VIRTUAL UNIVERSITY OF PAKISTAN

# Sociology of Education

**SOC602**

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**Lesson01**

# INTRODUCTION TO SOCIOLOGY OF EDUCATION-I
# TOPIC-001-004

## Topic001-002 Concept of Education

The meaning of the word 'education' has been contested. Word 'education' has its origin in Latin words:

**Educare** - to bring up, to rise up, to train.
**Educere** – lead out, draw out.
E & Duco – E = out of, Duco = to draw out.

A combination of 'Educatum' and 'Educere' is what is known as "Education"
It is the process of the educator helping the child explore and develop his or her latent faculties. According to Oxford dictionary. "The process of receiving or giving systematic instruction, especially at a school or university". Education is a lifelong process, beginning with birth and ending with death. Yet the meaning of the word 'education' has been contested. 'Educate' is defined as, to develop the knowledge, skill, or character of students.

Durkheim conceived education as the socialization of the younger generation. A continuous effort to impose on the child ways of seeing, feeling, and acting which he could not have arrived at spontaneously. Durkheim concerned about the role of education in the preparation of children for their roles in adult society. Formal education is primarily designed to inculcate crucial skills and values central to the survival of the society or to those who hold effective power. Being a lifelong process, education is a holistic grooming of individual. Heredity, environment, family, teacher, personal experiences, and many other factors contribute to this process. Education can be formal as well as informal.

**Formal Education** is a particular institution is entrusted with this responsibility. Goal could be holistic grooming, but certainly some curricula are laid down. Education becomes more of an "instruction." Predetermined doses of knowledge are forced. Teacher has an important role in this formal process. **Informal education:** No specific time/ place, no educator, no syllabi, no rules, no formalities.

2Understanding of the concept has changed. Look at different aspects of education:

1. **Meaning**
Old concepts of Education as a process to thrust readymade knowledge into the mind of a child as if it was an empty vessel.
Modern concept of education to develop the inherent capacities of a child in the social environment. Needing proper guidance for wholesome growth.

**2. Aims**
Old aims of education emphasized scholarship and mental development.
Modern aims of education focus on physical, mental, emotional and social development.
Develop individuality to the full and attain social efficiency and dynamism.

**3. Curriculum**

Old curriculum emphasized on only subjects promoting mental development included/emphasized. Rigid, confined to classroom.

Modern curriculum is flexible, varied and progressive. Tries to meet the needs of the developing child as well as the demands of ever-changing modern society.

**4. Method of Teaching**

Old method of teaching is emphasized cramming and stimulated rote memorization. Education was a lifeless, dull and drab process.

Modern method of teaching emphasizes no rote memorization. Adopt methods like Play way, learning by doing, Learning by experience.

**5. Discipline**

Old concept of discipline emphasized the use of rod and punishments to enforce obedience and discipline in children. Enforced discipline through repression.

Modern concept of discipline focuses on self-discipline leading to natural obedience.

**6. Examination**

Old concepts of education were based on essay type examination, encouraged cramming and rote memorization.

Modern examination evaluates as well as examine. Includes objective tests, progress reports, cumulative records, interviews and practical performances.

**7. Agencies of Education**

Old agency of education: school.

Modern agency of education includes all formal and informal agencies.

**8. Teacher**

Old concept of teacher was considered at the top of the educational process.

Modern concept of teacher is considered as a friend, philosopher and guide.

**9. Child**

Old concept of child mere passive recipient of whatever the teacher instructed.

Modern concept is child centered. Educational process is to cater to his needs and develop him according to his nature. Interaction with the teacher and classmates.

promoting his own and that of society's development.

**10. School**

Old concept of school served as a shop for selling knowledge. Everything was pre-planned in advance. It was concerned with the input and bothered little about output.

Modern concept of school is a miniature of society laying emphasis more on output in comparison with input.

| S. No | Aspects of Education | Old Concept | Modern Concept |
|---|---|---|---|
| 1 | Meaning | Instruction | Development |
| 2 | Aims | Knowledge | Total Personality. Social Efficiency |
| 3 | Curriculum | Subject Centered | Activity Centered, Social Efficiency |
| 4 | Methods | Rote Memorization | Learning by Doing, Projects |
| 5 | Discipline | Rigid, Repressionistic | Self Descipline |
| 6 | Examination | Essay Type | Objective Type, Evaluation |
| 7 | Agencies | Formal (School) | Formal and Informal |
| 8 | Teacher | Instructor | Friend, Philosopher, Guide |
| 9 | Child | Passive Receipiant | Active, Dynamic |
| 10 | School | Teaching Shops | Miniature of Society |

?

**Topic003-004 Forms of Education**

The most common classification is formal and informal. Non-formal is further added. Other classifications are based on some specific approaches to education. Most of them resemble each other. Different educationists, having their individual standpoint, have made classification. Theses classifications reflects vast field of education.

**1. General Education**

Minimal education required by one to satisfy its various needs. Aim of the general education is developing the general qualities of the child (personality). It makes child capable of adjusting to its environment. Usually it is related to the Elementary Education. We should made General education compulsory and free.

**2. Specific education**

Specfic education trains the child to pursue some specific profession. Vocational guidance provided. Streaming. Education that is suitable to one's abilities. The scope of specfic education is narrow. Specialists come out of specialized institutions. It spread over a long period. It is expensive but plays important role in the development of country.

**3. Formal education**

Formal education is provided in educational institutions with specified pattern. It is institutionalized succession of institutions. Specified education provided to large number of children. It starts at specified age. The degree programs determine the duration.

**4. Non-formal Education**

Non-formal education can be defined as the educational activity organized outside the formal system of education. It may take place both within and outside educational

institutions, and cater to persons of all ages. UNESCO. It may be part of life-long learning, yet questionable when "education for all" is part of MDGs/SDGs. Gaining its significance. It caters to unmet learning needs of large population.

May cover programs for:

i. **Adult literacy** Its Impacts on basic education for out-of-school. The basic education includes; life-skills, work skills, and general culture. NFE programs do not necessarily follow the 'ladder' system, and may have different durations, and may not confer certificate.

ii. **Para-formal** it is in between the FE and NFE. Substitute for regular schooling. It provides second chance to those who could not benefit from the regular system. In para-formal. In this, individual/NGO trying to school the nomad group.

Hoppers has listed many other forms of NFE like:

1. Popular Education
2. Personal Development
3. Professional and Vocational Training
4. Literacy and Skills Development
5. Supplementary NFE Program
6. Early Childhood Care and Education

To what extent NFE could facilitate meaningful individual and institutional development to remedy the competency deficit of subgroups? NFE a 'reformist ploy' designed to maintain an unjust socio-economic order within countries. NFE can diffuse social discontent and prevent demands for restructuring of society.

**5. Informal education**
It is also called incidental education. For this form of education: no specific time/ place, no educator, no syllabi/rules/formalities are specified. One receives it anywhere, anytime, and in any form. It is never ending process. There is no standard to measure it. No certificate provided in informal education system.
**6. Direct Education**
The teacher and the student are in direct contact.
Material learnt by the student more by example of teacher's personality than by the material teacher wants to impart. Student lives with the teacher and earns various skills and sciences. It is possible with small number of students.
**6. Indirect education.**
It is united to complex society. Modern means of communication help in transmission without direct contact. Its correspondence with online courses. In this lectures and other material are shared.

**7. Individual education.**
Due to individual differences psychologists suggest paying individual attention to students. In this type of education, psychologists recommend to remove their individual difficulties, modify the approach suited to specific abilities of students. It is possible in a small class.

**8. Collective education**.
Formal education is often collective education. Advantages of having small class. It can be cost effective.

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**Lesson02**

# INTRODUCTION TO SOCIOLOGY OF EDUCATION-II
# TOPIC 005-007

## Topic005 Introduction Education and Instruction

Education is the process of the development of an individual according to its needs and demands of society, of which he/she is an integral part. Whereby human being adapts itself gradually (infancy to maturity) in various ways to its physical, social and spiritual environment. Education is a holistic grooming of an individual Who does it? Presently it is being done by specialized institution. It is formal education.

Formal education is primarily "designed" to groom the child with certain specified goals. The "design" is prepared by those in power. Call it instructional package.
Formally education is schooling by a specific social institution called "education." In the formal education "teacher" gets central role. Whatever the teacher does is supposed to result in specific changes in the learners' repertoire is teaching. Teaching is an act of systematically presenting stimuli. Teaching will be aimless if it is done:

- Without specifying what to teach, and
- How what is taught is related to skills and knowledge that are scheduled for students to learn.
- Needs curriculum to meet the objectives.
- Curriculum is often packaged as an "instructional plan."

**Teaching activities**

That portion of instructional activities which is effective in moving pupils toward the attainment of educational objectives which result in learning. Teaching is what occurs when teachers by virtue of instructional activities succeed in enabling pupils to learning.

**Instruction**

Instruction can be defined as group of activities planned and executed which are intended to result in learning. Teaching introduces a set of conditions intended to influence the behavior of pupils. There may be imposed conditions. It is planned well in advance. It follows a sequence and is goal directed. Whatever teachers do in classroom that is intended to result in learning is "instruction."
Instruction is necessary condition for teaching, but not for learning. Learning is the desired response of learners meeting the educational objectives. It also important of unintended learning by pupils. Learners can learn through interaction. Most learning occurs without teacher or instruction.

## Topic006 Sociology and Education: Relationship

Sociology is the scientific study of human beings as participating members of society. Through interaction education is the holistic upbringing process of humans. It is social process of teaching and learning of knowledge, skills, and values i.e. the expected patterns of conduct. Reproduction. Formally it is systematic instruction and training of learners by professional teachers in different disciplines.

Durkheim conceived education as the socialization of the younger generation. Society tailors this process in line with its needs and demands. Major part of the process has been entrusted to formal schools. School is a small living society set in a locality of a bigger community environment. Ecology. School society portrays social interactions

i.e. learners and teachers, peer groups, boys and girls, different social classes, different ethnicities.

It helps us to understand the patterns and concerns of this school society. Understanding this society can help in effective educational outcomes. Many claims of education:

- Helps in overcoming inequalities
- Means to change
- Promotes social mobility
- Inculcates modernism
- Generates liberalism and many more.

**Claims and counterclaims**

Sociological research helps in theorizing a claim as well as counter theorizing. The resultant education policies and plan. They lead to further researches about the outcomes of the processes. Sure: education is social effort; it reflects society; it involves social interaction.

Education will direct society if there is a social force favoring this approach.
Education controlled by the powerful. There is an effect of education on group life and effect of group life on education Sociology studies all those things that influence human beings in their growth and development. Sociological research makes its contribution. Research in education helps in: building theories, counter theories, making policies, and finding solutions to problems.

Instruction is necessary condition for teaching, but not for learning. Learning is the desired response of learners meeting the educational objectives and lot of unintended learning by pupils. Learners can learn through interaction. Most learning occurs without teacher or instruction.

## Topic 007 Introduction to Sociology of Education

Emile Durkheim is generally considered to be the founder of the sociology of education. Provided a sociological conceptualization of education as a system that transmits society's culture and social order to new generations. It also drives conceptual and theoretical roots from the contributions of Marx and Weber.

**Assumptions**

1. Education is a combination of social acts
2. Sociology is an analysis of social interaction.
3. Sociological analysis of the social interaction in education

**Results**

1. Development of scientific generalization of human relations in the education system.
2. The sociology of education is the study of how education institutions and individual experiences affect education and its outcomes.
3. Mostly concerned with the public schooling systems of modern industrial societies.
4. Analysis by different sociological perspectives.

Education is a philosophical as well as a sociological concept denotes ideologies, curricula and pedagogical techniques for:

- The incaution and management of knowledge.

- The social reproduction of personalities and cultures.

Sociology of education is concerned with the relationships, activities and reactions of the teachers and students in the classroom. It emphasizes sociological problems in the realm of education. It is a scientific analysis of the social processes and social patterns involved int eh education system. Educational sociology is a branch of discipline o sociology. It studies the problems of relationship between society and education. It involved as a discipline designed to prepare educators for their future tasks.

Educational sociology uses sociological researchers in planning educational activities and in developing effective methods of realizing these plans. Application of sociological principles and methods to the solution of problems in an education system. It threw light on those interactions that were important in education process. Despite the said contributions, there appeared to be confusion as to what the proper dimensions of educational sociology should be. There should be a separate branch of knowledge which can be designated as sociology of education.

Robert Angell introduced the name of Sociology of education in USA in the late 1920s. Idea was that research in education institutions should not be confined to applied proposes but also to produces but also to produce theoretical knowledge. So, educational sociology became a historical phenomenon. In 1963, the Journal of Education sociology became the journal of sociology of education. Sociology od education may be defined as the scientific analysis of the social processes and social patterns involved in the education system.

**Lesson03**

# SOCIOLOGICAL PERSPECTIVES IN EDUCATION-I
# TOPIC 008-011

## Topic 008-009 Sociological Perspectives in Education: Functionalism

Scientists use theoretical perspectives to provide logical explanations for why things happen the way they do. A theoretical perspective provides a guide to, or a particular conception of, how the social world works. It influences what the researcher sees and how it is interpreted. Sociologists have several theoretical perspectives to help explain why things happen the way they do.

Just as each individual interprets situations differently depending on his or her background, theorists focus on different aspects of a research problem. By using each perspective, sociologists have made major contributions in the field of sociology of education. Just as a functioning heart and a brain are necessary for the survival of a human being, an education system is necessary for the survival of society.

One major theoretical approach in sociology is functionalism each part of the society's system— family, education, religion, politics and economics, health care—plays a role in the total working society. All parts are interdependent for survival, just as all organs of the body work together to keep us functioning. Interdependence maintains order and consensus among individuals in the group.

It sees change in system as helping the system to continually adapt to new circumstances. Change is evolutionary; does not disrupt the ongoing system. Education system is crucial for integrating society into a cohesive, functioning whole. Emile Durkheim set the stage for the functional approach to education. Durkheim was the first person to recommend that a sociological approach be used to study education. He outlined the importance of education in creating moral values as the foundation of society.

Education and society are embedded with each other; they reflect each other. Moral values are the foundation of the social order and social solidarity. Society is perpetuated through the teaching of moral values in its educational institutions, which help instill values in children. Education is closely related to other institutions and to current values and beliefs of the society. Discipline is the morality of the classroom, and without it the class, and by extension society, behaves like a mob.

Sociological research makes its contribution. Research in education helps in:

- Building theories
- Counter theories
- Making policies and
- Finding solutions to problems

Schools are one part of an interdependent system. Parts include groups, organizations, and social institutions. Consensus and bonding taught and reinforced in schools. Socialization into shared norms unites groups working toward common goals and keeps groups from disintegrating. The higher the degree of interdependence among parts in the system the higher the degree of integration among these parts.

Consensus among members is important components of the system. It helps to keep the system in balance. Functionalists conceive of institutions as parts of total societies or social systems. The parts of the system are discussed in terms of their functions in the whole system. A primary function of schools is the passing on of the knowledge and behaviors necessary to maintain order in society (Parsons).

Sociologists see the transmission of moral and occupational education, discipline, and values as necessary for the survival of society. Education plays a major role in this transmission. Functionalists look at how schools and classrooms function to achieve certain goals. Functionalists have studied questions like:

- How social class background influences educational attainment?
- How schools sort students into groups based on merit?
- How the educational achievements of students serve as a key factor in occupational mobility?
- Functionalists assumed a connection between education, occupational mobility, and the economic state of the nation.

**Criticism**

1. Functionalists fail to recognize divergent interests, ideologies, conflicting group values, and differentials of power.
2. Functionalists view schools as supporting the interests of the dominant groups.
3. In heterogeneous society, each subgroup may have its own agenda for the school.
4. Inability in analyzing interactions, such as the classroom dynamics of teacher–student or student–student relationships.
5. This approach does not deal with the "content" of the educational process i.e. what is taught and how it is taught.
6. Criticized the theory of change. Still sticking to evolutionary approach.
7. Focus on maintaining the equilibrium/status-quo.
8. Does not necessarily reflect the reality of rapidly changing societies.
9. Functionalists have made no progress here.
10. Partly as a reaction, conflict theory came to play a prominent role in the field.

## Topic 010-011 Sociological Perspectives in Education: Conflict

Conflict perspective assumes a tension in society and its parts emerging from the competing interests of individuals and groups. There is variations in this approach. Theory has been expanded and modified to meet the new situations. Marx laid the foundations based on his outrage over the social conditions of exploited workers under capitalism. According to Marx, there are competing groups of "haves" and "have-nots," powerful and powerless and there is constant state of tension, conflict and struggle.

Struggle for power between groups and individuals helps determine the structure and functioning of organizations. A hierarchy evolves from the power relations. The "haves" often use coercive power and manipulation to hold society together to their benefit. Social change is inevitable and sometimes rapid. Conflicts of interest lead to the overthrow of existing power structures.

Max Weber (1864–1920) presented his own brand of conflict theory. Power relationships between groups form the basic structure of societies. A person's status identifies his or her position in the group. Primary activity of schools is to teach students

particular "status cultures." Power relationships and the conflicting interests of individuals and groups in society influence educational systems. The interests and purposes of the dominant groups in society shape the schools.

Weber studied the macro-level school organization with an interpretive micro-level view of the learning situation. Focus on how individuals interpret or define that situation, Qualitative approach. Within the school there are:

- "Insiders," whose status culture is reinforced through the school experience, and
- "Outsiders," who face barriers to success in school. Example of poor and minority students in school.

Theory deals with conflict, domination, and groups struggling for wealth, power, and status in society. Education is used as one of the means to attain desired ends. For Weber, education produces a disciplined labor force for military, political, or other areas of control and exploitation by the elite. Education, in every society, prepares people for class, status, and power.

Education institutions have become increasingly important in training people for new roles in society. Rationalization of education and training, develops the "specialist type of man" (trained to do certain jobs) versus the older type of "cultivated man" (learned in a wide range of areas).
**Debate:** Value of vocationally oriented education versus comprehensive education for well-rounded person.

Weber and Marx had set the stage for variations of contemporary applications of conflict theory. Research from the conflict perspective tends to focus on those tensions created by power and conflict that ultimately causes change. Some conflict theorists see mass education as a tool of capitalist society. System controls the entrance into higher levels of education through:

- The selection and allocation function
- Manipulating the public consciousness and beliefs.

Research findings show a link between education and society. Until society is radically changed, school will:

- Continue to reinforce societal stratification patterns;
- Reinforce inequality between students rather than encouraging to achieve on merits.

Weber described "the growing 'tyranny' of educational credentials' as a prerequisite for high-status positions" (Hurn, 2002). Collins expands on "credentialism," a technique of increased requirements for higher-level positions used by more advantaged individuals to further their status. Many conflict theorists believe that until society's economic and political systems are fundamentally changed, school reforms that attempt to provide equal access will be impossible. A branch of conflict theory called cultural reproduction and resistance theories argues very generally:

- Those who dominate capitalist systems mold individuals within the system to suit their own purposes
- Forms of culture are passed on by families and schools (Bourdieu and Passer on, 1977).

The amount of "cultural capital" one has is an indicator of one's status, and families and schools differ in the amount of cultural capital they provide to children.

The conflict theory approach implies a volatile system and the ever-present possibility of major disruption because of the unequal distribution of status, power, cultural capital, opportunity, and other resources.

**Critics argue** Causal connections between curricula to perpetuate status of the "haves" and capitalist system have not been laid out clearly. No useful explanations concerning the balance or equilibrium that does exist between segments of a system or the interactions between members of the system.

**Lesson04**

# SOCIOLOGICAL PERSPECTIVES IN EDUCATION-II
# TOPIC 012-014

## Topic 012-013 Sociological Perspectives in Education: Interactionalism

Interaction theories grew from reactions to the macro-level of structural functional and conflict theories. Interaction theorists look at what teachers and students "do" in school. They study even the most commonplace, taken-for-granted actions and interactions, things most people ignore. Micro level focus on individuals in interaction with each other.

This perspective stems from the work of G. H. Mead and C. H. Cooley. They theorized the development of self through social interaction, whether in school or in other situations. Focuses on individuals in interaction with each other. Individuals sharing a culture are likely to interpret and define many social situations in similar ways because of their similar:

- Socialization
- Experiences
- Expectations
- Culture

These commonly understood "interaction rituals" in turn hold societies together. Interpretations of events can differ. Due to individual experiences and social identities the commonly understood "interaction rituals" in turn hold societies together. Sociologists of education using this approach focus on interactions between:

- Groups of peers
- Teachers and students
- Teachers and principals

They consider students':

- Attitudes, values, and achievements
- Self-concepts and their effect on aspirations
- Socioeconomic status and their achievement
- Performance as an outcome of teacher expectations.

They studied the results of ability grouping of students, and schools as total institutions. Young people spend much of their time in school-related activities. Interaction in school affects the student's sense of self. The image that is reflected back to someone can begin to mold one's sense of competence, intelligence, and likeability. Students absorb given interpretations of the physical and symbolic universe from others (teachers and other students) and act accordingly. Process through which students construct their "I" and "me." See themselves (I) as others see them (me). Absorb ready-made notions of "me." Micro level interactions in school contribute to individual's formulation of their sense of "self

**Look at the labeling theory. Becker, Lemert**

Look: Bashir is repeatedly told that he is dumb and is worthless person. He may incorporate this label as part of his self-concept and behave as the label suggests. This is "a self-fulfilling prophesy.

Whether students behave well or badly depends in part on teacher expectations. Teacher expectations of students are based on categories such as class, ethnicity, and gender. Teacher expectations influence student perceptions of 'self' and resultant achievements. Negative stereotyping. Classification with a stigma. Deviant self-concept.

Rational choice (exchange) theory is another interaction theory used in education. In rational theory interactions is based on an assessment of costs and rewards. Individuals decide to act in order to continue receiving benefits and reciprocity of interactions. Theory relevant to education in school choices made by students, teachers, and administrators.

Teachers are rewarded when students learn and rewarded behavior is likely to continue. Teacher burnout occurs when the rewards are outstripped by the perceived costs of the teaching situation. Student's subject choices between alternative options depend on utility considerations. Expectations regarding the odds of success or failure in alternative educational options.

**Cost- benefit analysis**
Rational choice theory stipulates that the students choose the subject they most prefer. The subject is evaluated in terms of costs and benefits. A rational student chooses the subject that provides the maximum net benefit, i.e., the maximum benefit minus cost.

**Topic 014 Sociological Perspectives in Education: Recent Theories**
Paulo Freire published Pedagogy of the Oppressed (1970) helped to establish the Critical Pedagogy movement.

**Claim**
- Schools are not politically neutral spaces.
- Teaching is political. Teaching can empower or disempower students.
- Educational practices favor some students over others. Harmful.
- Teacher holds power.

**Critical pedagogical practices include**
- Listening to and including students' knowledge and perspectives in class.
- Making connections between school and broader community.
- Posing problems to students that encourage them to question the assumed knowledge and understandings.

Freire pleaded for education of the oppressed. The oppressed should be educated to give them a voice. Struggle for justice and equity in the education system. Criticized what he called the "banking model" of education. Students are viewed as empty vessels to be filled by teachers.

