. Students learn that high moral and honesty all essential to citizens and act accordingly.
2. They learn that crime must be fought and act in accordance to it.
3. Spend most of their actions in living peaceful life and letting others live peacefully.

b) Scope

1. How great is the problem of crimes?
2. What are the promising remedies?
3. What has the present government done up to this time.
4. How far the government rules are practiced?
5. What are the responsibilities of the citizen in fighting crimes?
6. What can we as individuals do to fight crimes in our residential area?

c) Suggested Activities

1. Collecting documentary materials.
2. Making graphs of the crimes by age and by sex.
3. Visiting the prison and reform schools.
4. Visiting the courts in sessions discussing such crimes.
5. Calling resource visitors as judges, prison wardens, doctors, lawyers and etc.
6. Surveys of the school neighbourhood.
7. Collecting and examining the ethics and religious values on crimes.
8. Presenting the study in written form.
9. Presenting the facts on school display boards.
10. Sending a copy of the findings to various social welfare centers.

d) Culminating Activities

1. Preparing a display with picture reports and facts, open to parents and other interested members of the community.
2. Preparing a chart with accurate facts and information and sending copies to authorities that keep such materials.
3. Summarizing the finding for a school record of students activities.

e) Evaluation

1. Observed changes in the behavior of the student in the field of ethics.
2. Essay questions for facts and measuring abilities in interpreting collected information and organizing his thoughts.
3. Observing and noting in anecdotal record any other concomitant learnings and changes in behavior.

6. Implications of Research on Learning for Unit Teaching

These principles of learning have some definite implications for unit teaching according to L.A. Hanna.

1. Opportunities must be provided for children to participate, experience, react and do. Learning results

only from experiences.

2. Problem solving when the problems are real and meaningful to the learner provides the most effective learning situation.
3. Repetition or drill is needed when a response needs to be "fixed" or made precise and efficient.
4. The objective of the unit and of specific activities must be defined in terms of the individual behavior expected, and these must be formulated and accepted by the learner as his goal if learning is to be effective.
5. Teachers should be aware of and concerned about the concomitant learnings which are taking place. These are often more important and more lasting than the facts or skills which the child is expected to learn.
6. Instruction must be related to the actual life experience of the child and must capitalize upon them, not ignore or run counter to them.

7. Learning experience in the unit must be provided at the time when the child is ready for them in terms of his mental, physical and social maturity. The instructional program must be based upon an understanding of each child's abilities, interests, maturation, and background.
8. Fragmented learning is ineffective and isolated facts are soon forgotten. Children should be helped to reach generalizations and to apply these to new situation.
9. Learning experience organized into units are effective only when the learner sees the relationship of one experience to the larger whole.
10. Since each child learns in his own way and at his own rate, a variety of activities and instructional materials must be provided in each unit to meet these individual differences.

7. Evaluation

Evaluation is a part of the learning process itself. Appraisals of the learner's growth and development are the bases for deciding next steps. Such evaluation are made by teacher, the pupils and often by parents and community member as well. Appraisals are not limited to time, it is a continuous process that goes on throughout a learner's life. Evaluation is a process of gathering and interpreting evidence on the changes in the behavior of the students as they progress through school, to promote further growth.

The evaluation trend in Karachi has been to depend completely on the grades of the Matriculation Examination in declaring the passing and failure of a student. One of the recommendation of the Report of the Commission on National education, which was reported to be taken up for practice from 1961, is to give 25% of the importance in evaluating the students achievements to the opinion of the institution. Since the remaining 75% of the importance is given to grades of the Matriculation examination which examines the students mostly on factual knowledge, it is suggested that the 25% which is the domain of the institution be given to evaluating and measuring achievement other than factual knowledge, such as skills, attitudes and social competencies.

It is recommended that the 25% grades for the Community Study be used after following the suggested procedure of evaluation

1. The teacher should use education procedures which include all the means of collecting evidence on student behaviour, and anecdotal records of the student which includes all the teacher-observed changes of behaviour in the student from time to time. The proposed anecdotal record starts keeping record from the class IX and goes up to XII class. The record should be further divided into four units, one for each year, noting the changes in behaviour, written work, ability to express himself clearly and effectively, skills in planning, his originality and creativeness throughout each year.
2. Evaluation must take into consideration the progress which the student has made in terms of his own aptitudes, interests and goals.
3. Evaluating statement should be given in terms of qualitative statements and quantitative grades as well.
4. The learners achievement should be measured not only in relation to his behaviour in the knowledge of the subject, community study, but on his other class, playground, out-of-the-class and social behaviour in general. Evaluation is concerned with the development and growth of the whole child.
5. Evaluation should be made on cooperative basis after a discussion with the pupil, teacher, parents and friends of the pupil throughout the year as opportunity presents itself.

6. The process of evaluation must take the stated behavioural objectives as the criteria against which the student is to be measured.

In the beginning such a program may produce some difficulties because of a lack of trained teachers in measuring and testing. The selection of a standardized method for measuring skills, attitudes and abilities may provide another difficulty, in the beginning; nevertheless the schools are not relieved from the obligation of starting a program growing in the suggested direction. The evaluation ultimately must provide valid and objective evidence on pupil growth in all the objectives which the schools holds as desirable outcomes of the subject matter.

The essay type examinations which decide the passing and failure of the student have acquired a status in the eyes of the parents, administrators and teachers, and hence a sudden change in the new direction would be less desirable and less feasible. A modification or a change of the kind of questions would help a great deal in measuring the outcomes such as creativity, thought organization and grasp of the subject or situation. Instead of questions that emphasize facts and descriptive reproductions of the subject matter, questions which stress organization and thought offer practice in composition, clarity of expression and provide opportunity for originality and creativeness, and freedom of thought, should be given. Some examples are:

1. What factors contribute to delinquency in your community? What is your government doing to correct the situation? What might community agencies do?
2. Give a detailed plan of a proposal to initiate a student's extra-curricular activity - club in your school.
3. What provisions might be made for unemployment insurance, sickness insurance and old age benefits?

The purpose of the Community Study is to equip the students of Karachi secondary schools with a variety of skills and abilities which will help them in effective and active social participation and selecting a wholesome way of life in today's Karachi.

The possible objectives and difficulties in implementing such a Community program in the secondary schools of Karachi are discussed in the next chapter.

CHAPTER IV

IMPLEMENTING THE PROPOSED PROGRAM OF COMMUNITY STUDY

The circumstances of our times make it important that the school should offer children more than book learning in the classrooms. It must make use of all available community resources for providing children with direct and valuable contacts with environmental reality. The proposed Community Study program makes such methods essential. Because of the special nature of the program, implementation of such a program in the secondary schools would not be free of some difficulties which it will have to face. The anticipated difficulties could be categorized under three broad headings.

1. Teacher Education

Teachers of the social studies have a specially heavy responsibility in utilizing community resources as materials for instruction. In practice it is important that the teachers have a clear conception of the values to be derived from such a community course, the resources available, the most fruitful method and approach and a reliable method to evaluate such learning experiences. The age-old tradition set by the teachers in the past of following given rules, repeating methods, with no initiative from the teacher, has become a recognized method.

Thus the most important difficulty in implementing such a community program would be how to direct the teachers from following a set pattern.

An attempt at the immediate implementation of the program at least within two years would be a failure because the teaching of the program needs specially trained teachers. Without trained teachers the program can easily become like most of the other subjects. An effective beginning, however, could be made from the teachers training college. Teachers training college should train a group of future teachers in such skills as unit organization, problem solving, leading group discussion, planning with students, guiding students activities, motivating and channelising the activities of the learner and use of resource persons and materials. A teacher's role at any school level is largely that of stimulating, guiding, and coordinating the school sponsored learning activities of the students. It requires him to make decisions concerning.

- a) The amount of preplanning required for the subject matter.
- b) A selection of the community experiences.
- c) The extent to which the students should share the experience.

A teacher of Community Study should also have experienced in his teacher training course, in addition to regular studies like civics, economic, sociology, geography, etc., some integration or correlation of social studies in relation to community problems and development. Such a kind of training would, at

least in two years, prepare a group of teachers fully equipped to teach the proposed Community Study program.