Language Code Theory by Basil Bernstein (1971) distinguished between elaborated code (EC) and restricted code (RC). In RC lot of unsaid information given. RC works better than the EC where there is great deal of shared and taken for granted knowledge of speakers. Economical. Applicable to well-knit groups. RC is less formal with shorter phrases interjected with 'you know,' 'you know what I mean,' 'right.'

Working class uses RC while middle class uses both. Socialized that way. Poor performance in language-based subjects by the working-class students explained. Schools prefer the elaborated code. Middle class mobile, geographically, socially, culturally. Has access to both. Working class communicates in restricted code. Both classes use restricted code in some situations.

Bernstein explains for the poor performance in language-based subjects by the working-class students. Cultural Capital and Symbolic Violence by Pierre Bourdieu (1973):

- Discussed the "symbolic violence" power which imposes its meanings by appearing neutral or masking where it is coming from.
- Schools appear to serve everyone.

Cultural capital (CC) refers to a culturally-specific "competence": a 'resource,' a 'power.' Symbolic representation of cultural domination: language, arts, ideas that have high exchange value. CC may occur in an "objectified" form—material objects whose production or consumption presupposes a quantum of embodied cultural capital.

Cultural capital (CC) may occur in an "institutionalized" form, meaning as an embodied competence which has been certified in the form of educational credentials CC is inheritable. Makes a big contribution to the inter-generational reproduction. The family and school responsible for inculcating CC. Students with higher SES possess more CC. CC can be traded in for higher status in school and later in workforce. Schools unevenly distribute CC across SES. Education leads to the domination of those in the upper classes. Schools act as an official agency having authority to legally 'warrant' its existence in the form of educational credentials.

**Lesson05**

## SOCIOLOGICAL PERSPECTIVES IN EDUCATION-III
## TOPIC 015-017

### Topic015 Sociological Perspectives in Education: Modernism and Post Modernism

**Modernism**

Progressive movement of society. Started towards the end of 18th century. Three major features:

- Power of reason over ignorance.
- Power of order over disorder.
- Power of science over superstition.

Considered as universal values. Dominated by capitalism as mode of production.
Era of industrial capitalism and scientific thinking.

**Brought In**

The world nuclear war, the horrors of Nazism and Stalinism, of neo-colonialism, Eurocentrism, racism and Third World hunger. Modernism failed to achieve emancipation of humanity. Disenchantment considered modernism as dangerous.
**Post-modernists** call for respect and understanding of human differences. Sometimes postmodernism is called "critical education theory." A theory is critical to the extent that it seeks: Human emancipation; To liberate human beings from the circumstances that enslave them.

**Objective**

- Social justice through empowerment.

**Goal**

- Identify factors that limit human freedom, and
- Carry out a plan of action to overcome such factors.

Critical Theory in Education (CTE) evaluates the ways in which education, curriculum, and classroom interactions are socially constructed. Determined by the societal structure. Critical Theory is the belief that change is possible, no matter how great the obstacles to that change.

**CTE recognizes that**

a. Educational systems are complicit in oppression (most powerful mechanism for the reproduction of social inequality), and
b. There must be a corresponding plan for emancipatory action through education. Idea expressed by Paulo Freire in Pedagogy of the Oppressed (1970).

The mechanisms of oppression and the opportunities to create change exist in:

- The nature of curriculum and
- The pedagogies teachers enact.

Freire's banking pedagogy is the predominant mode of educational instruction.
Inevitably functions to maintain oppression.

Information is 'deposited' into the students. Teacher tells students that their knowledge is unimportant. Accept his authority to hand them "truth." Not only knows everything, but to dictate what is right and wrong in terms of personal conduct and ideology. School and/or classroom look like a dictatorship.

All classroom practices reflect a theory of education. Teacher. Intellectual inferiority of certain groups? Change 'one size fits all' curriculum approach. Empower students. Follow reflective practices. Develop critical thinking. Change uniform curriculum approach as well as dictatorial pedagogy. Two other critical theories discussed earlier are:

- 'Habitus' and 'cultural capital' of Pierre Bourdieu.
- 'Elaborated' and 'restricted' code by Basil Bernstein.

**Topic016-017 Sociological Perspectives in Education: Open Systems Approach**

There is number of theoretical perspectives. Each provides valuable insights into a complex system of education. Rather than preferring one perspective over the other, Ballantine opted for open systems approach to understand the educational system as a whole. Each approach can contribute to it. Break this complex system into its component parts for study. One approach is more applicable than another for the study of certain parts of the system. Interconnections between parts and theories.

Determine which theory and research methods are most appropriate for its study. Consider education system as a whole, integrated, and dynamic entity. Most studies focus on parts of the whole system. Most theoretical approaches have specific foci. An open systems model conceptualizes a whole system. See how the small pieces fit together.

Model provides a picture of complex interacting elements. Provides a framework to consider the common characteristics of many educational settings. Any school system or theory can be placed in the framework. Selected parts of the system become the focus of a research study—within the context of the larger system. An analytical model that can be applied to any instance of the process of social organization, from families to nation. Five components of Systems Model:

1. Organization
2. Environment
3. Inputs
4. Outputs and
5. Feedback.

**1. The Organization**

The center of activity. Can represent a society (e.g. Pakistan), an institution (e.g. family or education), organization (e.g. school). Here action takes place. Has hierarchical structure of personnel who carry out activities. The action processes in the system bring the organization alive.

**2. Environment**

Includes everything that surrounds the organization and influences it in some way. Could be:

- Surrounding organizations
- Technological environment
- Political environment
- Economic environment
- Surrounding community
- Population changes.

**3. Inputs**

Information, raw materials, students, personnel, finances, government mandates, and new ideas. Members of an organization belong to other organizations in the environment and bring into the organization influences from the outside. Some of the environmental inputs are mandatory for the organization's survival (finances, human resources, and technology). Some inputs are undesirable, but unavoidable (new legal restrictions, competition, or financial pressures). Organization can exert some control over the inputs. Schools have selection processes for new teachers, textbooks, other curricular materials, and sometimes students. Certain positions in the organization are held by personnel who act as buffers or liaisons between the organization and its environment. May not be applicable all over Pakistan.

**4. Outputs**

Material items and the nonmaterial ideas that leave the organization. e.g. completed products such as research findings, graduates, waste products, evolving culture, and new technology. Personnel for marketing the organization's product (placement office).

**5. Feedback**

An organization constantly adapts to changes and demands in the environment as a result of new information it receives. College may be providing new curricula, sports facilities, menus in the dining hall to meet the needs of the changing college student population, as learned through feedback. Model is more inclusive and flexible and it can help promote interdisciplinary study. Sociology of education is a hybrid discipline. Draws upon other disciplines. Different parts contribute to the functioning of total system.

**Lesson06**

# FUNCTIONS OF EDUCATION
# TOPIC 018-022

## Topic018 Socialization

**Learning process**

Socialize learns to be a participating member of society. To be productive member. Learns the cultural patterns. Role playing. Education institutions play an important role. Students have different experiences in school system due to their demography. Variation in educational attainment. Sociologists are interested in how socialization in schools affects children. Socialization is a lifelong process. Early childhood education is the formal schooling outside of the family. Reasons for early childhood education:

i. Provides valuable learning experiences not always available at home.
ii. Young children need to interact with children and with adults other than their parents.
iii. Parents and siblings are not always the best or the most capable handlers of children.
iv. For many families, day care is necessary because both parents must work.

Poor children enter school at a significant disadvantage. More likely to be at risk of academic failure.

i. Variety of risk factors for poor children (low income, minority group status, large households, a disabling condition)
ii. Disadvantaged children are academically behind at the "starting gate." Several programs tried to enrich early childhood education. Resulted in cognitive benefits, economic benefits, health benefits, and social benefits.

Schools teach far more than 3 Rs. 'School' being used as any education institution. Socialize to cultural norms and expectations. Education system also socializes students to one's society. They learn norms, which are reinforced by teachers, textbooks, and classmates. Schools can be agents of change or conformity.

Teach students to think outside of the family and the local norms. Tell them their tacit place in society. Provide students with skills for communication, social interaction, and work discipline. Can create pathways to both independence and obedience for socialization, the modern system of mass education is second only to the family in importance. It promotes two main socializing tasks: homogenization and social sorting.

Diversity of Students. Standardized curriculum transforms diversity into homogeneity. Sorted into different paths. Accept their place. Schools work as "socialization agencies that teach children how to get along with others and prepare them for adult economic roles" (Durkheim). Bourdieu considered schools only means to social reproduction. Cultural capital persists.

## Topic019 Cultural Transmission

Culture is anything created by the humans. Schooling itself has become a cultural value. Education owned and controlled by Government. Culture is shared and transmitted. What culture to be transmitted? Who designs the curricula? How the textbooks are prepared? Transmission of culture to new generation purpose is to:

- Mold a diverse population to unity with shared identity.

- Prepare the young for citizenship roles.
- Teach patriotism, salute the flag, sing national anthem.
- Learn stories of heroes.
- Learn values of cooperation and competition through curricular as well as extracurricular activities.

Education seems to be a cause of the transmission—even the transformation—of culture. Complex causal interaction between education and culture. What is the philosophy of education? What is to be transmitted? How is it to be transmitted? Basics – 3 Rs. Emphasis on memorization. An authoritarian atmosphere.

**Child-Centered Curricula**

Focus is on:

- Learner needs and interests.
- Highly flexible.
- Reflective and reasonable thinking.
- Contents of this value.

What culture is transmitted? What should be transmitted? Curriculum covers this. Who should make decisions concerning curriculum content? Different sociological perspectives on what should be taught? Functional theorists argue that schools serve the crucial function of preparing young people for society. Conflict theorists view the cultural transmission of values and norms as serving the needs of a capitalist society. Bernstein and Bourdieu concerned with how social class shapes educational phenomena (curriculum, pedagogy, teacher-student interaction), and testing.

Bourdieu focused on the process through which cultural knowledge and style operates as carriers of social inequality. Cultural capital (cultural background, knowledge disposition, skills) of students determined their educational attainment. In fact the cultural transmission through schools reproduces social inequality.

## Topic020 Social Control and Personal Development

Social control refers to the mechanisms a society uses to get individuals to conform 'all of the formal and informal mechanisms and internal and external controls that operate to produce conformity'. For Parsons conformity was not just produced by:

- External agencies coercing individuals to obey rules through the threat of punishment, but also through individuals internalizing norms and values through socialization.

Parsons argued that socialization was central to this 'willing conformity'. Socialization within institutions helped individuals to internalize the norms and values of a society. People are convinced that a 'good-person' is the one who willingly conformed to society's rules. Personal development is the process of improving oneself through learning and becoming participating member of society.

Social control and personal development appear to be an extension of socialization. Socialize children into their roles as citizens. Community expects students to learn the skills and values—obedience, punctuality, perseverance, respect, and others—necessary to become productive, law-abiding citizens. Schools are expected to instill values related to social control and personal development. Train the youngsters to fit into society in accepted ways. Reduce the society's problems.

Are some schools so dysfunctional that they may actually produce crime rather than socialize them? Threats, intimidation, and actual incidents of violence on school grounds create an atmosphere of disorder that disrupts the educational process. Issues like student unions, school fees, grades, discipline, and conflicts appear. Cases are appealed to courts.

Courts decide about individual rights versus school needs to maintain order. Reducing the role of educators to make decisions regarding discipline and control. Have educators lost the ability to pass on cultural values, civil and moral order? Have they lost social control?

Conflict theorists have a different view of social control. For them schools are the tools of capitalist societies—controlling training, sorting human beings for places in the societal system, and perpetuating inequality. Varying ways of passing on the skills of social control, ranging from authoritarian to humanistic methods. Discipline is the major method of enforcing control in schools. Achieving social control within the school and for preparing disciplined workers creates dilemmas for schools and society.

Schools are a safe place for students—right? Wrong—at least for some schools. Victimization, teacher injury, bullying and cyber-bullying, fights, weapons, availability of drugs, students' perceptions of safety at school—all plague some schools. What type of discipline should be used? Students can be expelled or suspended. Zero-tolerance or "get-tough." May solve the immediate problem, but can lead to more serious issues down the line. Students may fail, setting them up for future failure in life. Educator to do what?

**Topic021 Selection and Allocation- Mobility**

Selection and allocation are the sorting process. Individuals to be ranked. Societies emphasize on achievement and merit. Test oriented societies. IQ tests, aptitude tests, achievement tests, career-interest inventories, civil service tests, Scholastic Aptitude Tests (SATs), Graduate Record Examination (GRE). Schools use exams to track or stream students. Students to pass examinations in order to graduate. Entrance tests for admission. Tests are a part of our lives. Helping educators and others to select and allocate applicants according to their ability.

Do some groups have an advantage in the testing process? Concerns have been raised about the validity of intelligence tests. Challenges to the "one-size-fits-all" approach to education. Intelligence is not a single idea, but composed of multiple factors. Entrance results hold the key to the future of many young people—scores on achievement tests. Rely on entrance test for placement in various programs. The scores are important—and controversial—because they tap the core of how we evaluate and place people in society. Debate. Those in favor of tests point to several factors:

1. It improves the accountability of students and schools.
2. It motivates students to really learn the material rather than just memorize for tests.
3. A student doing poor early can end up behind indefinitely. Track poor performers and help in excelling.

On the flip side:

1. Standardized tests can be biased or unfair;
2. Schools with high failures will be punished;

3. It lessens the flexibility of teachers; and
4. Learning material for tests means other material receives less emphasis.

Test-makers will continue to improve the validity of their tests; Educators will continue to question the relationship between curricular materials and test items; Parents and students will share concerns about the meaning of tests for life chances; Minority advocates will watch tests for bias. Meritocracies in some forms of testing are likely to continue. This is the controversial function of selection and allocation. The ultimate means to mobility.

**Topic022 Change and Innovation**

Schools provide a link with the future. Societies move forward through research and teaching new knowledge to the next generation. Schools provide a link with the future. How does change take place and who controls change? Who is prepared for this change and rise in the hierarchy? They are those: Who possess technological skills and knowledge for the twenty-first century. Who know how to get information important to functioning in the future? Can schools teach and implement teaching tools to pass on new technology? Are these tools equally available to all?

The proliferation of computer technology is dramatically changing the process of education. Students in "traditional classrooms" listen to lectures. Instructors in 'postmodern classrooms' enhance their lectures with computers. Graphics and video clips, virtual sounds, popular multimedia platforms, and PowerPoint. Students in traditional classrooms learn about remote cultures by reading a text. Some students in postmodern classrooms interact and communicate directly with people of different cultural backgrounds via the Internet. Major trends in technology in public schools show the following:

1. Increasing use of mobile devices in classrooms: Majority of high school students are connected.
2. Internet connectivity: students use 3G or 4G devices. Looking forward 5G.
3. Use of video for classwork and homework: teachers use videos in the classroom, students access videos online to help with homework.
4. Mobile devices for schoolwork.
5. Students use devices for research, for educational games, and for peer collaboration.
6. Different tools for different tasks.
7. Paying attention to the Digital Footprint: students are increasingly aware of what they post online and the potential consequences.
8. Increased interest in online learning
9. Social media in schools.
10. What devices belong in "The Ultimate School"? Laptops, digital readers, selected tablets.

Computers are very much in education in society. In school of the future students will use laptops in a wireless building. Teachers will customize lessons according to each one's ability. In Pakistan internet and computer facilities available in all universities. The postmodern classroom is quickly replacing the traditional classroom. Reliance on computer technology is equally prevalent in institutions of higher education. Especially prominent is distance learning, a low-cost method of educating large numbers of students.

**Lesson07**

# SCHOOL AS A SOCIAL SYSTEM-I
# TOPIC 023-026

## Topic023 Introduction

Social system is a model of organization. It possesses creativity beyond its component parts has a clearly defined boundary It is composed of subunits, elements, and subsystems that are interrelated and there are relatively stable patterns of social order.

A social system is a group of elements and activities that interact and constitute a single social entity. Purpose is to create. A school as a system of social interaction. It is an organized whole comprising interacting personalities bound together in an organic relationship. It creates educated individuals. School is an organized whole comprising interacting personalities bound together in an organic relationship. All social systems have some activities and functions that are accomplished in a fairly stable fashion. A social system involves two dimensions:

1. Institutions - with certain roles and expectation
2. Individuals -with certain personalities and need

The classroom is a unique social system, where it is mediated by cultural factors such as ethics, norms, and values, as well as psychological aspects. Try to understand the meanings of social system of the school like:

- What are the goals of the school system?
- What are the functions of schooling?

## Topic024 Social System of School

**Social system:** the patterned network of relationships constituting a coherent whole that exists between individuals, groups, and institutions. For ***Talcott Parsons:*** Social system is the patterned network of relationships constituting a coherent whole that exists between individuals, groups, and institutions. As a social system, the school is characterized by:

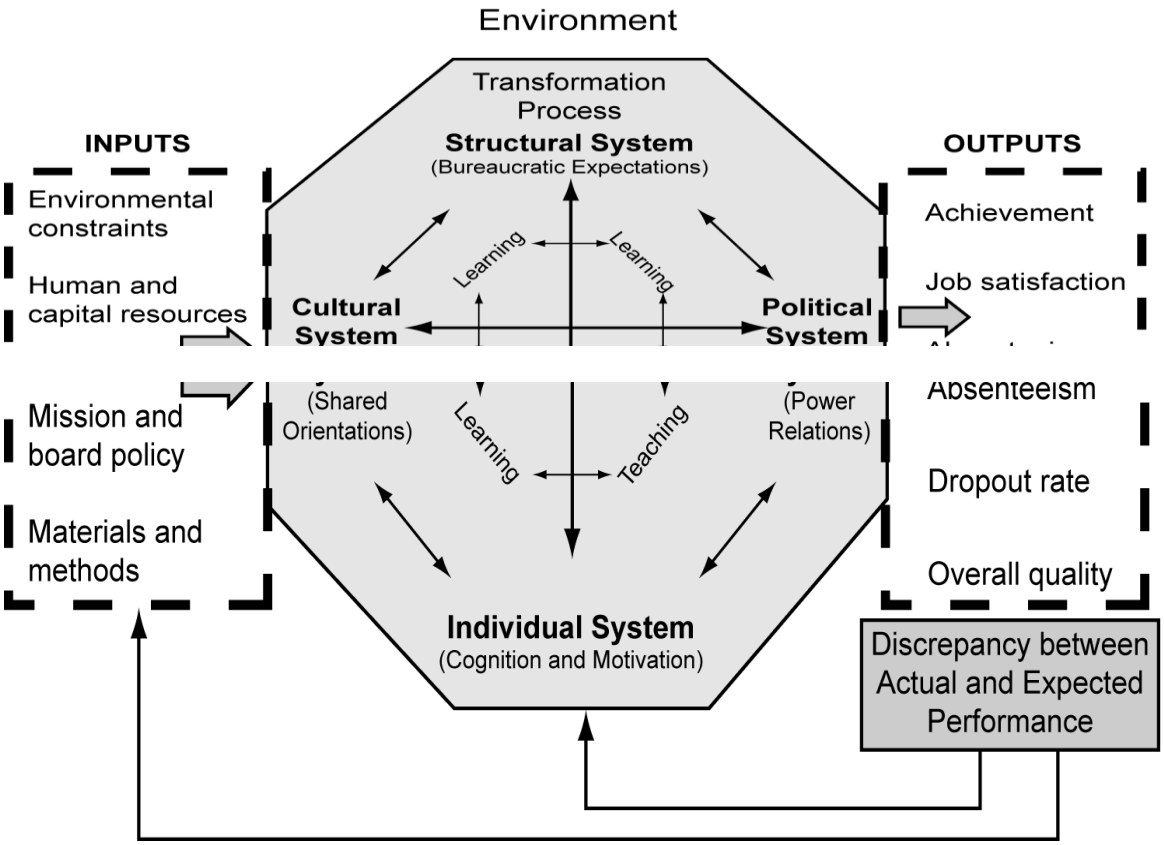
- An interdependence of parts
- A clearly defined population
- Differentiation from its environment
- A complex network of social relationships
- Its own unique culture.

Some explicit assumptions about the school as a social system:

1. Social systems are open systems. Affected by state mandates, politics, history, and other environmental forces.
2. Social systems consist of interdependent parts, which interact with each other and environment. The principal, teachers, and students in a school.
3. Social systems are goal-oriented. Prepare its students for adult roles. Student learning and control necessary.
4. Social systems are peopled. Teachers act on the basis of their needs, beliefs, and goals as well as their roles.
5. Social systems have structure. School systems have division of labor, specialization, and hierarchy.
6. Social systems are political. Schools have power relations that inevitably affect administrators and teacher activities.

7. Social systems have cultures. Schools have a dominant set of shared values and norms that prescribe appropriate behavior.
8. Social systems are conceptual and relative. A classroom -- a social system, but also part of school, which itself is a social system.
9. All formal organizations are social systems but not all social systems are formal organizations.

School then consists of a number of important elements that affect organizational behavior:
***Structure*** – hierarchy of positions.
***Individual*** –a key unit in any social system. People bring with them individual needs, beliefs, and a cognitive understanding of the job.
***Culture*** - Norms, values.
***Politics*** - informal power relations that develop spontaneously.
***Core*** - the teaching-learning process is the technical core of schools.
***Environment*** - everything outside the organization; source of inputs.
***Outputs*** - the products: educated students.
***Feedback*** - communication that monitors behavior.
***Effectiveness*** - the congruence between expected and actual outcomes.




**Social Systems Model for Schools**

## Topic025 Goals of School System

A goal is a future state that an individual is striving to attain. The aims or outcomes that the school would like to achieve. School will provide outlines for activities of the system. Goals are constantly being 'negotiated' and reconsidered. Depends on the interests of the powerful and the needs of the system.

Some goal expectations of various societal sectors:

1. **Societal and community goals:** Each society has certain goals for its education system. Consensus on the key goals with uniform curricula and materials. For the functionalist, the goals of the school are for it to function smoothly and to support the societal system. Conflict theorists assert that school goals are responsible for the stratification system.

The diversity of goals and expectations of schools depends on vested interests in education, especially of politicians. Goals differ by social class.

2. **School goals:** each school should have written goals that are made known to all involved in the school. Stated goals of the school can be different from the operational procedures (OPs). OPs outline what is to happen and what programs are to be carried out in school; translate the goals into action.

**Variety of schools:** Public/private, general/vocational/professional schools.
The degree of control of goals depends much on in the degree of 'control' put forth by the Boards of Education, Academic Councils, Heads, Principals, and Teachers.

**3. Individual goals:** goals vary depending on the role of the individuals in the school.
e. g. a teacher might set goals:

- To have a more professional appearance
- To have fun and enjoy teaching
- To stay positive even when things change
- To form a better working relationship with other teachers
- To improve teacher-parent communication
- To build better relationships with team and other staff
- To establish and maintain a classroom management plan.

A student might set goals:

- To be successful
- How to achieve.

## Topic026 Functions of Schooling

Functions of education that of schooling might overlap. Schools include many diverse functions reflecting competing interest groups in communities. Look at functions of schooling from differing perspectives within the system (society, community and family, and individual student).

**1. Society**

- To socialize the young to perform needed adult roles.
- Keep the young occupied.
- Delay entry into the job market.
- Help perpetuate society, socialize the young into particular societal values, traditions, and beliefs.
- Develop skills needed to live in society such as reading, writing, and responsibility.
- Select and allocate the young to needed roles from professionals to laborers.