Considering the rapid strengthening of faith in the powers of education and the special attention given to teacher's training colleges in Karachi it is hoped that the Karachi Teacher's Training College would be able to provide trained teachers for its schools, and a few trained teachers to teach Community Study.

Another difficulty for the teachers of the proposed Community Study plan would be in having no text books for the subject. Nevertheless some organization of subject matter content is necessary to guide the teacher.³⁴ This would help the teachers to avoid the stagnation into which the present kind of teaching profession has gone, and will enable the teacher to grow in knowledge with his teaching skills. Such initiative on the teacher's part would give him opportunity to learn and get out of the "frustration"³⁵ which the teaching profession in Karachi has acquired. Some of the suggested resources are presented below.

Resources Useful For A Community Study Program

A. Documentary Materials

Documentary material is a generic term applied to all

³⁴ Such a guide for Community Study can be seen in Appendix B.

³⁵ "Frustration" was the word used for describing the present condition of teachers in the Report on the National Commission in Education in Pakistan.

written or printed sources of information, but not including maps, charts, photographs or other such visual aids. Among the chief kinds of documentary materials are books, magazines, newspapers, pamphlets, diaries, school and library records, deeds, abstracts, tax receipts, bank statements, bills and the like. Documentary materials can be procured from:

1. Standard Publishers: Numerous commercial publishing houses (including government presses and newspapers) issue considerable material useful in community study and service. Many of these publications are valuable as general background for local situations for making comparisons between local conditions and those elsewhere and for basic study of larger communities.
2. Government: State or local governments publish much valuable material. Many of them are either free or inexpensive, thus putting them within the reach of most teachers and schools.
3. Business organizations: Despite the private character and the nature of their limited interest of their activities, such agencies should not be overlooked as a source of community information.
4. Many local agencies essentially civic in character collect vital information about the community.

The above mentioned sources can give factual data about population, history and geography of the community. Its economic condition, cultural status, social welfare and idea about public and governmental planning for the future.

B. Resource Visitors

"Resource visitors are people who can demonstrate special accomplishments or particular abilities which are of interest and value to the school pupil."³⁶ Speakers such as local leaders, various talented technicians of different industries, cultural representatives and occupational representatives could be invited to contribute on:

1. Special day observance.
2. General Interest Topics.
3. Community traditional celebrations.
4. Intercultural Education.
5. All school problems.
6. Hobbies and sports.
7. Civic problems.
8. Religious festivities.

C. Interviews

Interviews are informal, personal conference where-in one or a group of students question an adult to get authoritative opinion. It differ from the resource visitor in being taken or held at the expert's place and in being limited to questions-and-answers procedure.

D. Field Trips

A field trip is any organized excursion which is taken by the school as in integral part of the academic work. Because of their academic nature field trips should be

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Olsen, Edmond G., School and Community, (New York, Prentice Hall Inc., 1946), p. 128.

distinguished from other school trips for entertainment or sight seeing purposes.

E. Surveys

A survey may be defined as "an accurate determination, through organized study of social, or physical data, particularly with reference to its spacial patterning and causal relationships."³⁷ A survey is likely to involve field trips and interviews, and may combine them with library research work and activities of the classroom. Under good planning and properly adjusted to the maturity level of the pupil a survey could be a very effective educational experience.

Work experiences such as:

Presentation of the final report in the form of exhibition, culminative study displays, charts and maps, written reports, group discussions and individual presentation could be used.

Careful evaluation is an integral part of all learning activities and a necessary part of a teacher's professional training. A thorough training and practice during the professional training in keeping anecdotal records, observing changes in behavior, measuring achievements in various skills and attitudes and observing other concomitant learning of the studies which reflect on his social competence, to the Community Study teacher would make the implementation of the proposed program much easier.

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Ibid., p. 171.

2. Administrative Concerns

Administrative difficulties that would be faced in implementing such a program are discussed below.

- a) In Karachi schools the trend is to give uniformity of time allotment to all the elective subjects. The elective subjects of group I, which include History, Geography, Civics, Commerce and Economics to which Community Study will be added, are given equal time. That is six prescribed hours of 40 minutes duration per week. ³⁸ The unit organization content of the proposed program implies a kind of learning activities which might require more than 40 minutes at one time. To help in the implementation of the proposed program the administrator, on whose discretion the spread of the prescribed six hours through the week depends, could make some changes in the daily schedule of the schools. Here are a few suggestions of the possible changes. The Community Study program should be given, for at least two class meetings per week a large block of time, possibly two class hours together at the end of the day's schedule. Such a suggestion is based on the consideration that a large block of time for at least two class meetings per week and at the end of the day's schedule would give more time

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Information received from the Director of Education, Karachi. Letter Reference No. DE/G - 1 (38)/23778 - 79 dated 1st April, 1960.

for trips, interviews and surveys, and group work.

- b) A second administrative difficulty is that of transportation as no money is provided by the government to the schools for this purpose.³⁹ Resource people will usually drive their cars or use public transport facilities so also can the individual students and small groups going for interview and collecting data. But when the entire class undertakes a field trip, they may find that transportation becomes a real problem. This problem, however, could be made easier by some of the following methods:
1. The schools which have busses can offer their school bus service at reduced rates or free of charge.
 2. Some of the culminating activities of the students after studying a particular aspects of the society, such as exhibits, surveys and findings could be used for raising funds.
 3. A part of the donations given to schools on various occasions could be used for such purposes.
- c) One more possible difficulty is making adequate provision for the legal liability on the part of the teacher and schools in case of any unfortunate accidents. Liability exists in all cases; such a situation is not peculiar to Community Study

activities, whether in the classroom, laboratory, playgrounds or in community outside. Moreover this can be avoided with good guidance and training by the teacher whose one important job is to equip and prepare the students to practice safety precautions.

3. Community Readiness

When all is said and done, these problems of legal liability, transportation, scheduling, teacher education, textbooks and many are relatively minor in significance. The school that really wants to develop and adapt a program of Community Study and directed participation will have little difficulty with such details. What is all important is the willingness of the administrator and teacher to experiment together even at the expense of a changed routine and the cooperation of the community in fastening such a program. It is therefore essential that cooperation in organization as whole in school and good relations with the community be acquired. Every contact that takes, from the school personnel either administrator, teachers or students creates a basis for appreciation, while an unhappy incident with cooperating community firm, group or individual may destroy any further movement of such a plan. Teachers of Community Study must know and apply the fundamental principles of successful public relations. Some possible ways to keep good community relationship with the school is to build, better and mature behaviour of

the students such as discrimination in collecting and sharing information, speaking to the point, interpreting and drawing reasonable conclusion from printed matter and a sense of individual responsibility and initiative.

Sharing the Community Study findings with the firms groups, individuals who were cooperative and other community members can be an effective method at times.

4. Conclusion

In formulating the Community Study program for the social studies curriculum in Karachi certain national and local community needs were taken into account. For instance the sudden influx of refugees after independence and the urbanisation has left Karachi in a position where it is ever subject to change. Formulation of a philosophy or a program to suit the changed Karachi and its people needed a re-examination of those aspects of education which affected the social life. The lack of interest by its people in the present society and the long ranged threat to national unity which was created by people who came to Karachi but were still loyal to their native place, demanded a program which would help the people understand their communities and become a means to national progress.

The proposed Community program is designed to contribute toward these ends. The fundamental basis of the proposed program is John Dewey's famous definition of education as the "continuous reconstruction of experiences".⁴⁰ To this definition

⁴⁰

Dewey, John, Democracy & Education (New York, The Macmillan Co., 1919) pp. 89-92.

is added an emphasis, by no means foreign to Dewey's thought, of the reconstruction of specific objectives and the social character of the learning experience. The main objective being a maximum possible self realisation for the majority of people in their abilities to think in more than one direction for an understanding of the life situation.

By way of conclusion these following pages discuss some anticipated arguments or objections to the proposed program.

1. The proposed program implies an acceptance of the thought that the Pakistani social studies teacher derives his moral authority from the ethical tenants of the Islamic way of life and the idea of Basic Democracy. The ultimate grounding of Islamic ethics is based on a conception of eternal and absolute truth. How is the teacher expected to combine absolute truth and a program built upon shifting sands? What the teacher here is asked to do is not to change the absolute truth. The substance of basic intellectual and moral truth does not change. What the teachers are required to change is their application which must necessarily vary with the changing aims use and purposes. Knowledge when applied to teach specialised skills may be useful in a limited sense but when the teaching is aimed at preparing men to meet todays life situations, which are changing with rapid speed and taking unpredictable directions, then the method of application too needs revisions and modifications.