**2. Community and Family**

- To formalize socialization experiences, especially in formal learning.
- Facilitate peer interaction.

- Structure socialization experience.
- Help meet family goals for successful children.
- Give children more options in the competitive marketplace.
- Produce young people who will fit into the community.

**3. Individual Students**

- Schooling provides an opportunity to get together with peers and engage in sports and other activities.
- Students' attitudes toward and cooperation with adult's help socialize them into having acceptable attitude and behaviors
- Schooling provides skills and knowledge for them to fit into society's competitive bureaucracies.

**Lesson08**

## SCHOOL AS A SOCIAL SYSTEM-II
## TOPIC 027-029

### Topic027-029 The Teacher in the Classroom

Impression that the study of the teaching process has been neglected by sociologists. Preferred to study teacher in the community, teacher in school. Educationists have studied pupil-teacher relationships focusing on 'effective' teacher. Subjects have been students, principals' superintendents, and supervisors. Each category of subjects has been used with different criteria. Little relationship to one another's assessments. Administrators stressed on discipline, students preferred teachers with 'receptive and permissive' attitudes. Students looked for teachers:

- Who were friendly?
- Frequently joined recreational activities
- In whom they confided
- Whom they admired
- Who were helpful in their work?
- Teacher popular with students is not necessarily being the most effective.

Evidence may be contrary as measured by the pupils' gains. Davidson and Lang studied primary-school children's perceptions of their teachers' feelings towards them. Found a complex process of interaction in which:

- The child's achievement
- The teacher's approval
- The child's self-image act to reinforce one another.

**Finding** The more positive the children's perception of their teachers' feelings, the higher the child's own self-image, the better the child's academic achievement, and the more desirable his or her classroom behavior as rated by the teacher. Teachers' expectations do affect pupils' achievement. May be just the greater attentiveness and encouragement on the part of the teachers. There could be multiple factors with respect to the teacher in the classroom.

Leadership styles of teachers in the classroom have been observed. Anderson used two main styles: Dominative and integrative. Observers recorded the contacts of the teacher with pupils either individually or as a group. Dominative contacts are those
It involving orders, threats, reminders, and punishments. Integrative contacts include:

- Approving, commending, accepting, and helpful contacts.

**Results**

Dominative techniques tended to produce:

- Pupils' aggressive and antagonistic behaviors toward both their teachers and their fellows.

Socially integrative behaviors appeared to:

- Facilitate friendly, co-operative and self-directive behavior in the children.

Similar studies of authoritarian and democratic leadership styles and their effect on pupil morale and pupil performance have been conducted.

**Assumption**

Different leadership styles produce different group and individual behaviors. Group members in a democratic social climate were friendlier to each other and showed

greater initiative than they did under authoritarian leadership. Output was the highest under authoritarian leadership so long as the leader remained in the room. Research on teaching styles i.e. teacher-centered (autocratic leadership) and learner centered (democratic leadership). Is there a relationship between teaching styles and cognitive achievement?

**Inconclusive Results**

Reasons for inconclusive results could be many:

- Flaws in research design. 'Hawthorne effect' both on teachers as well as on students.
- Establishing suitable control group.
- Criteria used to measure cognitive achievement.
- Also, the distinction between the two teaching methods not only lacks precision but is an oversimplified view of leadership style.
- Is this really a leadership style?
- Does it adequately describe the behavior which the leader actually exhibited?
- Teacher is different than public leader.

Pupil differences and its consequences for effective teaching. Studies show:
Student attitudes to particular teaching styles and teaching methods vary according to the students' own personality. Student-centered instruction tends to be preferred by those students who:

- Reject traditional sources of authority
- Have strong needs for demonstrating their personal independence
- Are characterized by a high drive for academic achievement.

A student with high authoritarian needs is likely to be unhappy in the student-centered class. Teaching is more effective if it is geared to the needs of the pupil. Teachers biased against working-class children. Bias due to their adherence to middle-class values by virtue of the school teachers' own social-class position. School teachers reported that lower-class children were considered to be unrewarding to teach. They have low level of motivation, are aggressive, lack cleanliness, indifferent to hygiene, and difficult to maintain control over their class. Easier to teach children who are highly motivated to learn.

Teachers prefer the child who is easy to teach. Discriminate in favor of the middle-class child, who is more likely to be hardworking and well behaved. Better off teachers prefer postings in better neighborhoods. Poor areas get inexperienced teachers. Working-class children tended to perceive their teachers as less approving than middle-class children. Teachers of middle-class children were more warm, trustful and sympathetic. The middle-class teacher may therefore appear as a more acceptable model to the middle-class child. Bernstein has found a problem of communication between middle-class teachers and working-class pupils. Use of restricted codes and elaborated codes in communication.

**Lesson09**

# SCHOOL AS A SOCIAL SYSTEM-III
# TOPIC 030-032

## Topic030-032 The Peer Group and the Student Sub Culture

Peer group is both a social group and a primary group of people who have similar interests, age, background, or social status. The group shares values and norms that are distinct from majority, may be in the school. Call it a sub-culture. The pupils form significant social groupings in school. These social groupings are characterized by a distinctive youth culture or adolescent culture. James Coleman's The Adolescent Society (1961).

This youth culture or adolescent culture is distinct from, and can even be in opposition to, the adult world of the teacher and the school. Pupil subcultures are shared values, norms and behaviour by groups of students. Gives them a sense of identity, and provides them with status through peer-group affirmation. Can take a variety of forms, ranging from pro-school to anti-school, with a variety of other responses in-between.

Two related processes at work in schools – differentiation and polarization. Schools place a high value on things such as hard work, good behavior and exam success. Teachers judge students and rank and categorize them into different groups – streams or sets.

**Resultant Polarization**

- Top stream – hi status, conformists.
- Bottom sets – failures and deprived.
- Can lead to the formation of pro- and anti-school subcultures.
- Develop alternative set of delinquent values, attitudes and behaviors in opposition to the academic aims, ethos and rules of a school.

Dividing pupil subcultures into simply two poles: pro- and anti-school was too simplistic. Even students don't easily split into subcultures. Pupils can switch between different adaptations as they progress through their school careers.

Student culture is a complex of "strange customs." Constitutes a "participation mystique, complex rituals of personal relationships, a set of folkways, mores, and irrational sanctions, a moral code based upon them" (Waller (1932) as quoted by Ballentine (2017, p. 243). Nine decades later, youth culture seems centered around social media, often undecipherable to adults. Social media is an addition with additional cultural complexes. Independence from the adult world.

Within schools, students are at the bottom of the role hierarchy with a power structure. They are a numerical majority in the system. They are a distinct minority in decision-making. An almost alien group—the group to be "subdued," disciplined, or conquered by the school staff. The student culture determines for many young people the acceptable behaviors for peer survival. Such behaviors are often at odds with adult expectations. Peers determine the school interests of students. Peer groups come in different types:

- Some support the importance of school learning and achievement
- Some are more interested in social and athletic activities
- A proportion of peer groups engage in delinquent activities.

Scholar–athletes and pure scholars have higher self-esteem, extracurricular involvement, and leadership ability than do pure athletes or students who are neither scholars nor athletes.

- Develop their own language.
- Try to get attention by queer behaviour.
- Show very casual.
- Have grouping and bullying.
- In-group feeling at different levels.
- Each year a new crop of students must be socialized into their roles.
- Hostellers have their own culture.

There is special culture of the school. Also, there are the cultures of the children.
Necessary for the adolescents to validate their status in behavior. Status not based on direct family ascription but as in performance (grade achievement, athletics, extracurricular activities, dressing.)

**Dominant Motivation**

Achieve generalized social status in adolescent community. Accept the expectations of his informally organized peer world. General status to be derived from:

1. The formal organization of the school that prescribes learning achievement.
2. The system of student organizations usually referred to extracurricular activities
3. The network of interpersonal relationships defined by friendship choices on a socioeconomic test.

Coleman's findings: athletics and leadership in popular activities (nonacademic issues) were closely more important than scholarship as the basis of social status. Engage in behavior that adults would approve and reward, or Seek the approval of the peers. The student culture determines for many young people the acceptable behaviors for peer survival. Such behaviors are often at odds with adult expectations. Peers determine the school interests of students. Other studies have come to rather different conclusions. They suggest:

- The relative impact of the adult and the peer group and the amount of conflict between these influence agents has not yet been satisfactorily answered.
- Participation in extra-curricular activities does not necessarily conflict with academic outcomes.

The criterion of academic success is the grade, rather than learning for its own sake, or the acquisition of particular skills. Learn how to give the instructor what he wants, and frequently present the appearance rather than the reality of knowledge. This is the grade point average perspective. Within a college four enduring subcultures.

**Collegiate**

- Looking for campus amusements.
- Indifference to serious demands from the faculty for an involvement with issues and ideas.
- Pursuit of fun. In Pakistan they are likely to come from relatively well to do families.

**Academic**

- Identification with the intellectual concerns of the serious faculty members.
- Work hard
- get the best grades
- let the world of ideas reach them.
- Pursuit of knowledge.

**Vocational**

- An organization of courses and credits leading to graduation and a good job.
- Resistant to intellectual demands on them beyond what is required to pass the courses.
- Pursuit of a degree/diploma.
- More applicable to professional colleges.

**Rebel**

- Deeply involved with ideas from the classroom and wider society of art, literature, and politics.
- Aggressive non-conformism.
- Often a critical detachment from the college they attend and from its faculty.
- Pursuit of an identity.

**School as a Social System**

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**Collegiate**

Looking for campus amusements. Indifference to serious demands from the faculty for an involvement with issues and ideas. In Pakistan they are likely to come from relatively well to do families.

**Lesson10**

## SCHOOL AS A SOCIAL SYSTEM-IV
## TOPIC 033-034

### Topic033-034 The Peer Groups, Reference Groups, and Social Mobility

Reference group serves as a point of reference in making evaluations and decisions. Can be models, ideals. The individual will employ the perceived behavior of his group of reference as a criterion for his own behavior. Employ it as a criterion for assessment of rewards and behavior. Within the school the person headed for higher occupational status will choose peer groups that tend to facilitate his progress in this direction. Parsons.

Peer group or friendship cliques are associated with both attitudes and behavior. The role of the peer group in the anticipatory socialization of the mobile working-class boy. No evidence that the peer group itself can be the only factor in changing values. Possible that a potentially mobile child from a working-class family comes to high school with middle-class values already acquired from the pressures of the family itself. He finds the high-status clique very congenial because of familiar frame of reference. Still there is strong evidence to show that:

- Social origin is of less importance in student clique formation than ambition or stratification by destination.

The role of the peer group in the anticipatory socialization of the mobile working-class boy. Friendship and status systems of the boys revealed two value climates: the academic, and the delinquent academic subculture characterized by:

- Hard work
- A high standard of physical hygiene
- The avoidance of 'messing' in class, and of copying work from another pupil.

The delinquent subculture is its exact counterpart. Studies in UK have shown that the higher the stream, the greater the pupil commitment to school, satisfaction with school life, and conformity to teachers' expectations. The higher the stream, the greater is the tendency for high status within the peer group to be associated with academic values. In the lower streams by contrast, the academically orientated boys are deviants from group norms, and the boys of high status are those who conform to the delinquent culture.

Studies show that that parents of working-class boys in grammar schools were more middle class in their values than even the middle-class parents. Parents of successful working-class boys had a much more middle class set of values than even the middle class. Peer groups can and do influence both aspirations and performance of the youth. Within peer groups the students are selective. For selection they employ the perceived behavior of their group of reference as a criterion for their own behavior.

**Lesson11**

# SCHOOL AS A SOCIAL SYSTEM-V
# TOPIC 035-037

## Topic035 The Teacher in the Staff Room

Teacher in the social system of school enmeshed in a whole system of social relationships with students, colleagues and school staff. Informal colleague relationships. Clique formation amongst teachers. There are number of underlying factors:

- Age
- Length of service
- Sex
- Values and
- Interests

The structure and cohesiveness influenced by the school's physical structure segregated lounges (male/female, smokers/nonsmokers), places for coffee/tea. Cliques often compete with each other for:

- Power within the school system
- Influence with administrators, parents or pupils

Conflict may arise between older and younger teachers, or senior and junior teachers, over the introduction of innovations in school, allocation of duties. Teacher colleagues help in the socialization of the teacher into the organization.

**Transfer**

- The official values and objectives.
- Informal goals, ideologies and procedures.
- Officially outlawed corporal punishment but customarily used in some schools.

Use different methods to bring new colleagues in line with the dominant ideology in the school. How to maintain the discipline in class? Ridicule the undesirable attitude and behavior of the new teacher. Process of socialization may begin while the teacher is still a trainee. During later period of training the student teachers are in closer contact with the schools. It narrows the gap in the conception of what is thought to be desirable teacher behavior by the college and what they see will be expected of them in schools.

## Topic036-037 The Educational Climate and School Effectiveness

Climate brings to mind temperature and weather conditions. Educational climate seen in a different context. Within the school setting, "temperature" can be a: Warm and nurturing atmosphere, Cold and laden with formal rules, or downright scary and dangerous. Educational climate refers to the school environment within which learning takes place. Requires the understanding of the environments that maximize learning. If required, bring reforms to provide congenial atmosphere in educational setting.

**School and Classroom Culture**

Each school and class-room has a culture of its own, like a miniature society. The climate consists of the values, attitudes, beliefs, norms, and customs of those making up the system. A key function of this culture is to bring about a group feeling of loyalty. The school culture reflects the community in which the school is located and its students' characteristics. The ethnic and socioeconomic characteristics of the area.

***School and Classroom Learning Climates***

Learning climate: The normative, attitudinal, and behavioral patterns in a school, which impact the level of academic achievement of the student body as a whole.

May include:

- Teacher expectations
- Academic norms
- Students' sense of hope or futility, role definitions, grouping pattern
- Instructional practices.

Positive school climate: emphasizes and rewards academic achievement and maintains order and discipline. Positive home-school relations. The school classroom: One teacher-many students. Self-contained system, sealed, but classrooms do not exist in a vacuum.

***Classroom as a crowd*** Many student + one teachers maintains control and discipline to understand the dynamics of classroom behavior– recognize the students' environment. The learning climate is made up of routines imposed on students in order to maintain control and discipline. Treat students as:

- Passive listeners
- Active participants
- Group learners

Children get prepared for classroom learning in preschool situations. The school and classroom learning climate is a major factor in students' mental and physical health and behavior. Absenteeism, suspension rates, aggression, violence, and harassment, and poor academic outcomes result from negative learning climates.

Why are some schools more effective at producing positive school climates than others? No single explanation.

Look at different:

***Dimensions of School Climate Safety***

Social, emotional, intellectual, and physical safety are fundamental human needs.

Peer physical and verbal violence, bullying. School is an intimidating and uncomfortable climate. Enforcement of school discipline combined with presence of caring, vigilant adults increases school safety. Positive school climates are associated with student safety-related behaviors.

***Relationships***

The student–teacher relationship is a key factor for success in the educational process. Teachers, too, are influenced by their work environments. A climate of positive relationships results in better academic achievement and fewer discipline problems.

***Teaching and Learning***

Each member of a school class has a distinctive perception of classroom. Plan action accordingly. Teachers' perceptions: cultural differences and class origins among pupils. Responses vary accordingly. Students' perceptions: Teachers are 'different'; mystique surrounds them. Social distance. The teacher's role as the primary decision maker in the classroom is complex. Influence of students, parents, colleagues, administration. Coping strategies by teachers and students. School Connectedness and Institutional Environment. School connectedness is the belief by students that adults and peers care about their learning and about them as individuals. Positive school connectedness is closely related to positive academic outcomes, violence prevention, and reduction in risky behaviors.

***Value Climate***

Schools teach more than 3rs. Both the formal and informal organization and curriculum include lessons in values and morals. Some text material may inculcate moral values. Moral education comes through the rituals and ceremonies in schools. Visual displays of signs, pictures, and posters containing moral messages such as:

- "Take pride in what you do."
- "Peace on Earth."
- "Speak the truth."

Teachers interject moral lessons, commenting on a theft, an act of cruelty, or poor sportsmanship. Posting of lists of dos and don'ts. Academic achievement is directly related to school climate at all levels of schooling. Respect for others and shared academic expectations relate directly to students' achievement. Participation rates increase with positive school climate.

**Lesson12**

## SCHOOL AS A SOCIAL SYSTEM-VI
## TOPIC 038-040

### Topic038-040 Listening to Pupils' Voice

'Pupil voice', synonymous with 'student voice' and 'learner voice.' Working with pupils to elicit their perspectives on matters relating to any aspect of school life. Teachers and other adults in schools:

- Wanting to learn from pupils about their experiences
- Providing opportunities to express their views

"The right to speak is the right to be listened to; in practice there is a gap between speaking and being listened to." Remove this gap listening to pupils' voices will result in running schools in a democratic way. Shared responsibility for the development of all practices and policies within their school. Understanding and taking seriously the views of young people the UN Convention on the Rights of the Child (1989) recognizes that children are:

- Subjects of rights, rather than merely recipients of adult protection, and that
- Those rights demand that children themselves are entitled to be heard.

**Participation** The process of children expressing their views and having them taken seriously. Why listening to children is important?

- Contributes to personal development
- Leads to better decision-making and outcomes
- Serves to protect children
- Contributes to preparation for civil society development, tolerance and respect for others
- Strengthens accountability.

Since the turn of 21st century, numerous organizations busy in raising awareness:

- Children's rights
- Measures needed to the realization of these rights. Within educational context, particular focus on the implementation of Article 12 of the UNCRC.

Article 12 gives children and young people the right:

- To express their views on all matters affecting them
- For these views to be given due weight in accordance with the child's age and maturity.

A radical and profound challenge to traditional attitudes, which assume that children should be seen and not heard. Pupils, being one of the key stakeholders in school, have a principal claim to attention. Involve them in matters related to their experiences and impacting on their lives. Process is described as a growing culture of participation. Recognition of the insights and ideas from the younger generation. Valuable in potentially shaping services and policies which affect their lives and others in the community. People have moved on from 'Education for All' to 'Every Child Matters.' Implies that pupils' opinions matter. Their voices must be heard and taken seriously if education is to be personalized to their needs. Rationale is that it will:

1. Empower young people to contribute to the development of skills and attitudes required for active citizenship
2. Improve the quality and effectiveness of services for children and young people;

3. Make a significant contribution to strengthening a democratic society.

Since the turn of 21st century, numerous organizations busy in raising awareness:

- Children's right
- Measures that needed to the realization of these rights.

Children; Their Voices, Their Experiences of School: What does the Evidence Tell Us? Carol Robinson (2014)

Within schools, teachers have a responsibility:

- Towards making decisions that are in children's best interests,
- To respect children's rights and to listen to, and acknowledge, their opinions and perspectives.

Schools adopting this approach show that:

- Pupils report positively about the school's ethos (spirit of culture),
- School community empowers them to demonstrate respect for the rights of others locally, nationally and globally, and for the environment.

Schools where this approach was followed have reported: improved relationships, between and amongst staff and pupils.

**Pupils Reported**

- Greater enjoyment of school
- Classroom conditions more conducive to learning
- A positive attitude towards diversity
- A reduction in bullying
- Pupils themselves were more likely to resolve conflicts if any.

The need to re-conceptualize the roles of teachers and pupils Adults in schools:

- To listen to and act on pupils' views.
- To believe in children's capacity to engage in dialogue about school-related issues and
- Need to change the view: children as incapable and dependent on adults to make personal decisions.

Teaching and learning need a re-conceptualization of the roles of pupils and teachers. New understanding about the possibilities and potential of each of these roles. Adult belief in student voice is essential to realize its potential. Recognize the demands it places on teachers:

- It changes their identities as professionals and
- Their relations both with children and with other staff.

To ensure the teachers feel confident that their authority won't be undermined.

The concept of student voice is not new to education. In the 1960s and 1970s, student power movements asserted the right of students to participate in decision making in classrooms and school-wide. This culture largely vanished after the mid-70s. During this time many adolescents experienced increasing alienation. Students were viewed as clients. It increased teacher-student distance.

Students reported that adults in their schools rarely:

- Listened to their views

- Involved them in important decisions affecting their own activities or work.

"The right to speak is the right to be listened to; in practice there is a gap between speaking and being listened to."

Systemic problems that:

- Contribute to youth disengaging from school and
- Increase in numbers of students who cut classes, have lower self-concepts, lower achievement, and drop out of school.

By the turn of the century 'Student voice' has reemerged on the educational landscape in the Western society. Notion that if students actively participate then:

- Student outcomes will improve and
- School reform will be relatively more successful.

**Student Voice Activities Range**

From Schools gathering information from students through focus groups and surveys, to students working alongside teachers to develop and implement strategies for school improvement. Student voice has served as a catalyst for change in schools, including:

- Helping to improve teaching, curriculum, and teacher-student relationships.
- Changes in student assessment and teacher training.

***Realization*** students possess unique knowledge and perspectives about their schools and adults. Also: correlation between an increase in student voice in the school culture and an increase in students' school attachment.

**Lesson13**

# SCHOOL AS AN ORGANIZATION

## TOPIC 041-045

### Topic041 School as an Organization: Introduction

Organization is the social unit that pursues specific goals which it is structured to serve. Formally established for the explicit purpose of achieving certain goals. Examples: Hospitals, prisons, schools and universities. Every organization has:

- A formally instituted pattern of authority.
- An official body of rules and procedures.

There is social interaction of individuals and groups working together within the formal structure. Hence it has network of informal relations and unofficial norms. Informal and formal aspects of the organization are inextricably intertwined. Just for purposes of analysis the two can be distinguished. One of the most important aspects of the formal structure of an organization is its system of administration. In modern society the typical administrative system is the bureaucracy. Complex organizations are bureaucratized. Schools are no exception.

Within the parameters of physical space and the broad goals outlined by the school, teachers organize their teaching material and classes. Larger organizational system presents to teachers with both opportunities and constraints. Traditionally, sociologists have viewed schools as bureaucracies. Yet they point out the limitations of this bureaucratic model for educational organizations. What works in formal bureaucracies such as business organizations may be dysfunctional in schools. Let us look at schools as bureaucracies and the problems related to this model, and alternative models.

### Topic042-043 The School as a Bureaucracy

For Weber a bureaucracy is characterized by:

- A high degree of specialization
- A hierarchical system of authority
- Explicit rules which define the responsibility of each member of the organization and the co-ordination of different tasks

For Weber a bureaucracy is characterized by:

- The exclusion of personal considerations from official business, and Impartiality in the
- Treatment of subordinates and clients; recruitment of experts; and the existence of a career.

**Bureaucracy** *is a* rational, efficient way of completing tasks; and Rewarding individuals based on their contributions to the work that needs to be done. It can also be an impersonal, inefficient, cumbersome organization unresponsive to human needs.

Schools are a unique type of organization -- involuntary for students.

**Significant because it is To** Transmit values, ideals; and shared knowledge; Foster cognitive and emotional growth; and Sort and select students into different categories with consequences for future adult status.

**Organizationally**

Schools are divided into classrooms, the day into periods, and students into groups by grades or performance. Other bureaucracies have different purposes and structures and have voluntary participants. Let us look at schools as bureaucracies and the problems

related to this model, and alternative models. Weber's main characteristic of bureaucracy applicable to school organization

***1. Division of labor***

At both the administrative and teaching levels. Allocating the best suitable personnel to positions. Formalization of recruitment, promotion, and firing policies. School personnel must be clearly qualified for the positions to be filled. Training institutions become important for preparing individuals with the skills and attitudes necessary for the job. Colleges of education are usually accredited by state. Promotion and salary based on merit.

***2. Administrative hierarchy***

Incorporating a specified chain of authority and designated channels of communications. Depending on the position in the hierarchy, a person will receive and give out varying numbers and types of messages. Downward flow of communication from instructor to student.

***3. Regulations and rules of procedure***

Cover everything from counseling and guidance to school-wide or system-wide testing programs. Routine set up by rules. Timing, most forms of behavior in the school. Each individual is socialized into the system's rules and regulations.

***4. Formalized and affectively neutral role relationships***

A de-emphasis of personal relationship between students and teachers and between teachers and administrators.

***5. Rationality***

The movement in the direction of the rational bureaucratic organization.

***6. The positions individuals hold in the organization belong to the organization***

When an administrator, a teacher, or a student leaves the system, new individuals will move in to hold those positions. Development of Schools as Bureaucracies. Schools have become larger and increasingly more bureaucratic. Exhibit many characteristics similar to those presented in Weber's "ideal type" bureaucracy. School bureaucracy may present a bewildering and alienating situation for many students. As the system gets larger people are caught up in the rules and regulations. They are treated as numbers that are being processed. Dehumanization.

## Topic044 The Teacher in the Authority Structure of School

Authority is the legitimate power which one person or group possesses and practices over another. Basis of authority: bureaucratic and/or professional.

Schools have evolved into structures with legal forms of authority and bureaucratic administrative apparatus. In a bureaucratic system:

- The legitimation is in terms of rank and deference and
- Obedience is due from those of lower to those of higher status in the organization.

In professional terms deference is due only to competence or expert knowledge.

The bureaucrat obeys orders and carries out the tasks allotted to him. The professional fulfills his professional duties according to his own or his profession's decisions.

Diverging role expectations and the possibilities of role conflict. To what extent the teacher is in this position? The authority structure in schools suggests that teachers have very little control over important decisions. The participation of teachers in the decision-making process is usually limited to:

- Either to interpretation of established policy/advice,
- or to the execution of established policy.

The authority structure of the school and the teacher's predetermined role in that structure significantly:

- Affect the recruitment of teachers;
- Who, once recruited, serve to reinforce dialectically the existing authority structure?

The teacher's world is dominated by a basic lack of autonomy, alienation, division of labor, and hierarchical arrangements. Schools are work places. Teachers have become technocrats, who implement, but do not decide on curriculum, material, and evaluative techniques. Teachers have been willing to accept their subordinate role in the bureaucratic structure of the school. Could be variation in level of bureaucratization at different school levels i.e. The amount of control over teachers in such matters as the selection of textbooks, the grading and testing of students.

## Topic045 The Administrative Style and Teacher Performance

**Administrative style:** the pattern of behavior that characterizes a given administrator/leader. A particular style adopted in order to succeed. Style influences staff at work. Staff performance. Leader and staff work towards the achievement of organizational goals. Leadership style adopted depending on the circumstances on ground. Various typologies of administrative styles:

**i. Autocratic-democratic**

Goal achievement and group maintenance. Autocratic: attainment of goals of the organization to the neglect of the individual needs of staff. Democratic: Participative leadership. Involvement of staff in decision making.

**ii. Open-closed climate**

Open climate: Principal having high consideration for staff, a high level of motivations through example, and no close supervision. ***Closed climate:*** high aloofness, close supervision, and low consideration on the part of the principal.

**iii. Nomothetic-ideographic**

The nomothetic leader: orientated towards the organization and its task at the expense of the satisfaction of personal needs of his staff. The ideographic leader: tends to minimize the organizational requirements and is orientated towards personal relationships.

**iv. Transactional-transformational**

***Transactional:***

Based on an exchange relationship -- leader and follower.
Rewards leads to motivation to work.

***Transformational***

- Individualized consideration
- Inspirational motivation
- Idealized influence
- Intellectual stimulation
- Empowerment and
- Growth.

Administrative leadership in education has its consequences for the educational process. Studies have attempted to relate administrative styles to teacher morale. Staff participation is related to teacher satisfaction. Do teachers consider their participation in decision making as significant? "Principal Leadership Styles and Teacher Job Performance" -- Study of 106 private secondary schools at Lahore (2020).
Middle management personnel – 253 cases.

Four leadership styles and five key performance indicators (KPI). Four leadership styles—directive, participative, supportive, and achievement-oriented. Goal-Path Theory (GPT) requires principals to:

- Let the teachers know the goals.
- Provide assistance, directions, and guidance (path) to achieve goals.

**KPIs**

- Teaching planning
- Classroom organization
- Monitoring and evaluation
- Classroom atmosphere/discipline and
- Teacher leadership.

**Findings**

- The directive leadership style had a significant effect on teacher job performance (TJP).
- Followed by the supportive and achievement-oriented leadership styles.
- Participative leadership was not considered a promising predictor of TJP.

**Odd finding in a non-Western society. Reasons**

a. Teachers' job tasks are complex and ambiguous, and their performance goals are quite challenging;
b. Principals have a personal obligation to complete tasks; and
c. Teachers are required to complete their tasks according to their expected level of performance.

Accordingly, teachers are bound to follow dogmatic SOPs circulated by the head office, and Principals provide the directions to perform the tasks.

**Lesson14**

# EDUCATION AND FAMILY-I
# TOPIC 046-048

## Topic46-047 Social Class and Family Life

Working-class families hold different values from middle-class families. Behave in different ways towards their children. Three aspects of their life relevant to their problem of achievement:

i. Material life chances
ii. Working conditions and
iii. Opportunities for status.

Earn less than those in non-manual jobs. Insecure employment. Daily paid or weekly paid. Less chance of upward mobility in job. Unpleasant working conditions (dangerous, dirty, or physically strenuous). These life and work experiences are reflected in their attitudes to work and other aspects of life. Lack of security, combined with lack of opportunity. It will have low aspirations for himself and his child. Less ambitious for his children. His world is dominated by luck or by chance. Not under his control.

Will not spend time in future planning. Lacks individualistic approach to move up. Must rest in the progressive increase of the rewards. Likely to emphasize collective or group mobility through trade-union representation and trade-union power. It has low self-esteem. Accepts his lack of ability. Transfers these feelings to his children. Fails to encourage his children to achieve. Material, power, and status deprivation of the working-class parent will affect his actual handling of the child. Stress on honesty, obedience and neatness.

Parents aggression is displaced from the frustrating system to the relatively powerless child. Frustrated lower-class father may even withdraw from the family. May try to gain status in some alternative behavior system. Skilled and semi-skilled workers have higher aspirations for their children than unskilled. Lower-class family has fewer expectations for the future and so lower aspirations for themselves and their children. Have less self-esteem and less self-confident. Have larger families, and are less well-educated. Variations within the social classes.

Basic attitudes formed early in childhood. Influence of the parents on the probability of mobility. Basic attitudes towards school work. Parents to send the child to school with a receptive attitude toward the values and norms advocated by the school personnel. Experiences of fathers with their own job. Frustrated mobility. Mobility pessimism. Result of strong achievement values. Mobility blocked.

Fathers' ambition for their children. Pressure on the child to succeed in place of the parent. Will it happen? Questionable. Treating child as an extension of the parent. Educational success is too much the price of parental approval to be enjoyed for its own sake. Too much pressure on the child to be unlikely to succeed. Family is an important variable in socialization. Yet not the only factor in explaining either inter-class or intra-class differences in educational achievement. School itself is a socializing agency. Teachers and the peer group each play their part.

Family is an important variable in socialization. Yet not the only factor in explaining either inter-class or intra-class differences in educational achievement. School itself is a socializing agency. Teachers and the peer group each play their part. The school environment may reinforce or may conflict with the influence of the family. Needs to pay increasing attention to the school. It is part of sociology of education. Home and school in interaction to determine educability. School is equally, if not more, important in mobility. Also, the situation in Pakistan is peculiar. So far, here education is neither compulsory nor free.

**Topic048 The Family, Social Class and Education Achievement-I**

Industrialization, division of labor, specialization. The progressive removal from the family of its educational function. Formal education institutions have taken over from the family not only the teaching of specific skills, but much normative training as well. The school has become the focal socializing agency. Yet the school cannot and does not take over completely from the family.

The first five or six years of life are crucial foundation years. Even after starting at school the child continues to live with his parents. Child is deeply influenced by parental behavior and attitudes. Family exerts a profound influence on the response of the child to the school. Interest in positive response and good academic performance. Democratization of educational provision. Still the persistence of social-class inequalities in educational performance.

Manual workers' children perform less well in school, and leave school sooner than children from non-manual workers, controlling for ability. Explanation in the experiences and attitudes of the working-class family background. What is the precise way in which these different factors interrelate to depress intellectual performance? Complexity of the concept of home background. What is its operational definition?

Child-rearing practices, speech and thought patterns, fundamental value orientations. These factors may not operate independently but closely related to each other and may have cumulative effect. Almost impossible to discover the precise way in which a particular family background operates to produce under- or over-achievement.

**Lesson15**

## EDUCATION AND FAMILY-II
## TOPIC 049-051

### Topic049The Family, Social Class and Education Achievement-II

What is Social class? Just based on father's occupation. Could be many other factors. Can we divide classes in any absolute sense? What is a working class? Similar difficulties surround the attempt to relate the concept of achievement to a particular educational context. The tendency of the working classes to underachieve is a very consistent. Is it always produced by the same combination of factors? Parental interest may be more important in one kind of school system than in another.

Achievement motivation may count for more in one kind of teaching situation than in another. What is under achievement? No way of measuring potential as distinct from actual ability. Test scores. Do not measure genetic potential or capacity. The concept of under-achievement itself is problematic.

Intelligence test scores obtained are used to measure ability. Questionable i.e. not measuring the innate ability. Relative importance of the environmental factors. Unresolved dispute. General finding: the working-class child is everywhere less likely to enter higher education than the middle-class child. What about the exceptions? Some working-class children do in fact reach this level. What are the factors responsible for the successful working-class child as well as those making for working-class under-achievement?

### Topic050-051 Linguistic Development and Learning

In 1971, Basil Bernstein introduced a theory of language codes or 'code theory' in sociology of education. Introduced as an explanation for the poor performance of working-class pupils on language-based subjects, when they were achieving as well as their middle-class counterparts on mathematical topics. Code refers to a set of organizing principles behind the language employed by members of a social group. Bernstein assumed that:
Certain forms of language are an asset or a deficit in the acquisition of skills for educational and occupational success. These ***forms of language*** are culturally not individually determined. Two extreme social classes (rich and poor) are characterized by two different modes of speech outcome of different environment.

The lower working classes are more or less restricted to a public language. The selection and permutation of words are severely limited. Sentences are short, grammatically simple. Use a limited number of adjectives, adverbs and conjunctions. Tend to select from a number of traditional phrases and stereotyped responses. The stress is on emotive terms employing concrete descriptive, tangible and visual symbolism.

Middle-class places great value on verbalization and conceptualization. Bernstein called it the use of formal language. This language is both complex and subtle. Makes great use of adjectives and adverbs and conjunctions. Suitable for logical argument for discussion. Making subtle (fine) distinctions.

**Later on, Replaced**

i. Public language with Restricted code
ii. Formal language with Elaborated code

An elaborated speech code is an explicit and detailed way of speaking, where context is made clear and outsiders can easily understand the meaning. In middle-class family, communication between mother and child will be primarily verbal.Child learns how small changes in word position and sentence structure signal important changes in feeling. The necessity to verbalize exposes the child to a whole range of potential learning. Missed by lower-class child because of the linguistic mode in use. Hence, difference in perception of the world. Middle class child is aware of formal ordering of his environment and notions of its extension in time and space.

Role of childrearing techniques of the parents. The authority structure in the working-class family. The exercise of authority is not related to a stable system of rewards and punishments. Authority is centered upon persons rather than reasons. Do it: Because I tell you, or Because I'm your father. In middle class the relationships with authority are more often mediated by the use of reasoned principles. What the language is suited for? The restricted code (RC) works better than the elaborated code (EC) for situations in which there is a great deal of shared and taken-for-granted knowledge in the group of speakers. Its essential feature is that RC works within, and is tuned to, a restricted community. Everyone uses RC communication some of the time.

EC spells everything out: not because it is better, but because it is necessary for the under-standing of everybody. The RC does not refer to restricted vocabulary, and the EC does not entail flowery use of language. An issue of “linguistic impoverishment” in the educational problems of some pupils. Once at school, the middle-class child is clearly at an advantage. He is predisposed toward the ordering of symbolic relationships and seeing new relationships. His level of curiosity will be high. He will be at home in school 'where every item in the present is finely linked to a distant future'.

The working-class child is often bewildered and defenseless in the teaching situation. Unable to make the methods and goals of the school personally meaningful. Working-class students have access to their restricted code(s). Middle-class students have access to both restricted and elaborated codes, because the middle classes are more geographically, socially and culturally mobile. For Bernstein restricted and elaborated codes are ideal-type constructs. Applies only at the extremes of classes. ***Reality:*** working-class speech tends towards the one, and middle-class speech tends towards the other extreme. More the use of EC by the family more the favorable school environment for educational mobility.

**Lesson16**

# EDUCATION AND POLITY
# TOPIC 052-055

## Topic052-053 State and Education

Who controls our schools? Essential to consider:

- The means by which State control is exercised; and
- The implications this will have on the functioning of the school.

**State control:** the extent to which such control is or is not centralized.

**Centralized:** Schools are tightly controlled by the central authority, even down to the details of the daily curriculum. Strict regulation of curricula, textbooks, educational methods and activities. State supervision is all embracing.

**Decentralized:** the local school districts have considerable power and considerable autonomy. Emphasis is placed upon the independent school. The residents of the local school decide upon the kinds of schools they want and the extent of financial support they desire to provide. Education considered so basic and so essential to the welfare of the State.

In between the dichotomy numerous administrative patterns. Control of school system and control of college and university education may follow different pattern. The school Boards and University Grants Commission. How much autonomy? Accountable to public. The relationship between financial support and administrative control is a very complex. Do private institutions have high autonomy? Professional associations and professional schools. Institutions initiated and funded by state have been traditionally governed by a board. Members are appointed/ elected to represent community interests.

Boards are the principal line of defense against political interference. Boards are not always able or willing to stand out against strong pressure, and in practice. State universities and especially the smaller State colleges can be subjected to considerable State interference at the level of both educational and administrative issues. State has control on:

- Required courses.
- Kind of research to be conducted.
- Admissions.
- Finances.
- Hence an institution is least autonomous.
- University education controlled through UGC.
- The freedom the universities have enjoyed has not continued.

### Grants

Grants may be used not to obtain complete control but to secure the furtherance of particular policies. Use of grants to encourage particular innovations or experiments in education. Even in the decentralized system, advantages of govt. support can be availed.Govt. grants given to start experiments, new programs, and benefit disadvantaged people/areas.

**Assumption**
Between the two systems of education, greater efficiency of centralized forms of control. Decentralized system is likely on the whole to be less efficient in meeting the educational goals of a modem industrial society. School districts likely to be parochial in their attitude. They will fail to see or respond to the needs of the wider social unit.

May be too small or too poor to meet the needs of their own students for qualified teachers or specialized equipment. Sparsely populated rural areas and the urban slums can be examples. May just disappear. A growing tendency to increase the power of the State. Danger that the highly centralized system will be out of touch with both the wishes and the needs of the local community. If the small school district is in danger of becoming narrowly parochial, the centralized system may equally well become rigid and stereotyped.

Education is a public good. Universal. Responsibility of the state for its provision. Increasing privatization of educational services. Rapid marketing of education. Growing perception of education as a private consumer good. Parents and students viewed as customers. See education as a 'positional' good.

Education as a means for furthering the mercantilist aims of the state. Essential for providing the trained cadres for the government bureaucracy and the military. An important role in generating the skills needed for the manufacturing projects. Also recognized as a powerful instrument for promoting political loyalty amongst the people and for creating a cohesive national culture after the image of the ruling class. Look for national education system. Looking for free and compulsory education.
State increasingly controls education through the:
- Allocation of funds
- Licensing and inspection of schools
- Recruitment, training and certification of teachers and
- Oversight of national certification and standard curricula.

Does it amount taking away the freedom of the individual? The notion of education as a public good is certainly substantially under threat. Education is a private good as well as a public good. Its benefits as a private good are often positional – they rely on doing well relative to others.

**Topic054-055 Functions of State in Education**
Education is a state function. As part of the Universal Declaration of Human Rights (1948), education recognized as a human right. The UN Convention on the Rights of the Child (1989) strengthened and broadened the concept of the right to education. Look at the functions in the light of convention on the rights of the child and education (1989). It is human rights-based approach to education for all.

State has the obligation to provide education. Has three dimensions:
**1. The right of access to education**
- Education throughout all stages of child-hood and beyond.
- Availability and accessibility of education.
- Equality of opportunity.

State has the obligation to ensure the right of access to education.
**2. The right to quality education**

- A broad, relevant and inclusive curriculum
- Rights-based learning and assessment
- Child-friendly, safe and healthy environments

State obligation to ensure the right to quality education

**3. The right to respect in the learning environment**

- Respect for identity.
- Respect for participation rights.
- Respect for integrity.

State obligation to respect children's rights in the learning environment.
Overall the state has the obligation to fulfill, respect, and protect the right to education.

This approach focuses on:

- the political and economic environment,
- the legislative framework, and
- the education policies, that are needed to fulfill these three obligations.

The best interest of every child is supreme.

For more details consult:
A Human Rights-Based Approach to Education United Nations Children's Fund/United Nations Educational, Scientific and Cultural Organization, 2007. Primary responsibility of state to provide:

**1. A conducive political environment**

- Political will and commitment for realizing the right to education.
- Policy formation + to be translated into action + follow up.

**2. Establishing a legislative framework**

Educational rights need to be embedded in the legislative framework.
Entitlements for which government is responsible
Individuals can claim and, if necessary, can get enforced through the courts.
Address the removal of direct/indirect barriers that impede access.

Legislative measures required may include the following:

- Education as a right for all children.
- Elimination of discrimination.
- Minimum standards.
- Best interests of the child.
- An inclusive framework.
- Elimination of child labor. Birth registration.
- Participation rights.
- Prohibition of all forms of violence against children.

**3. Translation of the policy into action**

The state alone cannot provide universal education to a large number of people.
Some specific functions for the translation of policy into action can be:

***a. Provision of schools***

- Primary, secondary, higher secondary, professional colleges—for the fulfillment of local requirements.

***b. Universal access to education***

- Equal ability to participate in an education system.
- Making primary education compulsory, free and universal.

***c. Providing finances for education***

- State must provide free and compulsory education to all children.
- Even private institutions seek the state assistance.
- State provides financial help to poor but brilliant students. Scholarships.

***d. General control and guidance***

- Prepares syllabus and courses. Makes it sure to be followed.
- Guidance for teaching, evaluation, and certification.

***e. Capacity building and training***

Providing skilled educators who can handle the required education.

***f. Training in citizenship***

- OCB + National.
- Inculcation of values.

***g. Provision of standard books***

- Textbook Boards.
- Free of cost up to certain level. At affordable prices later on.

***h. Setting up*** educational research institutions.

**Lesson-17**

# EDUCATION AND ECONOMY-I
# TOPIC 056-58

## Topic056-057 The Education Explosion

In modern society there is strong linkage between the education system and the economy. Must train the young people in the skills required by the economy. Skills at all levels of the occupational hierarchy are increasingly acquired within formal educational institutions. Research in pure science and in technology is harnessed to the needs of higher productivity.

The new tools, new techniques, new materials, and other innovations are developed in the education/research institutions. Corresponding changes in the scope and the content of education are so often seen in terms of the needs of the economy. Science and technology have influenced the amount and kind of skill required of the labor force.

The proportion of labor engaged in manual work has declined. This proportion in white-collar and professional and managerial work has risen. New professional and semi-professional occupations emerged. Within manual work, the nature of skill has changed. Traditional craft skills gave way to new skills appropriate to new and changing technologies. As a result the formal education system of school and college has expanded.

**Caters to**

- A growing number of professional and semi-professional occupations.
- A skilled labor force which increasingly needs to be literate, adaptable and mobile.

**The consequence**

- An educational explosion.
- The establishment of universal literacy.
- Lengthening of school life.
- Widening and deepening of the curriculum.
- Gradual extension of higher education to a wider section of the community.

This expansion of education has not followed the same pattern everywhere. The general lines of the education explosion can be traced in all advanced industrial societies. The attitude toward education has changed. An abundant and increasing supply of highly educated people has become the absolute prerequisite of social and economic development. The educational expenditure is seen as a vital investment in human beings.

A growing interest in the economics of education. What is the precise measurement of the cost of education? What is the accurate estimate of the contribution that education can make to economic growth? No general agreement on this issue.

Advanced economy needs literate workers and educated scientists/technicians for its efficiency. The response of the education system is not automatic. Many other factors influence on educational expansion, some of which may even operate to inhibit its growth. Educational expansion may also be the consequence of ideological influence rather than economic one. Advanced economy can afford to have a highly developed educational system.

In counting the cost of such a system it is not enough to estimate only the provision of buildings and the salaries of teachers. Necessary to consider the hidden costs like:

- The cost of training and foregone earnings during the schooling.
- The cost of the drain on skilled personnel that the provision of teachers represents.
- Age structure of population has implications for quality and expansion of education.
- Rise and fall in birth rate reflects the economy.

**Influence of ideology elitist vs. populist**

**Elitist ideology** □ education is the prerogative of a small elite exclusive. Free elementary education provided by charitable bodies. Education for inculcating morals. Reading the holy book. Writing may be dangerous. Populist pressures towards equality + the needs of the economy □ together produced an expansion of secondary education to include all children, but within the framework of an elite system.

Education for all considered as essential in a democratic society, irrespective of social origins or even learning ability. Presently strong popular support for the value of education. Public enthusiasm for education □ Parents eager to take advantage of what the schools have to offer. In US Graduation from high school at the age of 17 or 18 generally accepted level of educational achievement. Universities are 'intrinsically in-equalitarian.'Industrial development link the university to the economy through the market for professional and scientific manpower.

Benefits of higher education are inevitably extended to cover a higher proportion of the community. Wide differences between countries in the actual amount of expansion. Differences in the form of expansion, gender differences cannot be explained solely in terms of economic development. Cultural factors for variation i.e. values, customs and public educational policies.

The expansion of education looks to be linked to changes in the occupational structure i.e. growth in white-collar, professional and managerial work. ***Evidence:*** a large part of the rise in educational attainment has contributed simply to improving the educational level of existing occupations. This process is likely to continue.

Educational expansion is seen, in part at least, as a response to consumer demand, rather than a response to economic need. As particular levels of educational achievement become 'devalued', consumer demand is likely to increase. More education is required for what is more or less the same job. The extent to which the occupations involved either need, or benefit from, the process of educational upgrading is still, however, an open question.