Moreover the capacity for growth and development inherent in the conception of Basic Democracy affords the best guarantee that its concepts may prove adequate to the task of comprehending and ordering the changed life situations imposed by technological changes.

2. The proposed program also implies the acceptance of the thesis that continuous re-examination and study of the present social ideals, beliefs, institutions and problems constitute the primary social purpose of education. If it implies change it fundamentally implies a continuity too. A complete disregard to social heritage, in giving importance to present problem, is not attempted. The social heritage is important, it cannot be overlooked, in fact it is the necessary foundation upon which any Islamic social order is to be built. The real issue involved here is not that of the importance of the social heritage but of the way in which heritage is important. Social heritage as a tool in further inquiry and problem solving is of the utmost importance. Moreover the purpose of the study of the present problem is not to destroy but to preserve, extend and improve the social heritage.
3. The proposed program implies (implication being a part of the second objection), that no rapid, immediate fundamental change is aimed at. What criterion is then to judge and control such a step to destroy the 'status quo'. The preservation and extension and improvement

of the status quo demands a development of persons capable of flexible thinking in various directions. A program that facilitate for the improvement of a study of present social problem must of necessity cultivate intellectual abilities and skills in order to avoid unreasonable, unplanned plunges into social workings.

4. The proposed program also implies that the job of improvement and extending and understanding social problems, and life situations, a problems for adults are given to immature adolescents. Can the children profitably study the present social problems? What is proposed is not a direct participation in social change but a participation in social experience, understanding of social problems within their capacities to their society's profit. What is proposed is that the children can best come to understand the community in which they live through a study of the problems with which they are confronted and in the near future will confront as adults living in the community.

It is suggested that a thought-out planned program, by the community and its educators, in implementing the proposed program might help in creating more socially conscious and active citizens in Karachi and thereby help the nation in its ambitious future plans.

APPENDIX A

A. CURRICULUM AND SYLLABI FOR LOWER SECONDARY CLASSES *

The Lower Secondary Stage will consist of classes VI, VII and VIII. The curriculum for these classes will be as under:

1. Physical Education.
2. Urdu (Mother Tongue or Non Mother Tongue)
3. Mathematics.
4. General Science.
5. History and Geography.
6. Religious Education.
7. Art and Practical Arts.
8. English (Mother Tongue or Non-Mother Tongue).
9. Any one of the following Foreign and Pakistani languages:
 - a) French, b) Persian, c) Arabic, d) Bengali.
 - e) Gujrati, f) Sindhi.

The following scheme of studies as recommended by the Executive Committee and approved by the Board is laid down for the Secondary School Leaving Examination 1956, and subsequent years until modified.

Note: Amendments if any shall be notified in advance.

A. SECONDARY SCHOOL LEAVING EXAMINATION

I. COMPULSORY SUBJECTS

1. Physical Education (Non Examination)
2. Religious Education (Subjects.)
3. English (Mother Tongue and Non-mother Tongue)
4. Urdu (Mother Tongue and Non-mother Tongue, or Bengali).
5. Mathematics (Arithmetic, Geometry & Algebra).

Note: (In lieu of Geometry and Algebra girl candidates may offer Domestic Arithmetic).

6. General Science Domestic Science.

*

Board of Secondary Education, the Prospectus Curriculum and Syllable for secondary schools Karachi, (Karachi, 1956) p. 138.

II. OPTIONAL SUBJECT

(Two subjects to be offered from the following groups but not more than one from any one group).