## Topic058 The Content of Education

With educational expansion contents got changed. Demands of economy have required higher levels of skills. Perception of educated man has changed. Trend toward vocationalism that prepares people:

- To work as a technician
- To take up employment in a skilled craft
- Trade like tradesperson or artisan.

Modern industrial economy makes demands upon the education system. New and more complex skills require not only a literate work force but, in the higher echelons, a formal training in science and technology. Harnessing the education system to the needs of the economy. Government plans have included:

- The expansion of science and technology faculties at the universities,
- The setting up of new technological institutions, including technological universities
- The provision of more advanced work in technical colleges below university level.

Under the influence of pragmatic and equalitarian ideologies the original elitist conception of higher education has been transformed. Universities and colleges have essentially become middle-class rather than aristocratic in their outlook. Education institutions serving the needs of the new professional middle class created by the economy. Strong correlation between the content of education and economy. The developments in economy have influenced the changes in the content of education.

Researches in education have stimulated the economy. Each industrial revolution provided a big push to economic development and the resultant changes in the learning contents of education. We stand on the brink of ***fourth industrial revolution***.
Will fundamentally alter the way we live, work, and relate to one another. In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before.

**The 1st Industrial Revolution** used water and steam power to mechanize production. The 2nd used electric power to create mass production. The 3rd used electronics and information technology to automate production. The 4th is the digital revolution, characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres. The breadth and depth of the changes herald the transformation of entire systems of production, management, and governance. It is global.

Eight critical characteristics in learning content in the 4th I.R.:
***1. Global citizenship skills*** Content focuses on building awareness about the wider world, sustainability and playing an active role in the global community.
***2. Innovation and creativity skills:*** Content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems analysis.
***3. Technology skills*** content based on developing digital skills, including programming, digital responsibility and the use of technology.
***4. Interpersonal skills*** Content focuses on interpersonal emotional intelligence, including empathy, cooperation, negotiation, leadership and social awareness.
***5. Personalized and self-paced learning*** learning is not standardized, but based on the diverse individual needs of each learner.
***6. Accessible and inclusive learning*** Learning not confined to those with access to school buildings but the one in which everyone has access to learning and is therefore inclusive.
***7. Problem-based and collaborative learning*** Move from process-based to project- and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

***8. Lifelong and student-driven learning*** Everyone continuously improves on existing skills and acquires new ones based on their individual needs.

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**Lesson18**

# EDUCATION AND ECONOMY-II
# TOPIC 059-061

## Topic059,061 Education and Mobility

**Social mobility** is the movement of individuals, families, households, or other categories of people within or between social strata in a society. Education is often seen as a strong driver of social mobility. Education as means to training and allocation to occupational roles. Unprecedented expansion in the professions and in technical and commercial employment in industrial society. Entry to new occupations needs highly trained manpower.

THE JUXTAPOSITION Of education and social mobility is generally based on five propositions that:

1. society is stratified
2. the system of stratification permits mobility, or that it is essentially open
3. education plays an important role in mobility
4. education is an achieved status
5. role performance is closely linked to education.

Society is seen as a hierarchy of positions differentiated in terms of job requirements (e.g., manual, administrative, executive). The structure is assumed to be conditioned by the development of productive forces and is, therefore, relatively fixed. Modern society increased opportunity for people with talent and ambition to get the education they need for "better" positions and to achieve these positions. Status is increasingly achieved. Use of the education system as a means of social and economic ascent. Those at or near the top of the occupational structure have more education than those at the bottom.

Nevertheless, education is not the only or the most important factor in social mobility. The strength of association between education and social mobility will depend upon:

- the extent to which formal educational qualifications are a necessary requirement for positions of high status.

If status can be achieved in other ways then education is not an important factor. Status of sportsmen, or celebrities.

**With industrialization**

- Low fertility rate in the middle and upper classes  they fail to reproduce themselves;
- Plenty of room at the top and conditions are favorable for considerable social mobility.

With open society, lower class getting the relevant education, filling the vacant positions, hence mobility.

In modern society there is:

- Growing tendency to recruit managers with professional and scientific qualifications, rather than to promote from the lower ranks in the firm
- An expansion in the requirement of graduates
- A proliferation of student apprenticeships and other training schemes designed to attract highly educated entrants.

Changes within the educational system an expansion in higher education generally and in technical education at all levels providing a considerable increase in the number available to industry with higher qualifications. Possible for higher education to become so general in the population that it no longer differentiates sufficiently to act as a criterion for occupational selection.

If education does not act as a criterion for occupational selection then more subtle distinctions will operate like:

- The prestige level of the individual college or university.
- Individual personality and social status differences.
- Another factor of vital importance in determining the part education plays in social mobility is the nature of the selective mechanism within the school system. Rank ordering of the schools.

Students with high abilities are selected by the high-ranking schools. The more efficient the selective mechanism. The more the educational achievement is related to 'ability.'

- The more the vocational success of its graduates.
- Is the selection process fair? Biased.

Finally, it may be said that ability leads to higher education which in turn becomes a factor in mobility. Social mobility is related to the selective mechanism in school system and its operation.

R. H. Turner (1960) presented ideal-type analysis of ‘Modes of Social Ascent through Education: Sponsored and Contest Mobility.' The accepted mode of upward mobility is a crucial factor that shapes the school system. It involves strategies of educational selection. Two modes of ascent: sponsored mobility and contest mobility. Both the modes of mobility are founded upon quite different ideological positions and also different elite structures. Sponsored mobility (like sponsorship into a private club) is characterized by:

- Early selection,
- A clear differentiation of those singled out from the rest, usually in quite separate institutions.

The process of a special preparation for elite status, and covers:

- Special skills,
- Indoctrination in the standards of behavior and the value systems of the elite group.

**Contest Mobility** all individuals are seen as participants in a race where elite status is the end goal and the contest is an open one. Everyone has equal opportunity. The objective of contest mobility is to give elite status to those who earn it, while the goal of sponsored mobility is to make the best use of the talents in society by sorting persons into their proper niches.

There is correlation between social class and choice of educational institution. The issue of choice of educational institution links to the wider advantages that middle-class families are able to pass on to their children in terms of social and cultural capital. The middle classes “monopolies“ the best schools and poorer children are more likely to attend less successful schools, with the major explanation for this being school location.

Another factor is social class and subject choice. Some evidence that social class of origin influences individual’s choice of subject. Has an impact on their employment prospects and thus, their social mobility? Children of the ‘economic elite’ are likely to

choose subjects related to commercial and financial skills. Children of working-class origin are likely to select technical subjects because these fields lead to secure labor market prospects. Another factor is parental involvement in schooling. There is link between parental involvement and pupil attainment but also that parental involvement is strongly correlated with socio-economic class.

Contest mobility is likened by Turner to a race or other sporting event, in which:

1. All compete on equal terms for a limited number of prizes.
2. No early selection.
3. The competitors may drop out of the game of their own accord, but they will not be barred from the competition, as occurs under sponsored mobility.

To allow everyone an equal chance, segregation is avoided by not giving anyone or any group an unfair advantage. Turner used the United States system of education as an example of contest mobility and that of England as sponsored mobility. In general, the European tradition is in line with sponsored rather than contest mobility. The USSR approaches the pattern of contest mobility to a much greater extent than has been customary in Europe. Not only do the Russians refuse the early selection of an elite, but they reject the whole theory of innate abilities. Abilities are learned not inborn.

**Lesson19**

# EQUALITY OF EDUCATION OPPORTUNITY-I
# TOPIC 062-064

## Topic062-063 Social class Socialization and Inequalities

One view: the education system is "the great equalizer."

- Talent and hard work are rewarded.
- Individuals succeed or fail on the basis of their own efforts, rather than family background.

The other view: the education system perpetuates social class inequalities:

- It reproduces the existing system of social stratification.

Socialization refers to the lifelong process by which we learn our society's culture and develop our social identities. Children raised in different social classes experience different styles of socialization. Socialization lays the foundation for students' later experiences in schools. Different styles are associated with different results within the education system. Socialization highlights the class-based assumptions of how schools operate.

French sociologist Pierre Bourdieu (1970) developed the theory of social reproduction. Why, on average, kids from working-class backgrounds struggle in school? Why kids from middle-class backgrounds experience greater academic success? The link wasn't about intelligence, but about cultural capital. Cultural capital refers to the symbolic, noneconomic assets that promote social mobility and success in school and the workplace.

**Includes**

- Cultural knowledge and preferences
- Style of speech, dress and physical appearance
- Educational credentials

Cultural capital is the mechanism by which children end up in the same social class as their parents. Young children receive their cultural capital through primary socialization.

**Transmitted through**

- The art and objects that hang on the walls at home
- What is eaten for dinner and how it is eaten (a leisurely meal with conversation or a silent and rushed meal accompanied by the television) and
- How parents interact with their children.

Cultural capital shapes how children interact with their teachers and others in school. Another factor is parental involvement in schooling. Parental involvement is strongly correlated with socio-economic class. There is link between parental involvement and pupil attainment. The type of cultural capital children have reflects their class position. People who inhabit different class positions experience different material conditions. Middle-class people experience freedom, creativity, and autonomy. Working-class people experience rules, constraints, and supervision.

These conditions filter down and shape one's parenting style:

- Middle-class parents emphasize creativity and autonomy

- Working-class parents emphasize obedience.

These principles shape everyday interactions:

- A working-class family may eat comforting and familiar foods that everyone in the family already likes, and engage in little mealtime conversation,
- A middle-class family experiments with new and exotic foods, while having in-depth conversation.

Who cares whether one family quietly dines on daal-rooti while the other talks about Pakistani politics while eating saag paneer ? May be minor difference in socialization. Yet. Produces different stocks of cultural capital. Once in school, these stocks of cultural capital are differently valued. Schools do not operate in a class-neutral manner.

The norms and expectations of the educational system, and the type of cultural capital valued therein, are those of the privileged classes. "Good students" are those who: Speak quickly and directly, Engage confidently with authority figures, and bring certain cultural knowledge to class. Student's contribution to the discussion may mark him or her as especially intelligent. Discussion of the freedom movement of Pakistan active/passive listeners.

Has the lower class child got 'wrong' cultural capital? Educational system never directly explains to students these subtle cultural expectations. Telling explicitly what the system implicitly demands of everyone. Demands of linguistic and cultural competence. The familiarity with culture can only be produced by family upbringing when it transmits the dominant culture.

Children from privileged families succeed in school not because:

- They are naturally more gifted than their less-privileged peers, but because their cultural capital is better matched with the expectations of the school system.

Over time, students from less-privileged families may reject school or opt out. They come to feel that their knowledge is not respected and that they don't "belong" in school.

**Two Parenting styles of families** Concerted cultivation: Style for middle-class families.

**Logic of natural growth** Style for working class families.

These style differ in three ways:

**1. The organization of daily life**

***Middle-class*** children participate in numerous formal, age-graded extracurricular activities.

***Working-class*** children have looser schedules. Participate in few, if any, organized activities and tend to hang out with siblings, cousins, and friends in the neighborhood.

**2. Interacting with institutional authorities**

- Parents model different ways of interaction in middle class. e.g. Asking different questions while consulting a doctor/authority.
- Working-class parents do not intervene in authority's (teacher's) decisions. Just trusted.

**3. Differences in Language Cultivation**

- Middle-class parents actively cultivate in their children a sophisticated use of language, characterized by reasoning and negotiation. Encouraging questioning. Engaging in conversation.
- Working-class homes have less talk, fewer questions and negotiations, and less effort by parents to engage children as conversational partners.

Style of verbal interaction is related with levels of academic achievement.
Differences in language socialization matter for performance at school:

1. Language is the foundation for early academic performance. Vocabulary size is the major predictor of early success.
2. Abstract "pay off" at school. Active reading and storytelling during childhood is related to stronger literacy skills in early grades.

As a result of the logic of natural growth, working-class children develop an emerging sense of constraint. Questioning inhibitions. Without extensive participation in extracurricular activities, working-class children have less experience of interacting with strangers, traveling, and being out of their comfort zone. The concerted cultivation of middle-class kids produces an emerging sense of entitlement. Questioning. Middle-class children, through their daily interactions:

- Sharpen their critical thinking skills
- Learn to feel comfortable in new situations
- Make sure when interacting with authorities that their needs are met.

Over time, middle-class children acquire forms of cultural capital that match the expectations of teachers and the school system. Working-class children acquire forms of cultural capital that sometimes clash with these expectations. Shows the link between social class socialization and the reproduction of class inequality.

## Topic064 Social Class (SC) and Equality of Educational Opportunity- Systemic Sources of Differences-I

Social class differences exist in childhood socialization. These differences differentially equip children for school success. Social class gap in achievement is well established. Explanations for the gap are debated. Gap due to processes that occur outside school – parenting and socialization:

- Intensive parenting styles and investments in children's cognitive development by affluent parents.

It largely excuses schools from producing the social class gap in education. Other side: The school system itself responsible in perpetuating class inequality.

- Blame the system of the allocation of resources.
- Practices within school with respect to tracking and quality of instruction.

School system either causing or not doing enough to close the social class gaps in education. Let us look at the processes that occur in the school system. Systemic dynamics that shape social class differences and inequalities in education.

Schools vary considerably in terms of facilities and resources. Infrastructure + Staff. In Europe it is organized at the national level. The principle of localism guides the structure of education in the USA. School system in Pakistan is organized at the Provincial level. Variation in infrastructure. Variety of factors like; rural-urban location, more-less developed area, social class of the locality, local leadership, public interest, Govt. policies.

Variation creates different and unequal opportunities to learn and generate different and unequal desires to learn. Differences in school resources translate into class differences in educational achievement. Dramatic differences exist across the country in educational environments. Poor environment in schools located in poor areas. Affluent areas see schools with beautiful facilities and lovely landscaping, state-of-the art science equipment, and courses to inspire the aspiring historian, engineer, etc.

Social class disparities in educational environments are cause for concern. They both create different and unequal opportunities to learn and generate different and unequal desires to learn. Students see their school as a reflection of their worth as students, and draw conclusions from it about whether education matters and will pay off. "You are ugly, so we crowd you into ugly places. You are dirty so it will not hurt to pack you in to dirty places."

Coleman's study of 645,000 5th graders in US concluded:

- A school's curriculum, resources, and facilities have little impact on student achievement.

Instead, this study showed:

- The students' social class background, as well as the composition of the school (social class and ethnic background) made the biggest difference in student achievement.

Still some researches dismiss the impact of schools.

Researchers and educators have been frustrated by the findings. Teachers can't do much:

- To change income inequality in the country, and
- To change the socioeconomic standing of the students in their classrooms.

The debate continues:

- It is impossible to say that the affluent schools, in and of itself, will reduce the social class gap in education.

**Lesson20**

# EQUALITY OF EDUCATION OPPORTUNITY-II
# TOPIC 065-069

## Topic065-066 Social Class (SC) and Equality of Educational Opportunity-Systemic Sources of Differences

Teacher quality has the most significant impact on student learning. Teacher quality includes traits like:

- Basic qualification, ongoing professional development and certification/licensing,
- Years of experience, and general academic ability.

The array of characteristics associated with "quality teaching" is generally shown to have a significant impact on student learning. Research shows that spending money to hire quality teachers, and to reduce class size may also positively impact student learning. Do school resources matter for social class disparities in education? Did these cash infusions reduce any of the documented social class gaps in education? Some evidence in the West shows that these reforms reduced the social class gap. Has the social class gap been reduced with respect to student learning is questionable?

Public schools in Pakistan don't have facilities of having independent exclusive resources. Nevertheless, the schools located in relatively affluent localities appear to be better equipped in terms of quality teachers and other infrastructure.

Class inequalities are reproduced within the educational system. Still some students "beat the odds" and experience social mobility shows the role of students themselves. Students have agency —the ability to direct their own experiences and shape their own educational experiences. Agency is the capacity of individuals to act independently and to make their own free choices. Systemic structure: determines or limits an agent and its decisions. A person's actions may be constrained by the system. One's agency is one's independent capability or ability to act on one's will.

- Shapes the circumstances in which one lives.
- Feeling that a person is in control self-identity.

There is the continuing importance of Peers and Culture. Education system does not merely produce learning it also produces identities. School students navigate complex environments, trying to figure out where they fit in, sometimes with problematic results.

Schools where children:

- Come in contact with people beyond their families of origin, interact with children from different backgrounds and
- Learn about diversity and difference.

Social class boundaries and tensions emerge.

- Preference for playmates from their own social class background.
- Distrust and distance between social classes.
- Lower class children feel rejection (or inability to participate).
- Segregation and exclusion continue in all levels of school.

***Middle-class*** students reflect a sense of entitlement and self-congratulation.
See school and society as operating meritocratically, rewarding them for their hard work.

***Working-class*** students internalize messages transmitted by school and society, blaming themselves for their school failures and socioeconomic situation. A pattern emerges by which students define themselves, their interests, and their goals in opposition to their peers— typically along social class lines.

The class-based polarization of student cultures working-class youth feel that the only way to gain a sense of dignity was to adopt an oppositional culture; one based on drinking, smoking, cursing, and crude sexist attitudes. Students' agency: the idea that they creatively and independently forge their positions in society—rather than having their disadvantage thrust upon them.

**Working-class youth**

- Reject an educational system that privileges middle-class culture
- Forge a rebellious position in society
- Land themselves in working-class jobs
- Resultantly reproducing the social class structure.

Students have identities based on class, gender, ethnicity. They navigate school culture and peer relations based on the complex interplay of these identities. Navigation of peer cultures by the working-class students sometimes leads to contest, but often reproduce, social inequality.

## Topic067,069 Gender Differences and Education Opportunity

Historically, women in virtually every society have received:

- Fewer educational opportunities than men
- Less education than men

A different type of education than their male counterparts—namely one that was tailored to their domestic position in society. Pattern changed since mid-1950s. In Western society women reached parity with men in college enrollments in 1982. They have steadily increased their college-going rates.
Presently women represent majority of students on college campuses.

Situation in Pakistan is quite different practicing of schooling is yet to become compulsory. Gender gap starts right at the primary school. Big difference in literacy by gender. Literacy rate (10 Yrs.+ in %) 2017-18

| | Male | Female | Total |
|---|---|---|---|
| Pakistan | 72.5 | 51.8 | 62.3 |
| Rural | 66.3 | 40.5 | 53.3 |
| Urban | 82.2 | 70.6 | 76. 6 |

Pakistan economic survey 2018-19 of the total enrollment at the higher education institutions, 46% are girls. Individuals' social status is influenced by their gender, race/ethnicity, social class, and cultural background. These factors affect the stratification within education systems and society. Students are considered both inputs and outputs in the education system. Raw material to be processed into output i.e. transforming them into human capital. Raw material enters with certain characteristics. Gender is one of the primary traits around which society is structured. Gender refers to the set of social distinctions that differentiate men and women, boys and girls. Gender is a socially learned and enacted role. The family, schools, and the media are the settings in which we learn roles and reproduce gender differences. Education system receives

students and enacts a form of secondary socialization. Reinforces the gender differences and produces gender inequalities.

Gender socialization continues at school children learn about gender-appropriate behavior through the formal curriculum. Numerous male characters, greater male representation in titles, pictures, and central roles. Females invisible. Portrayals also depict gender stereotypical roles and behaviors. Aggressive, argumentative, and competitive behaviors vs. nurturing behaviors, stereotypical hobbies and occupations. Some change in gender portrayals.

Gender socialization through children's literature and the formal curriculum contains messages about boys' and girls' place in society. The hidden curriculum and interactions within the school play a role in gender socialization. The ***hidden curriculum*** refers to the rules, routines, and regulations that govern the school day, through which students subtly absorb their society's norms, values, and beliefs. Children socialize each other in co-education institutions. Self-segregation is a primary feature of elementary school play.

Boys and girls tend to exclude each other from their activities. Gender boundaries are activated through:

- Lining boys and girls up into separate lines or
- Pitting them against one another in competition.

Students' gender identities have been molded and reinforced. Boys emerge as energetic, competitive, and potentially problematic students. Girls emerge as compliant and cooperative.

At secondary and higher secondary stage students move through their teen years. Experiences at school both academic and social have a powerful influence on their development. These students have more autonomy than their elementary school counterparts. They are expected to begin focusing on their adult selves. Peer socialization and gender identity development are part of this process.

The guy code: the collection of attitudes, values, and traits that define what it means to be a man. The code expects men to be tough, unemotional, and never show weakness. In USA, at high school female students clearly earn higher grades than their male counterparts. US study reports an average high school GPA for females of 3.24, and 3.07 for males. This gap exists in all subjects. Similar pattern is observed in Pakistan in matriculation results. Even beyond Pakistan Student Enrolment 2016-17 (%)

| Level | Male | Female |
|---|---|---|
| Primary | 55 | 45 |
| Middle | 56 | 44 |
| High | 58 | 42 |
| Higher Sec. | 61 | 39 |
| Degree | 56 | 44 |
| Univ. | 69 | 31. |

The percentage of female enrolment at each stage is much lower than male enrolled student. Of the total students enrolled in class I of public schools in 2007-08, only 30% were found to be in class 10 in 2016-17. There was high dropout rate. In the case of girls this percentage was only 29. There was such a high dropout rate. Source: Table 3.7 Pakistan Education Statistics 2016-17 Ministry of Education and training, Government of Pakistan, Islamabad, 2018.

**Gender Differences and Inequalities in Global Context**

Statistics on enrollments and literacy rates for men and women exemplify the different societal expectations for the sexes. Countries with significantly fewer girls than boys enrolled in school, most are located in the poorest regions of South Asia, Africa, and the Mid-East. Gender parity exists across Europe and many countries of Central and South America pronounced differences exist in many African countries and some areas of the Middle East.

Gender role expectations heighten the educational expectations for males supposed to be economic leaders. Female education is considered a luxury. Girls are pulled out of school early on, often to help out with domestic tasks at home. The gender gap in education across the globe is on the decline.

Globally, girls' enrollment in primary school improved in the 1990s, increasing from 93 percent in 1990 to 96 percent in 1999. Eighty-six countries have already achieved gender parity in primary school enrollment and many more are close to doing so. Women's participation in secondary education however, remains a fraction of men's in the poorest countries of Africa and in Afghanistan. Without education, women cannot participate fully in the economic and political aspects of society.

Social well-being is heavily dependent on women's education. Societal levels of life expectancy, economic growth, political participation, and more are all powerfully tied to women's education. Access to literacy and education remains a major problem for much of the world's population. In industrialized countries, women generally have higher educational attainment than men. Mixed patterns of performance/achievement have been found.

**Lesson21**

# REPRODUCTIVE LEARNING-I
# TOPIC 070-072

## Topic070 Reproductive Learning

Reproductive learning is a form of education based on rote memorization and reproduction of existing knowledge. Reproduces content, process, social structures, power relations, and individuals that conform to the perceived societal needs and norms. This approach is mostly derived from the need to train workers at various levels of expertise. Result of educational approaches centered on testing, assessment, and where the acquisition of existing information and conceptual framework is central.

The learner and his/her values, experiences, affect, and ultimately identity are not included in the learning process. Reproductive learning becomes a vehicle to reproduce roles, values, hierarchies, and systems of control. Reproductive learning was institutionalized in the Industrial Age. The teacher-student relationship established the locus of power and the unidirectional nature of transmission.

The Industrial age organizational principles of division of labor, hierarchy, and specialization are replicated seen in the organization of education in separate departments, disciplinary fragmentation, and hyper specialization. Reproductive learning focuses on retaining and reproducing a specific quantity of correct information at the appointed time (examination). ***Paulo Freire's*** concept of "banking" of education student is an empty account waiting to be filled by the teacher. Student is passive.

RL stresses the acquisition of established ways of addressing the existing problems in what is essentially a stable world. RL does not prepare:

1. To deal with complexity, contingency, and unforeseen, in a rapidly changing world
2. To foster critical and creative thinking, creativity, or the ability to adapt to, and initiate change.

Presently innovation is essential in all areas and creativity has become central dimension of human lives. Despite the criticism, RL continues to persist. Reforms have paralleled the focus on content memorization, specialization, and measurement through ongoing testing and assessment. Part of the reason for its longevity has been the consistent assumption that:

- Reproductive learning, with its focus on memorization and retention of facts, is the only certain and measurable way to ensure that what are considered "the fundamentals" are being transmitted.

One of the criticisms of progressive and alternative educational approaches in general is that they do not provide solid "foundation." Students who learn and "reproduce" the classics, are better off than if they explore a wide range of "creative" or "alternative" studies. With the fundamentals they are left with no marketable skills or understanding of dominant tradition. Question remains: What constitutes the "foundation"?

## Topic071 Social Reproduction

Social reproduction: the reproduction of social structures and systems maintenance and continuation of existing social relations. For Pierre Bourdieu, there are four types of capital that contribute to social reproduction: economic capital, cultural capital, human capital, and social capital.

Public education was understood and presented as a meritocratic institution in which talent and effort alone predicted outcomes. By the post–World War II period considerable evidence indicated otherwise social reproduction theory argues: schools are not institutions of equal opportunity but mechanisms for perpetuating social inequalities. Reproduction analyses emerged in the 1960s and were largely subsided by the 1990s.

Schools reinforced the inequalities of social structure and cultural order found in a given country. Early research on educational reproduction provided structuralist accounts. Identified systematic features of language, culture, and political economy, which were reflected in the conduct and organization of classrooms and curricula. Causal role in perpetuating linguistic, cultural, and economic inequalities (Bernstein 1975, Bourdieu & Passer on 1977, Bowles & Gintis 1976).

The reproductive thesis is simple to state in academic terms. Yet it has been and continues to be quite unacceptable to many of those who work in schools or in the systems. Unacceptable probably because it presents a direct challenge to meritocratic assumptions and seems to dash egalitarian aspirations.

By the early 1990s, there was a turning away from arguments about social reproduction and education. Nevertheless, the problem of inequality remains a central feature of the contemporary world, within nations and on a global scale. The centrality of straightforward economic factors in school performance appears little changed over more than 40 years. Social reproduction has been arguably the central theme in Sociology of Education. Recently ideas about social reproduction have become sophisticated. Sociologists have attempted to grapple with and respond to some of the weaknesses in earlier, radical left theories of social reproduction.

## Topic072 Economic Reproduction

Economic reproduction implies reproducing occupationally (class-based) differentiated stratified society. Schooling in Capitalist America (Bowles & Gintis 1976) was the foundational work on economic reproduction in North America. Classroom experience, and school knowledge emphasized:

- Discrete bits of knowledge and discipline for those bound for blue-collar occupations, alongside
- More synthetic, analytic knowledge and self-directedness for those destined for middle-class professions.

**Hence the argument**

School curricula and classroom procedure reflected the organization of class-differentiated adult dispositions, skills, and work experiences, and transmitted similar dispositions and skills to subsequent generations.

**Basic thesis**

Schooling as a system rations kind of knowledge to class and ethnically-stratified student populations. Class-based differences in material resources were ultimate causes in the reproduction of cultural and educational inequality.

"Economic reproduction" thesis was empirically confirmed by research. Got criticism; the thesis debatable for critics, a primary deficiency in all the early formulations was their neglect of the problem of agency and change. Critics pointed out that the starting point of economic reproduction was:

- Certain shared principles that govern the organization of schooling and work.
- Schooling is organized to provide individuated, technical knowledge to select strata of consumer-workers (largely white, middle class, and compliant in the USA).

Yet it is not smooth sailing. It is filled with contradictions. Look at the factory workers as they slow down, disrupt, and otherwise exert informal control over work processes. Class-situated practices of resistance subvert the formal procedures and control mechanisms of the workplace bureaucracy. Similarly, schooling is not that smooth sailing process. Class conflicts in society can be seen in relation to school that disturb it's working.

Look at how working-class lads penetrate the school's meritocratic ideology. Through peer group solidarities (like their fathers in work place) some deprived students disrupt classroom procedure with humor and aggression. This situation questions the classroom social contract whereby compliance is exchanged for knowledge and grades. Disrupt the system (they might fail), and the situation demanding change.

Provocative behavior of students and subsequent change questions the reproduction theory. Sociologists have attempted to grapple with and respond to some of the weaknesses in earlier, radical left theories of social reproduction. Reproduction is not that simple from amongst the students, some work as agencies of change.

**Lesson22**

# REPRODUCTIVE LEARNING-II
# TOPIC 073-075

## Topic073 Cultural Reproduction

Broadly culture includes both material and non-material creations of humans. It is culturally specific 'competence,' 'resource,' a 'power.' The concept of cultural capital is used to analyze cultural knowledge as class advantage in educational areas. Bourdieu used cultural capital as a social advantage in classroom processes. Schools are sites for popular cultural practices that stage or reproduce social inequality in curricular and co-curricular activities.

Class relations take priority over other (e.g. ethnic) affiliations. Class is expressive rather than structural in the usual sense. Middle class students share greater commonalities in their presentation of self. Capitalist culture is fundamentally "communicative action." Class culture is a "situational speech performance" enacted and learned in many places, including the classroom. Class culture crosscuts the staging and reproduction of other (e.g. ethnic) identities. Middle-class kids, irrespective their other affiliations, play the classroom "game," appearing interested while discreetly mocking teacher authority and school knowledge. Working-class expressive culture is less strategic for various reasons:

1. Working-class kids do not play the classroom game as well
2. They are either passive and exclude themselves from classroom interaction
3. Openly defiant and likely to provoke confrontations with teachers.

Class legacies of underachievement in schooling can be reshaped by some other factors like social movements, individual aspirations. Schools are not the site of social reproduction. Instead classrooms are "an oasis" where talk flows relatively freely between students having different identities (e.g. girl and boy, traditional and liberal background, native and migrant). Here educational achievement is sought and aspirations flower.

Look at how working-class lads penetrate the school's meritocratic ideology. Through peer group solidarities (like their fathers in work place) some deprived students disrupt classroom procedure with humor and aggression. This situation questions the classroom social contract whereby compliance is exchanged for knowledge and grades. Disrupt the system (they might fail), and the situation demanding change.

Provocative behavior of students and subsequent change questions the reproduction theory. Sociologists have attempted to grapple with and respond to some of the weaknesses in earlier, radical left theories of social reproduction. Reproduction is not that simple. From amongst the students, some work as agencies of change.

## Topic074 Linguistic Reproduction

### Language

A primary means of communication pervades in formal education. The primary means of teaching and learning. Bernstein provided the major early theoretical and empirical work explained the role of class and language in social reproduction.

Identified "elaborated" and "restricted" codes in language. Codes are the signs and symbols: means of expression. The language codes were seen as the "genes of social

class." Codes are the semiotic-communicative sources of identities – class identities. Codes that are:

1. Congruent with
2. Disjunctive from

The expressive styles required in school. Poor children performed inadequately in school because they were linguistically or culturally deprived. Linguistic deprivation as an explanation for educational failure. Language deficit.

School/home mismatch framework led to series of studies in the 1980s and early 1990s. Critics of the deficit model argued that some groups (e.g. minorities) did poorly in school not because of their language per se but because they were treated differently in schools. Language deficit leads to differential treatment in class/school.
Studies have supported the basic idea. Recently, the ways in which linguistic differences correlate with class differences have been getting renewed attention because of debates about school reforms in the USA.

The interest makes strong claims about social class and language use. Influential uptake in discussions of compensatory literacy programs. Results cast as a dialogue with Bernstein's claims about class and code. The recent analyses concentrate on the amount of vocabulary, specific sentence types, and specific interactional features of talk directed to children in "professional," "working-class" and "welfare" homes during their infant, preschool, and early primary years.

Childhoods are unequal as child-rearing practices among poor, working-class, and affluent, professional families are unequal. The findings support and elaborates Bernstein's arguments about class and language socialization. Show a disjuncture between poor and working-class language practices and those expected in public arenas such as school or the (white-collar) workplace. The recurrent deprivation debates are an indication of the difficulties of understanding the dynamic interactions among class conditions, and language.

## Topic075 The Turn from Reproduction

By the late 1980s efforts to understand social reproduction in classrooms and schools had largely been abandoned. Concern with reproduction as a conceptual focus was set aside in favor of other approaches. The analysts set aside the structural constraints of political economy or linguistic code. A shift away from analyzing class reproduction, cultural reproduction to analyzing identity formation.

Schools are not simply about reproducing class relations to education. Emphasis in research shifted on individual or group initiative— "agency," "identity," "person," and "voice"—over the structural constraints of political economy or linguistic code. Economic reproduction models were criticized. They neglected the role of ethno-racial formations and gender relations in capitalist political economies and class relations.

Cultural reproduction models were considered as too deterministic. In place of giving priority to "cultural production of person" in schools, look into a wider diversity of kinds of person as allowed by the broad social categories of class, race, and gender. Lower class, racially black, and a woman. It was a shift away from analyzing class

reproduction to analyzing identity formation. Schools were not simply about reproducing class relations to education.

The discussion about reproduction through education started with the big question in the 1960s in USA. Do schools influence educational attainment and occupational outcomes. Commissioned study found that: Differences among schools mattered much less than assumed. Family socioeconomic status was the strongest influence on a child's educational achievement and life chances. More than four decades later, that generalization still holds. This pattern is found in most nations.

Efforts to understand such enduring social and educational inequality have occupied a wide range of scholars. Social reproduction provided one angle on the question but arguably proved both too narrow (excluding gender and race) and too rigid. Efforts to go beyond this framework, have not provided comprehensive accounts that enable us better to understand the gross distribution of class-linked statuses and resources. Much to be done to understand how social inequality results from the interplay of classrooms, schools, and the wider society.

**Lesson23**

# EDUCATION AND SOCIAL CHANGE-I
# TOPIC 076-078

## Topic-076 The Issue

One of the functions of education is to bring change and innovation. Societies move forward through research and teaching new knowledge to the next generation. It claims that in the past, education has had primarily a conservative function:

- Transmission of a relatively unchanging culture and traditional skills to the new generation.

In rapidly changing society, what part education institutions play in the introduction of change? Complexity of the relationship between education and social change in modern industrial societies.

The education system is expected to play dual role:

i. To the preservation of the cultural heritage by means of its transmission to the next generation.
   a. Schools are expected to teach the dominant value system of the society.
   b. Values of economic system, political system, education system, family system, religious system.

ii. To serve as agencies of social reform or social improvement, to build a new social order.

iii. The education system is also charged with the task of encouraging innovation in the material and technological sphere. Involves:

   a. The process of innovation (Research).
   b. The training of the labor force in the new skills required by an expanding technology.

iv. Education may also be required:

   a. To smooth the path of innovation by breaking down traditional attitudes, and to lessening the resistance to change.
   b. To promote social mobility and to allow new elites to threaten and overcome the old.

Some of the requirements may be contradictory. The radical or innovatory functions of education are hard to reconcile with its role in the transmission of culture. Schools and universities are themselves a part of society, subject to pressures from other parts of the social system. Elitist system. Developments within education are also influenced considerably by economic and technological factors. The economic and technological systems set often quite severe limits on the type of educational provision.

It can be changed planned or unplanned. The spread of education, and changes in its content, the organization of schools and the training of teachers may have important social and economic consequences. Some may be hidden. Planned social or economic change is another and far more complex issue. Social reform can be brought about by changes in the educational system.

## Topic077-078 Education and Economic Development

Widespread faith in both academic and government circles:

1. Education is the main determinant of economic growth.

2. Technical cooperation programs devoted to educational assistance from the developed countries (e.g. USA, UK) to developing countries are reflective of this belief.
3. Some failures of policies giving priority to investment in educational expansion, and the view of the primacy of educational institutions in economic development has lost ground.

Is education really a prime mover of economic development or is education a dependent variable in this relationship? Supporting analogy with highly developed and rapidly growing economies. Empirical evidence from such countries as the United States or Western European nations. There is a high degree of specialization in many occupations. The need for elaborate training programs for many of the skilled occupations.

These conditions apply only to a limited extent in many developing countries. Nor did they apply during the initial stages of industrialization in Europe. Investment in education may produce much lower returns at earlier stages of economic growth than the application of equal amounts of investment in other forms of capital (infrastructure like roads, power houses).

The decision to invest in education, in any particular case, will depend not only upon economic considerations but upon various social and political pressures, and the spread of populist ideologies. There is a very complex relationship between education and economic growth.

**Research Shows**

1. Little economic development in countries with less than a 30 per cent literacy rate
2. Highest per capita income in countries with literacy rate of over 90 percent
3. No correlation between literacy rate and per capita income for those countries falling between the two extremes.

All this is not to suggest that the failure of an educational system to meet the needs of its labor market will be anything other than harmful to the economy, generally, and to the possibilities of economic development. An educated population is an asset to the country anxious to 'catch up' with a more advanced economy. Germany and Japan are the examples of the developed countries. The education system can also be used as a tool of political control. The greater efficiency and adaptability of an educated labor force.

This maxim applies not only at the managerial and higher technical levels, but at all levels of economy. The literate factory operative is not only better able to follow instructions and undertake new tasks, but has been trained in the school in habits of order and discipline. Yet, educational expansion, which outstrips occupational need results in educational 'devaluation'. gap. The process has occurred in a number of developing countries where investment in education has outstripped the comparatively limited growth in economy. Increase in the number of unemployed school leavers, whose political orientation toward the policy of under-employed is marked by disaffection and alienation.

The content of education is also seen as relevant to economic growth. The traditional literary education inherited from ***colonial days*** is contrasted sharply with a more practical and scientific approach. There has been an emphasis on the humanities, law and arts subjects rather than on science and engineering. ***Reasons*** the lower cost of a liberal education, the continuing influence of the European tradition, and the attraction of the civil service.

Move away from traditional arts subjects is necessary. What are the perceptions of the opportunities provided by different types of career? If technical and scientific employment can compete with arts subjects in terms of social and economic rewards it is likely to appeal to the college graduate. Perception of the opportunities provided by different types of career. Very real sense in the statement:

- Educational expansion is a consequence rather than a cause of economic development.

Imperative for the educational process to keep pace with the demands made by economic and technical development on the labor force. Also let us not overlook the possible significance of changes in attitudes and values. Education is seen as introducing the developing society to new needs, and new expectations, and even to the idea of change itself. In short, education:

1. Helps to wean the developing society away from the old and towards the new
2. Inspires a belief in progress, in efficiency, in achievement and in rationality.

**Lesson24**

# EDUCATION AND SOCIAL CHANGE-II
## TOPIC 079-081

### Topic079 Education and Democracy

The higher the education level of a country, the more likely it is to be a democracy. Strong relationship between education and democratic attitudes. The most important single factor differentiating those giving democratic response from the others has been education. Democratic responses may relate to:

- Beliefs on tolerance for the opposition
- Peoples' attitudes/feelings for multi-party as against one-party systems

The higher one's education, the more likely one is to believe in democratic values and support democratic practices. Studies indicate that education is more significant than either income or occupation. The working classes, and the less-educated, tend to be:

- More authoritarian in their attitudes
- More likely to favor extremist political and religious groups.

Some evidence that students at college become:

- More liberal 'in the sense of being more sophisticated and independent in their thinking
- Placing greater value upon individual freedom and well-being.

Still it seems that it takes still extremely high doses of education to establish the relationship between education and democracy. Evidence suggests that there is no necessary connection between education and democracy. Examples of nations (Germany in the past), which have combined a high level of literacy with totalitarianism. The content of education is itself a factor of considerable importance. An affinity between a predominantly scientific and technological emphasis in education and totalitarian government. Most of the states, totalitarian regimes in particular, attempt to use their schools to inculcate conformity, submissiveness and uncritical loyalty to the state. On the whole it is not the education *per se*, rather how it is used as a means to support any kind of political system.

Emphasis in the schools has been on the indoctrination of the pupils in conformity and obedience as well as in love for the political system. It may be concluded that the influence of education upon political attitudes is very much more complex than has sometimes been supposed, it may be correct to argue that a high level of education is necessary for effective participation in democratic government, there is no guarantee that education and democratic attitudes are necessarily related.

### Topic080-81 Education, Value Transmission, and Value Change

One of the functions of education is the transmission of cultural values to the younger generation. Culture is continuously changing. The process may be slow. There can be variety of sources of change. Values may change during the process of transmission. The teachers, the books, and peer groups, being part of the educational system, are instrumental in value transmission and change. View: totalitarian governments use the educational system to attempt to inculcate a docile and submissive belief in authority. The educational system of the U.S.S.R. has:

1. Transformed a largely illiterate and traditionally orientated population into both a literate and an industrialized work force,
2. Managed to produce a generation who is in the main ideologically committed to the social order.
3. The process of indoctrination is by no means complete.

The communist viewpoint of values is put over at every stage of schooling, and reinforced by other media of communication outside the schools. The youth organizations act as a link between the school and the world outside. This is in striking contrast to most democratic systems where the various media of socialization are only loosely controlled. There is evidence of a number of young people who are disenchanted with the system, some others may simply be politically apathetic. Nevertheless, education is used by every government for its political purposes. Education process is highly functional for value transmission, means to indoctrination. Requires certain conditions under which it is likely to operate most effectively.

Indoctrination through the educational system is by no means a simple process. A school system alone to achieve major changes in attitudes, especially when the changes expected cut across strongly entrenched interests, traditional values or everyday experience. Similarly, it is skeptical of the claims to reform society by somewhat limited changes in school reorganization. ***Does not mean that education can have no effect on values.***

Studies show that given the right conditions, the experiences of college could change student values. The students, who come in the main from upper-middle-class conservative families, become more radical in their attitudes as a result of their stay in college. The teachers' interest in and attitude towards social and political issues appears to have been the crucial factor. The student leaders are strongly influenced by:

- Their teachers
- Liberal opinions enjoyed popularity and prestige.

Incoming students are consequently exposed to such opinions not only from the teachers but as part of the student culture. Significantly, it is the students who are the most involved in peer-group activities who are the least conservative. Research shows that alumni twenty-five years after leaving college showed that the attitudes developed at college had tended to persist. The majority of Alumni described themselves as liberal rather than conservative in politics. Certain colleges appear to have a 'peculiar potency' that seems to be the result of a combination of factors, which produce a distinctive institutional atmosphere or a 'climate of values' in which students are decisively influenced.

There is some evidence that different types of institution attract different kinds of students. The effectiveness of certain colleges in changing values may in part be due to the greater readiness of the students to be influenced. The highly productive colleges in terms of future scholars and scientists, attract highly motivated students who are more inner directed, socially independent, receptive to learning, non-authoritarian, theoretical, aesthetic, unconventional and creative. Very little direct evidence on the part played by education in changing values. Effect of education on values is therefore very much a part of the still undeveloped general sociology of learning.

**Lesson25**

## EDUCATION AND SOCIAL CHANGE-III

## TOPIC 082-083

### Topic082-083 Education and the Underprivileged

In the West, one of the dominant themes in educational reform in both the 19th and the 20th century has been the extension of educational opportunities to wider sections of the community. This has taken the form of free schooling, scholarships, and maintenance grants for the needy. The objective was of providing ***equal educational opportunity*** for all classes in the community. Yet the provision of formal equality does surprisingly little to eliminate educational privilege.

Many children, because of their home background, are still unable to take advantage of the opportunities opened up to them. Attention is not simply to the removal of formal barriers to equality, but to the provision of special privileges for those who would otherwise be handicapped in terms of educational achievement. The fact that a hungry child cannot learn was officially recognized at the beginning of the present century.

The provision of school milk and meals and the school health services early became established features of the British education scene. Yet it has taken a long time to see beyond the purely physical needs. The concept of what has come to be called 'cultural deprivation' has been grasped. Children from slum homes are all too often educated in slum schools quite untypical of schools elsewhere. For these children, even equality is not enough. Need for 'positive discrimination' in favor of slum schools. Schools in deprived areas should be given priority in many respects:

- Raise the schools with low standards to the national average
- Quite deliberately make them better.

**Reason** The homes and neighborhoods from which many of their children come provide little support and stimulus for learning. The idea of equal educational provision for all classes in the community is universally accepted. It has by no means been translated into every day practice. Inequality is quite pervasive in Pakistan.

In USA, a project was started in 1956 to 'identify and stimulate able students from a culturally deprived area, and from generally low-income families without any educational tradition, to reach higher educational and vocational goals'. The scheme involved:

- Remedial teaching
- An intensive counseling services
- Trips to museums, theatres, libraries and laboratories.
- The success of the original experiment led to its extension.

Some of these experiments were initially successful, later studies found that early gains were not maintained. A project began for the provision of an enriched nursery environment for Harlem children. Attempted to improve the self-image of the child and involve parents and community in the school. In order to evaluate the experiment a number of matched control groups were also studied. The experimental group made substantial gains in I.Q. and in achievement in comparison with the control group and maintained these gains over a period of five years.

In 1966 the USA government launched a nation-wide preschool program, under the name Head Start. Involved children in a short period at a nursery before they started school. Evaluation of this program has proved to be difficult because of lack of matching control groups and other difficulties. On the whole the results have been disappointing. Although Head Start children began school with an advantage this

seemed to disappear after a year in ordinary school. The late 1960s saw considerable criticism of compensatory education.

***Claim***

Compensatory programs 'have resulted in no substantial or lasting improvement'. While there is evidence to support this view, it can equally be argued that it has not in fact been seriously attempted. Many schemes were ill-conceived from the start; others depended on 'the short-lived zeal fostered by a unique experiment.' Compensatory education cannot in itself solve problems of health, housing and discrimination. These problems must be tackled by agencies outside the school. Also, most projects for the culturally deprived are designed to alleviate results, effects, and consequences. Seldom are plans suggested for the prevention of deprivation.

***Bernstein Opined***

We should stop thinking in terms of 'compensatory education'. Instead consider most seriously and systematically the conditions and contexts of the educational environment'. This involves looking for deficiencies not simply in the family and the child but equally in the school itself.

In Pakistan, formally education starts at the age of five years from grade-1. Working and/or economically well-off parents prefer to send their children to day care centres, nurseries or kindergarten schools at age 3-5 yrs. Private sector extends this facility apparently on commercial basis in urban areas throughout the country. In public schools, kids sit in pre-primary (*Kachi* Class) in multi-grade classrooms, which are not equipped with appropriate facilities.