Group I

1. History
2. Geography
3. Civics
4. Economics
5. Elementary Commerce

Group II

1. Physics and Chemistry
2. Domestic Science (Not for those who take domestic science in lieu of General Science).
3. Physiology & Hygiene

Group III

1. Commercial Mathematics
2. Algebra, Geometry and Trigonometry.

Group IV

1. Biology
2. Geography & Geology
3. Engineering Science

Group V

1. Art and Practical Arts
 - a) Free Arm Drawing
 - b) Painting
 - c) Designing
 - d) Music-Pakistani or European
 - e) Wood work and Metal Works
 - f) Tailoring*
 - g) Book Binding*
 - h) Pottery*
 - i) Engineering Drawing
 - j) Typewriting and Shorthand*

Group VI

- Languages: 1) Arabic, 2) Persian, 3) Latin,
4) Sanskrit,* 5) Gujrati, 6) Urdu,
7) Bengali, 8) Sindhi, 9) German,
10) French, 11) Hindi.

*

At present not taught in any recognized Secondary School for the Examination of 1956.

- Notes: 1) Alternative courses are provided in the languages that serves as media of instruction such as Urdu, Sindhi, Gujrati and Bengali.
- 2) A student selecting a language which is his median of instruction shall have to study the heavier course in that language.

B. ELECTIVE SUBJECTS

Note: Only two subjects are required to be offered from the undernoted groups of subjects but not more than one subject from any one group.

Group I - History

Note: There will be two alternative courses of History i.e. (I) Outline of World History and (II) Islamic and Urdu Pakistan History. Any one of the two courses can be offered by the candidates taking up History.

I. Outline of World History

- (A) (1) The development of Man-Palaeolithic-Neolithic Chalolethic and Metal Ages.
- (2) Early Empires and civilizations (6000 B.C. to 641 A.D.) in broad outlines.
- (a) The River Valley Civilization. The Nile Valley Civilization - (3400 B.C. to 525 B.C.) The Euphrates and Tigris-The Indus Valley Civilization from 3000 B.C.
- (b) Chinese and Indian Civilization. India - Brahmanism - Buddhism and Jainism 3000 to 700 B.C.
China-Shang-Chow T'Sin Empire to Confucious 2000 B.C. 250 B.C.
Persia-Upto Sassawides-539 to 641 A.D.
- (c) Mediterranean Civilization:-
- (i) EAST - The Mineoan, Cretan and Aegean Civilization (2000-1000 B.C.)
- (ii) WEST - Athenean 1550-600-146 B.C.
Carthaginians, Spartans-Macedonians. (1500 B.C.-167 B.C.)
Greek and Roman institutions - Culture, Philosophy and Administration.

- (d) Judaism and Christianity.
 - (3) Asiatic Governments and Empires.
 - (4) The Migration of the Huns, the Turks, the Arabs and the Mangols.
- (B) (1) Rise and spread of Islam:-
- (a) Arabia before Islam. The Prophet of Islam - His teachings.
The Khilafat-e-Rashida.
The Khilafat-e-Bani Umayyah including the Umayyad's in Spain.
The Khilafat-e-Bani Abbas.

General survey of the administrative system, organization of Central and Provincial Governments, revenues system, army organization, Social economic and intellectual life under the Bani Umayyah and Bani Abbas.

- (b) Rise of independent dynasties in the West and-the East.
 - (c) Islamic Civilization and culture.
- (2) Europe in the Middle ages: - Monasticism, Feudalism, Papacy, the Evolution of Monarchy, Characteristics of Medieval European Civilization.
- (3) Rise and fall of the Muslims:- The Crusades. The Mangol irruption, The Ottoman Turks, The Moghals in India.
- (C) Modern World
- The age of Renaissance and Reformation, Counter Reformation, The Age of Discovery, The Thirty years' War - Revolutions in America and France. The far East.
The Industrial Revolution and the age of Science, Colonization - Rise of Nationalism.
First World War, Modern Turkey - Arab States, - Communism in Russia, Fascism in Germany, Italy and Spain.
The Second World War, Internationalism and World outlook- The Atlantic Charter.- United Nations and its subsidiary Organizations.
Islam in the Modern World
The Establishment of Pakistan, Muslim States of the World - Their social cultural and economic coventions.

N.B.:1 The above topics will be treated in broad outlines so as to bring out the main trends and movements of World History. Facts and events of local, Dynastic or Military interests are to be strictly avoided.

A general idea of chronology should be given to bring out the historic development.