**Lesson-26**

# THE TEACHING PROFESSION-I
## TOPIC 084-088

### Topic084-086 Development of the Profession

Look at the structure of teaching as an occupation. It is customary to think of teaching as a unified profession. In reality teachers form a very diversified group. The range of teachers is very great: countless specialties:

- Teachers by subject.
- Teachers by level of grade they teach.
- Teachers by subject.
- Teachers by school (public-private).
- Teachers by specialties (driver education, training prison inmates, rehabilitation of veterans working with handicapped)

Different types of teacher not only perform different roles: there are also frequently differences in:

- Remuneration
- Status, qualifications
- Demographic characteristics
- Social-class background and
- Many other characteristics.

New profession of elementary school teacher was developed in UK during the 19th century. The need to give the rudiments of education to the children of the poor. The demand was for a whole new army of teachers who could be provided at little cost. The great question:

1. Can education mitigate the dangers inherent in an ignorant industrial population? Or
2. Whether it would, by teaching the poor to read and write, make them a still greater danger to society?

The answer to the question as who will be the teacher was found in the pupil-teacher system. It was a method of teacher training already practiced on the continent. Under the pupil-teacher system the most intelligent and moral pupils of the elementary schools were apprenticed as pupil-teachers to the headmaster at the age of 13. During their five years' apprenticeship they received one and a half hours a day teaching from the headmaster. After five years, the successful were given scholarships for a further period of education in a Training College.

A teacher's certificate, which carried the right to an augmented salary and a pension. The certificated teachers were the elite of the profession. Got headship. Shortage of Training College places, especially for women, meant that not only were many teachers uncertified. Resultantly, it produced several generations of teachers who had been educated within an almost completely closed system (i.e. elementary school). A high proportion of "cultured" teachers from pupil-teacher Dom was not expected.

Only the period at Training College was, for those who achieved it, a break from the elementary school. The educational background was inevitably limited. (Full time education for them had ended at age 13.) Due to their social origin and limited educational background, teachers were expected:

- To be humble

- To show gratitude for the 'charity' to which they owed their education, and training and
- To refrain from any excessive ambition to improve their lot.
- At the other extreme from the elementary school teachers were the masters at the major public schools.
- 'The task of a master in a public school was to teach the classics to the sons of the upper class and to those being educated with them.
- He had to be acceptable both to the parents and to the headmaster on academic and personal grounds, and his background was important.
- The masters at the major public schools were of middle-class professional origin, and the headmasters often came from eminent families.

The completely separate elementary tradition did not, however, outlast the nineteenth century. Gradually, however, educational opinion was moving away from the view that elementary education needed to be narrow or rudimentary. Change in attitude towards the nature of the elementary education to be provided got severe criticism of the systems of teacher training, and the teachers it had trained. Elementary education in its origin at least was simply intended to 'gentle the masses'. In UK, the elementary system was abolished in 1944. Same kind of approach towards elementary education and its teachers was followed in Europe.

In the United States the progress towards a unified system of teacher training has gone much further than anywhere in Europe. Improvements in teacher training in the United States have occurred chiefly in the 20th century. Also, during this period, the system moved away from the European pattern. In 1910 two-year normal schools were common, following after two years or less at a high school. By 1930 the normal schools were being replaced by teachers' colleges organized to provide a three or four-year program and asking for four years of high-school preparation.

A bachelor's degree representing four years of preparation beyond high school is almost universally required. The teachers' colleges were themselves undergoing transformation into multi-purpose institutions. An even more important development was that elementary and secondary teachers were frequently trained in the same institutions. Nevertheless, secondary school teachers were usually expected to have higher qualifications.

Today a bachelor's degree representing four years of preparation beyond high school is almost universally required. An important development was that elementary and secondary school teachers were frequently trained in the same institutions, although secondary school teachers were usually expected to have higher qualifications. Pakistan inherited training institutions for different levels of teachers. Master's/Ph.D. level degrees in education are available at the university level.

In Pakistan, after the 18$^{th}$ amendment, school education is a provincial subject. Earlier the least qualified teachers were employed at the primary school, followed by middle school, and then at the high school level. Presently, the employment authority of the teaching personnel of the provinces. Generally, it is the policy to employ well qualified teachers at the elementary level. Some provinces are constrained for the availability of well qualified teachers. Therefore:

1. The provinces use varied qualifications for employing teachers at different levels of schooling.
2. Since 2013, Punjab uses graduates with B. Ed./ M.A. Education at the elementary school level.

3. At the secondary school level, it is Master's level of basic qualification with B.Ed./ Master in Education as professional qualification.
4. At the primary/ elementary level other provinces use lower level qualification due to the non-availability of candidates with required degrees.
5. At secondary level they also use higher level qualifications.

**Topic087-088 Social Class Background of the Teacher**

The social origin of the teaching profession is closely related to the method of recruitment, and the availability of training. Though teachers are recruited from all levels of the status hierarchy they come predominantly from the lower middle and the skilled working classes. The pupil-teacher system in nineteenth-century England was an important avenue of social mobility for the clever and ambitious working-class child. Research in UK shows that the lowly social origins of the elementary school teachers were a factor in the low status given to the teaching profession. Interdependence of the two variables. Women teachers in all types of school, but particularly in grammar schools, have a higher social origin than men teachers. Reflects the greater alternatives open to men, and particularly to male graduates. Teaching offers more opportunities to the educated girl than most other careers open to her.

The social origin of the teachers is quite considerably higher in the grammar schools than in either the primary or secondary modern schools. The social background of teachers in the United States does not differ very profoundly from that of Britain. Although a sizeable minority are from working-class families, the largest group are those from the lower middle classes. Evidence that women teachers have a higher social origin than men teachers.

Although secondary school teachers are frequently expected to have higher qualifications than elementary school teachers, there is no evidence that they are of a higher social origin. Rather it was found that female elementary school teachers had the highest social origins, and male secondary school teachers the lowest.

There are differences in social origin within schools between teachers trained in different ways of teaching different subjects. Also there seems to be differentiation between schools of the same type according to the social characteristics of the pupils. **Evidence:** 'a tendency for Negro teachers to be placed in schools where there are strong concentrations of ***Negro youth'*.**

Teachers of working-class origin are to be found predominantly in working-class schools. One major career pattern consists in moving from the lower-class school, in which teaching begins, to a school with a higher proportion of middle-class pupils.

Teachers in schools where the pupils are in the lowest socio-economic status come from a background which can be characterized as more urban, more "blue collar", with less formal education and low incomes. Nevertheless, nowhere are the differences extreme. Even in schools where the majority of pupils were from low-status families, the majority of teachers had come from 'white collar' homes.

The social origin of college and university teachers is to some extent governed by the social background of the college and university student. This is likely to be predominantly middle class in character even in countries like the United States. Teachers of lower-class social origin were less likely to be employed in top-ranking universities. In Britain university teachers have a higher social origin than those teaching in other forms of higher education. The situation in Pakistan does not seem to be different. Unable to find specific information. General observations are:

- Level of education and social class has a strong correlation.
- Lower education institutions used to have teachers with lower qualifications.

- Primary teaching certificate (PTC) teachers were posted at the primary schools. Usually coming from lower class families.
- Certificate of teaching (CT) was the next higher training.

Certificate of teaching (CT) was the next higher professional training for teachers. Basic academic qualification for it was intermediate. Bachelor of teaching (BT), which was later on called Bachelor of Education (B. Ed.) came next. Graduation was the basic degree required for this training. Teachers with this qualification were posted at high schools. Master degree was minimum qualification for posting at college and university level. There looks to be correlation between the level of schooling and the minimum level of degree required. There looks to be correlation between the level of schooling and the minimum level of degree required for the teachers. If education achieved is a proxy for social class, then at lower level of schooling the teachers tend to come from lower class families.

**Lesson27**

# THE TEACHING PROFESSION-II
## TOPIC 089-091

### Topic089-090 The Status of the Teacher

The social origin of any occupational group both reflects and is a reflection of the status of the group. The social origin of the teachers is a reflection above all of the ambiguity of their status. The two traditions: the teacher of the rich and the teacher of the poor. The status of a private school vs the status of public school. Status of a teacher at different levels of schooling.

Traditionally the status of the teacher has not been in the category of higher administrative or professional employees in Class I. The Registrar General in UK placed school teachers in Class II. Elementary school teacher was ranked by general public in UK alongside the newspaper reporter, certainly below the traditional professions. In 1947, in a study of the status of various occupations, the National Opinion Research Centre found that the school teacher was ranked in public opinion surveys only slightly above the average.

The situation in USA was not different at that time. The factors influencing the status of teaching as an occupation. One of the major problems facing the teaching profession was its very rapid rate of expansion in the West. During periods of rapid expansion, the profession included large numbers of unqualified teachers. It took long time for school teaching to become a graduate profession. Happened in 20$^{th}$ century in UK and US. In Pakistan it happened toward the end of 20$^{th}$ century.

In the United States the teacher shortage was more serious and the problem of unqualified staff more acute. Very small number of graduates entered the teaching profession. The very rapid increase in the number of high schools at the end of the nineteenth century also produced a similar problem in the secondary schools.

Certificate of teaching (CT) was the next higher professional training for teachers. Basic academic qualification for it was intermediate. Bachelor of teaching (BT), which was later on called Bachelor of Education (B. Ed.) came next. Graduation was the basic degree required for this training. Teachers with this qualification were posted at high schools. Master degree was minimum qualification for posting at college and university level. There looks to be correlation between the level of schooling and the minimum level of degree required. There looks to be correlation between the level of schooling and the minimum level of degree required for the teachers. If education achieved is a proxy for social class, then at lower level of schooling the teachers tend to come from lower class families.

Teaching profession is a profession of prophets. Prophet Muhammad Peace be upon him was also a teacher and all prophets came to teach human being Teachers are respected and honored throughout the world. Highest and lowest status of teacher found in different places. Even putting a foot on the shadow of a teacher is taken as an insult by students. In Pakistan teacher's value is not more than a common man and is dishonoured.

Here a vice chancellor of a University was handcuffed, while a University teacher under investigation died still in handcuffs. Looks that in Pakistan teacher's value is not more than a common man and is dishonoured. Who is responsible for this situation is debatable? ***Fact*** Social status of teachers in Pakistan is very low. The teaching profession, by and large, does not attract the best talent in Pakistan. The teaching profession is usually the last choice for the young. Society does not perceive teaching (particularly at primary levels) as a high-status profession. Due identification and status are not being provided to the teachers, as a result they are facing inequalities.

Occupational respect of a profession is directly related to both income and qualification. Profession determines the required level of qualification to enter into the profession and income level of that job. Pay and qualification seem critical factors of SES but pay does not provide the surety of high occupational respect of teaching profession. School teachers seem to be of low status.

In Pakistan most of the teachers perceive that authority-wise, they are on the bottom as compared to other occupation. The teachers being such important persons in the society seem to complain about their low socio-economic status in the society. Low status of teachers and teaching is reflected in the inadequate and low level of teacher preparation, qualification and professional development.

**Topic-091 The Teacher Organizations-I**

Teachers' organizations play their role in the development of teaching profession. There have been professional teachers' organizations in Britain and their counterparts in the United States. The National Education Association (N. E. A), founded in 1857 is the largest organization of educators in the US. Membership of this Association is open to anyone actively engaged in the profession of teacher or other education work.

Not only teachers, but principals, superintendents and other professional workers are all members. Many teachers charge that the N.E.A. is dominated by administrators. The main achievement of the N.E.A. has been in meeting the needs of its members for specialist information. The Research Division, which was created in 1922, provided members with information and consultative services on a very wide scale. The N.E.A. has also published an impressive list of periodicals, pamphlets, yearbooks and so on.

National Commission on Teachers' Education and Professional Standards (N. C. T. E. P. S) established in 1946. ***Aim*** the advancement of professional standards, including standards for institutions which prepare teachers. The N.E.A. specifically charged one of its agencies with responsibilities for spearheading the professional standards movements in education. Regarded as one of the most encouraging developments insofar as the professionalization of education was concerned. Challenged by American Federation of Teachers (A.F.T).

- F. T. works like a trade union.
- Concerned in the main with salaries and conditions of service rather than with the wider issues of professionalism.
- Neglected those professional functions deeply concerned with the professional status of teaching. Has worked constantly to raise the level of recruitment to the profession.

**Lesson28**

## THE TEACHING PROFESSION-III
## TOPIC 092-093

### Topic092-093 The Teacher Organizations

Teachers in higher education are also organized into professional associations. Both the Association of American College Professors in the United States, and the Association of University Teachers in Britain are important bodies which do much:

- To safeguard the interests of individual members
- To work towards professional standards and
- To improved salaries and working conditions.

Lack of consensus as to the kind of professional association required by university teachers, as well as the kind of activity it should undertake. Neither the Association of College Professors nor the Association of University Teachers is a particularly militant body. The associations are only reflecting the views of many of their members. The academic was too individualistic to submit to collective bargaining. Financial improvement is sought by means of individual preferment rather than collective action. The pull of divergent interests and disciplines may also hinder the development of a loyalty to the profession itself. Individuals may feel it more important to give their attention to the association which serves their own academic discipline than to the association which represents them as teachers. The division of loyalties is strongly reinforced by the conflict between the teaching and the research function, which has reached an acute stage in the American university.

Teachers are the most critical stakeholders responsible for the delivery of quality education. They are increasingly becoming the focus of attention for policymakers and educationists in debates on education reform. Teachers associations are essential to any concerted effort aimed at improving the reach and quality of Pakistan's education system. Represent organized and collective behavior on the part of government employed teachers across the country.

There are a total of seventeen teachers' associations and unions. These organizations represent and reflect the range of social, economic and political divisions across the country. Understanding of and engagement with teachers' associations and unions is necessary to improve the state of education. The study was conducted on Pakistan's teachers' unions and associations spread across all the country. The major findings of this study were:

- Historically teachers' associations and unions have been able to score several victories in negotiating better service conditions.
- Accusations that these organizations are weak and disorganized therefore do not ring entirely true.

Teachers' associations and unions almost never engage government on issues of:

- Student wellbeing
- Learning outcomes or
- Even teaching methodology.

The singular focus of teachers' bodies tends to be to air:

- Service conditions grievances and
- Institutional grievances

This has lent credibility to accusations that these associations and unions are parochial, and may not be genuine stakeholders in the education reform discourse. Governments

have historically sought to undermine and weaken these bodies. The nexus of patronage relationships that politicians and leaders of associations and unions enjoy has furthered this conscious effort. The vast overlap between electoral politics and the government-employed teaching community further enhances the impact of government undermining of associations and unions.

The pull of divergent interests and disciplines may also hinder the development of a loyalty to the profession itself. Individuals may feel it more important to give their attention to the association which serves their own academic discipline than to the association which represents them as teachers. The division of loyalties is strongly reinforced by the conflict between the teaching and the research function, which has reached an acute stage in the American university.

**Lesson29**

# EDUCATION SYSTEMS AROUND THE WORLD: A COMPARATIVE VIEW-I

## TOPIC 094-098

### Topic-094 A Comparative View Introduction

**Education for what?**

It means: Is the country trying to:

- Provide one education for laborers and another for elites or leaders;
- Give all citizens an equal chance for educational advancement; or compete in a changing world?

It means: Is the country trying to:

- Provide basic skills for survival
- Educate citizens for needs in their daily lives such as subsistence farming
- Prepare the most competent students to leave the village for further education
- Provide students with skills needed in the economy

Country leaders struggle with these and many other questions about the purpose of education. Also: what proportion of their national budgets should be devoted to education? Economic competition between nations has put pressure on all nations to organize educational systems in similar ways. Has led to universality of schooling and similarities between systems. The worldwide trends in education include:

- Increased enrollments at all levels, especially in primary schooling;
- The establishment of national educational ministries;
- Free and compulsory education laws;
- The need to increase state funds for education;
- Educational opportunity for all, including women and minorities; and
- Schools serving as both socializing agents for the nation and talent sorting systems for business and government.

Each country brings its own unique culture into education. Some nations or groups within nations actively resist adopting Western models. Global pressure for certain educational content. Worldwide system that encourages uniformity of schools and school curricula. Comparative education researchers have developed international assessment tests to compare the skill levels of students in countries that participate in the testing.

Education systems use test results to assess their performance in relation to other countries and to inform educational policy and planning. Can identify factors that make some nations more successful on comparative tests than others. The standard of education is a powerful predictor of the wealth that countries will produce in the global economic system.

### Topic-095 Comparative Performance of Countries

Comparative education researchers have developed international assessment tests to compare the skill levels of students in countries that participate in the testing. Seventy-six countries participated in the OECD 2015 international tests in math and science for high school students. Five Asian countries outranked: Singapore, Hong Kong, South Korea, Japan, and Taiwan. Finland, in Europe, ranked sixth and has been in the top-scoring group for several years.

All these countries were not only education leaders but also world economic leaders. Finland, in Europe, ranked sixth and has been in the top-scoring group for several years

All these countries were not only education leaders but also world economic leaders. **Conclusion** The standard of education is a powerful predictor of the wealth that countries will produce in the global economic system. Part of the educational success in these five Asian countries is the national attitude toward education.
The underlying assumption is that:

- All students can learn and all students are expected to succeed through "rigor, focus and coherence" and
- "every student has access to excellent teachers."

Teachers are:

- Highly trained,
- Considered professionals, and
- Well rewarded in prestige and salaries.

Finland has ranked among the top education systems on assessment tests. Education researchers cite four main reasons for Finnish success (Simola, 2015):
***1. Fewer and better standardized tests*** Finish students take only one standardized test in primary and secondary school.
***2. More time for play*** Students do not start formal school or learn to read in school until age 7.
***3. Higher education is free*** Students who receive higher education degrees graduate free of debt.
***4. Elevated teaching profession*** Teaching is a revered profession. only 7 percent of applicants were accepted into teacher education programs. Teachers:

- Are treated like professors at universities
- Have more time to plan lessons and
- Get paid salaries that are competitive with other professionals.
- Receive extensive training and have autonomy in the classroom.

South Sudan, Ghana, South Africa, and Indonesia ranked last in the group of 76 countries. having the most students that lack basic skills. ***Indonesia*** is a middle-income country in economic and political transition, and a fledgling democracy. Corruption in this transition phase is a serious problem; funds for education often bypass the classrooms for civil servants' pockets. Poorly qualified and absentee teachers; school closings and lost school days; few materials, books, and equipment; and no technology, children have little chance of scoring well on competitive international tests.

## Topic-096 What is Comparative Education?

What is Comparative Education? The study of the variations in educational systems and processes, and how education relates to wider social factors and forces. It is the comparative study of educational theories and practices in various countries. It attempts to use cross-national data to test propositions about the relationship between:

- Education and society and
- Teaching practices and learning outcomes.

Considers the implications of comparative studies for the formation and implementation of policies in education. Comparative education scholars use cross-national data:

- To "increase the understanding of educational issues, trends and policies through comparative, cross-cultural and international perspectives," and
- To "formulate and implement policies in education related to national and international development."

It provides information on:

- What is unique to some educational systems, and
- What is universal—found in all. Universal educational principles.

Here though research on comparative education is interdisciplinary, sociologists have been major contributors to the field,

- Developing useful methodologies
- Identifying key variables
- Constructing analytical models and
- Carrying out research projects.

Findings are reported in comparative education journals and used by policy makers for applied, practical purposes. Today comparative education looks at educational systems in comparative context. Uses variety of theories, sophisticated methodologies, and cross-national data sets. Research techniques range from studies using descriptive anthropological and ethnographic methods to large-scale cross-sectional studies.

**Topic-097 Comparative Education and the System Approach**

The world provides the global environment for individual countries. They have all kind of interaction including economic and political. Their level of development within the world system influences the type of education system they develop to meet their needs. Globalization affects local curriculum and the overall education system. Global topics (e.g. international organizations, global power structures, world trends in education) become part of country education.

Research on globalization and education involves the study of intertwined worldwide discourses, processes, and institutions affecting local educational practices and policies. Most research in comparative education compares countries or regions of the world e.g. Of particular concern today is the migrant children fleeing countries due to economic needs or war, and experiencing disrupted education:

- No schools or teachers
- New languages to learn and
- Different educational systems with new expectations.

Destination countries struggle with the influx of new students and the lack of facilities and teachers prepared to teach children who have experienced trauma and disruption. Successful social integration of immigrants is essential for stability of countries and economic success. Comparative studies provide information about successful attempts to integrate immigrant children. Macro-level research deals with the pipeline called school-to-work:

- How do countries prepare students for the work that is available?

Sociologists of education have studied some of the many systems in the world. In a few state-run educational systems in centralized economies, the state determines how many workers will be needed in different positions and plans for that number of students to be admitted into training. In other economies, the pipeline is less structured and predetermined Streaming of students is done at different level of education at grade 5 or at grade 8.

Germany and some others, stream children beginning with exams in about grade 5. In UK it was grade 8. The desired result is that students come out of high school with a path to a productive future. “Education for All” and International Association for the Evaluation of Educational Achievement (IEA) are other examples. The UN established

MDGs (2000 - 2015) at the macro-level to aid and guide country education systems around the world and to determine goals for the post-2015 agenda.
International Association for the Evaluation of Educational Achievement (IEA) carried out the first extensive early comparative research endeavors. The first Six Subject Survey (1970–1) is a classic in the field of comparative studies. IEA continues regular six-subject follow-up studies, providing additional updates for comparisons of findings over time.

## Topic-098 Theoretical Perspectives in Comparative Education-I

Education is viewed as a gateway to opportunity. Children in some developing countries (Global South) beg foreign visitors to help them get more education. Children in many developed countries (Global North) think they would like nothing more than to be free of the compulsory burden of school. What can education actually do for the people of a nation? A key question facing comparative educationalists is whether education is reducing or increasing social inequality.
Yet high hopes on education to boost economies and provide upward mobility for citizens. Positive contributions of education are empirically documented. Comparative education theories that stem from major perspectives in sociology and social sciences are:
**Functional perspective:** Education systems are:

- The great "levelers" of society;
- Providing individuals with opportunities to get ahead; and
- Providing society with the skilled human power needed for economic development.

**Conflict perspective:** Systems of education
Reflect the interests of capitalists and the elite in society; and are organized to perpetuate the status of those in power. Emphasis in comparative education is on macro-level theories because of the global emphasis of the field. Micro-level theories such as ***symbolic interaction*** and ***labeling theory*** are useful in comparative education for comparative studies of classroom practices, teacher and student interactions, and other micro-level issues in different countries. Some theoretical perspectives help to understand educational systems.
**Modernization and Human Capital Perspectives**
Modernization and human capital perspectives dominated comparative education theory in the 1960s and early 1970s, a time when many countries were casting off colonialism Modernization theory views education as contributing to economic development and stability. Developing and cultivating human capital was seen by business leaders and governments as an investment in development. Human capital perspectives have been criticized. For example:

- Meritocracy is an ideal reached in very few countries
- Human capital perspective assumes all nations will emulate the Western model of development
- Lack of jobs, gender inequality, and low wages for the educated may result in discontent and "brain drain" and
- Many new jobs in service and sales require only limited specialized training.

Two alternative views:

1. World systems perspective and

2. Dependency theory.

The perspectives challenge the claim that: education is a positive force that enhances economic development and individuals' ability and opportunities to work.

**Lesson30**

# EDUCATION SYSTEMS AROUND THE WORLD: A COMPARATIVE VIEW-II

## TOPIC 099-101 100

## Topic-099 Theoretical Perspectives in Comparative Education-II

**World Systems Theory and Dependency Theory**

During colonial times, the natural and human resources of today's Global South nations were systematically plundered and underdeveloped under colonialism. Presently these constitute peripheral nations in the global system. The Global South continues to supply raw materials and cheap labor to the industrial centers.