- 2 Pupils should prepare time charts and draw outline maps, where necessary.

II. (A) Islamic History (In outline).

(B) Indo-Pakistan History (in greater detail)

Note: The presentation and treatment of the subject matter in classes in IX and X will be in greater details than in classes VII & VIII special prominence should be given to Muslim culture and civilization.

(a) Islamic History

Pre-Islamic Arabia - its people and their general condition - Prophet Mohammad - His life and Teaching - Character achievements. The pious Caliphs - Spread of Islam beyond Arabia - Democratic principles of administration. Contribution. Contribution of those Caliphs to the establishment of Islamic brotherhood.

Bani Omayyah and Bani Abbas - Spread of Islam in distant lands - Society, Culture and Administration. Bani - Fatimah. Other independent monarchies in the East and West - The Khilafat-Al-Usman - Disintegration and its causes - Resurgence in the Muslim countries. The Muslim bloc from Pakistan to Morocco.

(b) Indo-Pakistan History

Either the Muslim period from the conquest of Sindh to the death of Aurangzeb.

AND

The establishment and administration of Pakistan.

OR,

The British period from the establishment of European companies to the first World War.

AND

The establishment and administration of Pakistan.

(1) Muslim Period

(a) Arab conquest of Sindh under Mohammad bin Qasim - Arab Rule in Indo-Pakistan - Arab culture and its effects.

(b) Houses of Ghazni and Ghor - establishment and growth of the Kingdom of Delhi - Slaves, Khiljis and Tughlaks - Invasion of Amir Taimur - Disintegration of the empire. Provincial monarchies. Syeds and Lodhis.

Cultural contributions and achievements during the period of the Sultans of Delhi.

(c) The Great Moghuls - Foundation of the Moghul Empire - Babur and Humayun, The House of Sur - Shet Shah.

Expansion and consolidation of the Moghul Empire under Akbar, Jehangir, Shahjahan and Aurangzeb.

Art and culture under the Moghuls. The greatness and achievements of this period.

(2) The British Period

(a) European trading companies in Indo-Pakistan.

(b) Struggle for supremacy - Deccan, Bengal, Mysore under Hyder Ali and Tipu Sultan - Establishment of the Company's rule - Territorial expansion and administration, (1774-1857). Rise and fall of the Sikhs.

(c) Struggle for Independence by the Muslims 1857. Transfer of Administration to the British crown.

(d) British Administration in Indo-Pakistan from 1858 to the Establishment of Pakistan.

(e) British administrative set up. Constitutional developments towards self-government.

(3) Establishment & Administration of Pakistan

The Act of 1935 - The struggle for freedom - The Pakistan movement and demand for separate independent existence by the Muslims - Leaderships of Qaid-i-Azam - The establishment of Pakistan - Its progress and development.

Outline of the administration of Pakistan.

Government: Central and Local - Political relation of Pakistan with foreign countries.

Objectives of the New constitution - Citizenship and the role of the citizen of Pakistan.

Pakistan in the World setting - The United Nations.

APPENDIX B

GENERAL OUTLINE OF MAJOR ASPECTS OF COMMUNITY STUDY

The following list is a general outline of the major aspects of community suggested as guide to the Community Study teacher, in selecting topics and problems for the study in different classes.

I. Community

1. Area
2. Physical setting
3. Human setting

1. Physical Setting

- a) Climate
- b) Size
- c) Topography
- d) Soil type
- e) Water Resources
- f) Mineral Resources
- g) Forests

2. Human Setting

- a) Population
- b) Age and Sex distribution
- c) Education status
- d) Occupation status
- e) Nationalities and Ethenic groups
- f) Class and caste
- g) Social Organization

- i) Institutions
- ii) Formally organized groups
- iii) Agencies
- iv) Informal groups

II. Community Process and Problems

1. Utilizing natural environment
2. Appreciating the past
3. Adjusting to people
4. Exchanging ideas
5. Making a living
6. Sharing in citizenship
7. Maintaining health and safety.
8. Improving family life
9. Serving Education
10. Meeting religious needs
11. Enjoying Beauty
12. Engaging in Recreation.

III. Community in relation to other such communities in Pakistan.

IV. Pakistan and the World Community.

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