National elites in Global South countries, usually educated in Western school systems, became rich from the profits of raw materials valued by core nations and multinational corporations. By seeking to maximize returns to foreign investments and by setting national priorities according to foreign standards, the actions of the national elites have:

- Intensified internal inequalities
- Reinforced the dependency of Global South nations and
- Retarded long-term economic development in Global South countries.

Developed capitalist states are often involved in the educational development of developing states. Serves the developed countries by training the workforce to capitalist specifications, resulting in a return of capital to the same nations. Dependency theory explains the relationships between societies and education. A chain of exploitation exists at several levels:

- Developed countries and world organizations coordinating education worldwide over developing countries;
- Centers of power in "Third World" countries (usually in urban areas and elites) over peripheral rural areas.

The developing areas may gain by getting some needed resources and jobs. The price is domination and control of institutions such as education by the developed areas over local affairs. In education this includes curricula, texts, and reforms. Developed countries have the power and money to promote ideas and programs around the world, and models advocated by international agencies have spread around the world.

**Reproduction & Resistance Theories**

At the micro-level, reproduction and resistance theorists argue that:

- Elites who dominate capitalist systems mold individuals in societies to suit their own purposes.

The argument is that local schools can increase inequality through curricula and teaching methods. If schools serve capitalist interests, teaching children roles appropriate to their statuses in class-based society will benefit the elites and reproduce the class structure.

**"Legitimation of knowledge" Perspective**

"Legitimation of knowledge" refers to what those in power feel:

- We should know
- How we know it and
- How it is interpreted and taught.

Legitimation implies that there needs to be some consensus—at least among decision makers.

The knowledge passed on to students in the texts has become a battleground for decision makers on the right and left. Talk about controversy! How do we pass on knowledge about?

- Sexual behavior
- Human history and
- About climate change?

Legitimation implies that there needs to be some consensus—at least among decision makers.

## Topic100-101 Education in Rich Vs. Poor Countries

### Poor Countries

Systems of education have been in existence for centuries. Every community must have a way of passing on its accumulated knowledge to the next generation to ensure survival and continuity of the community. Traditionally, older generations passed on the needed knowledge, skills, behaviors, and customs—the culture. The young were taught how to farm, hunt, fish, prepare food, build a house, and whatever other necessary skills.

The methods were "informal education," learned alongside elders by listening, watching, and practicing. With the coming of colonial powers and interactions with the larger global community, new skills were needed, even required in formal schools. In 19th and 20th centuries there was lot of colonization by the Europeans. They extracted raw materials to expand industrialization. Missionaries set up schools to spread Christianity, and colonial government systems of education reflected those of the colonial power.

In poor countries poverty and hunger take priority over literacy. Most children receive literacy training, and education ranges from technical, vocational, and agricultural skills to systems patterned after Global North countries. Some students from more elite backgrounds receive advanced education abroad. Whether to teach in the Native or colonial language and what curricula will benefit children in their villages and in the global system are continuing questions.

Some international organizations and funding agencies such as The World Bank have agendas to help shape education for competitive positions in the world economy. All countries do not choose to adopt these models. Basic education may be free, but not all children have access to schools or teachers depending on where they live and whether the children have opportunity, money. Reaching the secondary school or college may be a luxury.

Sons and daughters of the urban elite have a disproportionate share of places. Some of the rich go abroad to pursue prestigious fields in foreign educational institutions. Although basic education is free, not all children have access to schools or teachers. Depending on where they live and whether the children have opportunity, money for school supplies and sometimes uniforms, and transportation.

College and university educations are available to a small number of the qualified students. Some attend one of the comprehensive universities and others technical or professional schools and programs. A few students attend universities abroad, but they often return dissatisfied and alienated because they are:

- Overeducated for the available jobs or
- Reject their own countries' traditional values, cultural uniqueness

### Education in a Rich Country

Let us take the example of UK as one of the rich and a colonialist country. Formal education took shape in Britain during the Middle Ages. Schools were organized by

religious groups to teach students to read religious texts. In the late 1300s grammar (elementary) schools appeared. Initially schools mostly were church-affiliated and attended by children from families with means. Working-class families seldom had the means or time (even the interest) to attend school.
During early industrialization peasants moved to urban areas for work. The elite owners of industry received higher levels of education. The masses received training needed for the labor force. Training also included:

- Morality, obedience, and frugality,
- Skills thought important to suppress crime and drunkenness, push Christian morality, and
- Prepare lower classes for a life of hard work.

The growing working class demanded more access to education. As industrialization expanded and a more skilled labor force was needed, support for more universal education grew. The 1944 Education Act made education free for all—including university, if one qualified. Even with open access, some universities remained elite institutions (for example, Oxford and Cambridge), admitting only the top tier of students.
The goal became to raise the standards at all ability levels. ***Elite educations*** are found in "public schools." They serve Britain's elite and professional upper-middle class. This elite wish to retain a social distinction from lower classes. These schools prepare the statesmen and gentlemen (and now women). "Public schools" provide excellent academic foundations that result in admission to the elite universities. Government and corporate leaders are often drawn from this group.
The structure of British schools:

- British infant schools begin at age five.
- In most state schools, the first three years are in multi-aged classes from 5 to 7 years, called British Infant Schools. Older students help younger.
- It is very child-centered.

In 2013, the compulsory school age was raised to 18, in part because of high unemployment and the need to both keep students out of the workforce longer and train them for more options. Inequality in Britain stems largely from the credentials one obtains, as determined by national examinations and certificates received. These establish whether a student is admitted to a vocational or technical college, or, after an additional year of comprehensive school, qualifies for university entrance. The critics of the education system say that those who can afford elite primary and secondary education have more opportunities to attend elite universities.
Higher education opportunities have been expanding with the establishment of polytechnic institutions for those who fail entrance exams to major universities. In addition, college educations now reach students who are not otherwise served by a nearby college. Begun in 1971, the Open University brought educational opportunities to those working, home-bound, or at a distance from colleges. While British education remains stratified, more groups of people have opportunities for continuing education and training.

**Lesson31**

# EDUCATION SYSTEMS AROUND THE WORLD: A COMPARATIVE VIEW-III

## TOPIC 102-104

### Topic102-103 Global Interdependence: Meso-Level Institutions

Every society shares a set of common institutions: family, education, religion, polity, economy, and health systems. As the world "shrinks" due to technology, communication networks, and transportation systems, different institutional models around the globe become more similar. However, political systems, economic systems, and religious beliefs still remain major differences separating countries.

World countries roughly divided into the ***Global North*** **and** ***Global South***. Southern hemisphere includes the developing world, often characterized by recent independence. Have legacies of colonialism and debt to wealthier countries. Problems of poverty, disease, hunger, rapid population expansion, and illiteracy occupy governments and force educational issues onto the back burner. Institutional theorists see education as creating a redistribution of political and economic power as they relate to education in national societies. Approaches to institutional interdependence can be:

- Global or cross-national, as economic–political typology of societies
- Studies of curricula, knowledge, or assessment tests.

Global interdependence helps in taming the extremes thus moving them towards the middle i.e. Meso-level institutions; may be modified institutions the institutional approach focuses on education in relation to other institutions and examines:

- Ways in which mass and elite educations alter important social constructions and institutional arrangements in a society
- Countries in relation to the global system
- Institutional Interdependence

**Family and Education**

The family is the primary social bond and provider of values for individuals. Develops self-concept as well as expectations concerning our education in family receive informal education, and also encouragement, support, and proper behavior for success in formal educational pursuit. Families in some poor communities may be too poor to take advantage of formal educational opportunities. Thus, continues the cycle of poverty for some and great opportunity for others. As a society becomes more literate, certain attendant changes occur: Urbanization, mobility, modernization, and education. These changes have a direct bearing on the family like:

1. Extended families begin to break down
2. As urbanization increases, the birth rate decreases
3. Women's status often changes.

Changes in one part of society inevitably affect other parts. The position of one's family in the social structure affects both one's chances for education and one's place in an educational system. Parents in Global North countries generally want to have a say in their children's education, to "manage" their school careers.

**Education and Religion**

Within one country—even within one village—the relationship between education and religion is complex and sometimes contradictory. There is a "maddarassa" stressing traditional religious beliefs, attitudes, and behavior patterns, and is not supportive of change. Next to it there is a state-run village school, which stresses "modern" attitudes

and the importance of education in "getting ahead." Controversies about textbooks and the questioning of certain scientific teachings on evolution are there.
Religion provides for the group a point of stability in a time of rapid and confusing change in which norms break down—a situation sociologists refer to as "anomie." Attitudes toward change are reflected in religious schools, or in state schools where the religion is represented. In Pakistan efforts are being made to bring maddarassas and public schools closer. Introduction of science and related subjects in maddarassas and subjects related to religion in public schools.

**The Economy, Politics, and Educational Institutions**
Most countries believe that there is a relationship between education, economic development, and the demands of politics in the global world system. Governments invest in education. Education generally reflects the political philosophy of a country and the goals of the group in power. Many governments have the power to adopt or reject educational programs. If the government establishes certain priorities for the society, the education system reflects these in its curriculum, texts, assessments, and other aspects of the education programs. The system of supply and demand of educated persons does not always work perfectly. Illiteracy and low levels of schooling are the major social problems confronting the Global South. These problems can inhibit economic growth and political stability.
Developing countries who receive higher education will be among the elite, but the prestigious fields for which their training prepares them are not necessarily those needed in the country. Much of the supply–demand problem has arisen because of unsuitable models of education. Some have been adopted from or left by colonial powers; others are copied from Western science and technology.
**Stages of Economic Development and Educational Change**
Development of education systems can be attributed to 3 technological stages.
***Stage 1***: A limited number of people, a privileged few, are involved in education.
***Stage 2:*** Goal is training a core of the population for factory work and the civil service and to be leaders of business, industry, and government.
***Stage 3:*** Training for the technological age, for the "communication society," where education, work, and society are closely interrelated/ available to all.
**Arguments**
Modernization theorists argue that mass education prepares the population for the responsibilities of living in a democracy. Conflict theorists see education being used to direct the mass population into desired positions as a way to perpetuate the existing power structure, even in democracies. Models of change or development in education reflect political–ideological underpinnings. Education is a program of action with political and ideological dimensions that help explain variations in educational form and content between countries. Educational system reflects the political structure and distribution of power in society.

## Topic-104 Higher Education Around the World

Institutions around the world share common trends like:

- Rapid growth in the demand for higher education
- Rising expectations
- Increased financial support for students
- Growing involvement of research and continuing education
- Diversification of the types of education offered
- Gender equity issues, and concern about dropouts.

These and other issues can lead to student activism and disorder. Some common themes encircle the world's higher-education institutions. As outlined by Altbach and Davis (1999), these themes include the following:

1. Access and equity
2. The link between education and work
3. The transition from school to work
4. Effects of technological developments
5. Transfer of talent across borders
6. Expansion of graduate education
7. Privatization of higher education
8. Crisis in academic professions; and
9. Accountability.

These common themes permeate the world system of higher education. People around the globe see higher education as the key to future jobs. Countries vary greatly in their ability to meet the demand. A growing percentage of recent high school graduates attend college in many countries like Pakistan. Higher education systems face dramatic change from serving the elite to providing mass universal access to a wide range of students.

With increased access there is the question of funding the added students. Should countries invest in citizens' higher education, taking funds from other essential services? Should citizens pay for their higher education, making it available to a limited number in the population and perpetuating an elite education system? Or should financial support come from external sources (international orgs., businesses, and private contracts) resulting in higher Education. being influenced by these sources? Each of these plans has advantages and disadvantages that impact global issues and themes. Plans to enhance worldwide employment and mobility of people, especially in European countries. Needs more collaboration and internationalizing of higher education in European countries, with student exchanges and research collaborations. There is also exchange of students between USA and European countries, also exchange of students between developed and developed countries.

There is a potential downside to studying abroad. From the developing countries, a record number of students go abroad for education and job opportunities. Some countries are losing their best and brightest in the "brain drain." Need for developing education models that are more suitable for jobs available. Many students are demanding a more vocationally oriented, practical education to help them get jobs. Until developing countries can absorb their graduates, the brain drain will remove some of the young talent.

**Lesson32**

# CURRICULUM TYPES-I
## TOPIC 105-107

### Topic105-106 The Concept of Curriculum

Variety of definitions of curriculum in the literature. For Glathorn curriculum can be defined as prescriptive, descriptive, or both. Prescriptive curriculum definitions focus on with what "ought" to happen. It is prescribed. Prescription by doctor. It is a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study. Teacher has the responsibility to implement the prescription. The teacher ultimately decides whether or not to follow the prescription. Descriptive curriculum explains how curricula "benefit or harm all individuals it touches." For example, one descriptive concept from curriculum theory is that of the hidden curriculum:

- Some of the outcomes or by-products of schools.
- Those situations that are learned but not openly intended.

Descriptive curriculum is the experienced curriculum. Provides glimpses of the curriculum in action. It is thinking about the curriculum: "not merely in terms of how things ought to be, but how things are in real classrooms." The experienced curriculum provides glimpses of the curriculum in action. Experiences of students can be beneficial or harmful to the students. Descriptive curriculum explains how curricula "benefit or harm all individuals it touches," i.e. the logic for the inclusion of all the ingredients/topics in the plan. Curriculum is only that part of the plan that directly affects students. Anything in the plan that does not reach the students constitutes an educational wish but not a curriculum."

The curriculum is a set of plans made for guiding learning in the schools. The set of plans is a document. The plans are actualized in the classrooms as experienced by the learners. These experiences take place in a learning environment that influences what is learned. The framers of the curriculum do keep in mind the strategies for the actualization of the goals of the theorized goals of the curriculum. Therefore, some instructions are provided for the realization of the stipulated goals of curriculum. Although the definition for curriculum does not deal explicitly with the relationship between curriculum and instruction, an implicit relationship does exist.

Instruction is viewed as an aspect of curriculum. Its function and importance change throughout the several types of curricula. In the written curriculum, when the curriculum is a set of documents that guide planning, instruction is only one relatively minor aspect of the curriculum. Those retrievable documents used in planning for learning typically specify five components:

- A rationale for the curriculum
- The aims, objectives
- Content for achieving those objectives
- Instructional methods
- Learning materials and resources
- Tests or assessment methods.

Therefore, instruction is a component of the planned curriculum. Usually seen as less important than the aims, objectives, and content at the actualized level. When the planned or written curriculum is actually delivered, instruction takes on a new importance as these are means to achieve the conceptualized goals of the curriculum.

New strategies are developed for solving the problems and instructions provided for the achievement of conceptualized curriculum.

## Topic107 The Types of Curriculum-I

In the definition there was one reference to the difference between the planned curriculum and actualized curriculum. This distinction may not be sufficiently precise to encompass the several different types of curricula. Goodlad and associates (1979) were perhaps the first to suggest several key distinctions. Goodlad determined five different forms of curriculum planning.

***Ideological curriculum:*** the ideal curriculum as construed by scholars and teachers—a curriculum of ideas intended to reflect funded knowledge.

***Formal curriculum:*** officially approved by state and local school boards—the sanctioned curriculum that represents society's interests.

***Perceived curriculum:*** the curriculum of the mind—what teachers, parents, and others think the curriculum to be.

***Operational curriculum:*** the observed curriculum of what actually goes on hour after hour in the classroom.

***Experiential curriculum:*** what the learners actually experience.

Glathorn considered these distinctions a bit cumbersome. He suggested six types.

**1.The Recommended Curriculum**

The one recommended by the individual scholars, professional associations, and reform commissions, policymaking groups (government). It is ideological curriculum.

Stresses "oughtness," identifying the skills and concepts that ought to be emphasized. Typically formulated at a rather high level of generality. It is most often presented as:

- Policy recommendations
- Lists of goals
- Suggested graduation requirements, and
- General recommendations about the content and sequence of a field of study, such as mathematics.

The curricula recommended by state governments, as well as learned societies, will help curriculum coordinators and teachers make decisions about developing their instructional programs.

**Lesson33**

# CURRICULUM TYPES-II
## TOPIC 108-110

## Topic108 The Types of Curriculum-II

### The Written Curriculum

This curriculum is intended primarily to ensure that the educational goals of the system are being accomplished; it is a curriculum of control. It indicates:

- A rationale that supports the curriculum
- The general goals to be accomplished
- The specific objectives to be mastered
- The sequence in which those objectives should be studied, and
- The kinds of learning activities that should be used.

The chief functions of written curricula seem to be three:

**Mediating**

- Mediate between the ideals of the recommended curriculum and the realities of the classroom
- Compromise between what the experts think *should* be taught and what teachers believe *can* be taught.
- Mediate between the expectations of administrators and the preferences of teachers. Negotiated consensus.

**Standardizing, and Controlling**

This curriculum is often used as management tools to control what is taught.

*i.* ***The Supported Curriculum***

Reflected in and shaped by the resources allocated to support and deliver it. Four kinds of resources very critical:

1. The time allocated to a given subject at a particular level of schooling,
2. Personnel allocations as reflected in and resulting from class-size decisions, and
3. The quality of textbooks and other learning resources provided for use in the classroom.

*ii.* ***The Taught Curriculum***

It is the delivered curriculum, a curriculum that an observer sees in action as the teacher teaches. Teachers' decisions about the curriculum are products of many interacting variables. Decisions seem to represent the teacher's considered judgment about what compromises will be best for that teacher and a particular class.

*iii.* ***The Tested Curriculum***

It is that set of learning that is assessed in teacher-made classroom tests; and in standardized tests. Measures learning and understanding of subject concepts. Tests aligned with state and national standards; used banks of test items. The four curricula discussed so far— *written, supported, taught*, and *tested* —might be seen as:

- The intentional curriculum or
- A set of learning experiences the school system consciously intends for its students.

*iv.* ***The Learned Curriculum*** denotes all the changes in values, perceptions, and behavior that occur as a result of school experiences. It Includes:

- What the learner understands, learns, and retains from both the intentional curriculum and the hidden curriculum.

*v.* ***The Hidden Curriculum***

The idea that schools do more than simply transmit knowledge. Those aspects of schooling, other than the intentional curriculum, that seem to produce changes in student values, perceptions, and behaviors. Students learn a great deal in school from sources other than the intentional curriculum. *Hidden curriculum* is often used with negative connotations. These learnings can be both desirable and undesirable from the viewpoint of one aspiring to optimal human development.

## Topic109 The Components of Curriculum

The concept of curriculum development subsumes several distinct entities that might best be described as components of the curriculum.

**Curricular Policies**

The set of rules, criteria, and guidelines intended to control curriculum development and implementation.

**Curricular Goals**

Curricular goals are the general, long-term educational outcomes that the school system expects to achieve through its curriculum. There are three critical elements included in this definition are:

1. Goals are stated much more generally than objectives.
2. Goals are long-term, not short-term, outcomes. The school system hopes that after 12 years of formal schooling, its students will have achieved the goals the system has set.
3. Curricular goals are those outcomes the school system hopes to achieve through its curriculum. Distinction between educational goals and curricular goals.

Educational goals are the long-term outcomes that the school system expects to accomplish through the entire educational process over which it has control. Curricular policies and curricular goals are interrelated. The policies establish the rules of the game and the goals set the targets.

*i.* ***Fields of Study***

A field of study is an organized and clearly demarcated set of learning experiences typically offered over a multiyear period. ***Examples:*** English language, mathematics, social studies, science.

*ii.* ***Programs of Study***

Delineation of subjects which are required and which are electives, with corresponding time allocations and credits.

*iii.* ***Courses of Study***

A course of study is a subset of both a program of study and a field of study. Courses offered in a semester with specified credit.

*iv.* ***Units of Study***

A unit of study is a subset of a course of study. It is an organized set of related learning experiences offered as part of a course of study.

*v.* ***Lessons***

A lesson is a set of related learning experiences typically lasting 20 to 90 minutes, focusing on a relatively small number of objectives. Ordinarily, a lesson is a subset of a unit, although, as noted above, the unit level is sometimes omitted by teachers while planning for instruction.

**Topic110 The Basic and Enrichment Curriculum**

Divide the learning between those that are basic and those that are enrichment. Basic learning is essential for all students. Enrichment learnings are the knowledge and skills that are interesting and enriching but are not considered essential; they are simply "nice to know." Divide the basic learnings into those that require structure and those that do not require structure. Structured learning has four characteristics:

i. Sequencing
ii. Planning
iii. Measurable outcomes
iv. Clearly delineated content

Non-structured learning, on the other hand, includes all those skills, knowledge, and attitudes that can be mastered without such careful sequencing, planning, testing, and delineation. Non-structured learning yields the three types of curricula. Mastery, organic, and enrichment. Mastery learnings are those that are both basic and structured. An example of a mastery objective for language arts is the following:

- ***Use a capital letter for the first word in a sentence.***

Organic learnings are those that are basic but do not require structuring.
They are developed day by day, rather naturally, as the result of numerous interactions and exchanges. They are just as important as the mastery outcomes, but they do not require sequencing, pacing, and articulation. Example of organic learning for language arts:

- ***Listen courteously while others speak.***

Enrichment learnings simply extend the curriculum; they are not considered basic. The teacher might emphasize that learning on every occasion, not devote a specific lesson to it. Enrichment learnings simply extend the curriculum; they are not considered basic.

**Lesson34**

# THE HIDDEN CURRICULUM-I
# TOPIC 111-114

## Topic111 Introduction

The term hidden curriculum was coined by Philip Jackson in his 1968 classic***, Life in Classrooms***. Since then, the concept has been embraced by educators, sociologists, and psychologists who wish to draw attention to what happens within the informal system of schools. It is through the hidden curriculum that students subtly absorb the norms, values, and beliefs that govern both the educational system and the wider society. Almost everything within the school has meaning and has an impact on the people who inhabit that school.

School experiences exert a powerful and yet often invisible influence on students. This powerful yet often invisible influence emerges from the informal system that exists within schools. The internal system of the school is composed of two parts

i. The formal part, consisting of roles and structure; and
ii. The informal part, consisting of those unplanned, unofficial, and often unintentional aspects that exist alongside or independent of the formal, official functions of the school.

Hidden curriculum: All the things that are learnt during schooling in addition to the official curriculum. Many ways in which the power of school is "hidden in plain sight." ***For example***, how the hidden curriculum of the school, its organizational habitus, and even its architecture impact on students' identities, experiences, and educational outcomes. School is a place where students learn to raise their hands and wait their turn, stand in line, listen attentively, and stifle boredom. The functionalist perspective views the hidden curriculum as a necessary and positive feature of the educational system. It is through the hidden curriculum that students learn collective values (e.g., patriotism and competition) and how to cooperate with others.

From the conflict perspective, the hidden curriculum looks very different. The routines and regulations that govern the school day not as the means by which we are integrated into a cohesive whole, but as tools that essentially perpetuate the power and privilege of capitalists and others in positions of authority. These routines dull our creativity and foster obedience in ways that benefit capitalism and the powerful.

## Topic112 Space Talks: The Hidden Curriculum of Educational Building

There are layers of meaning of school building. Analyze the setting in which dramas of education take place. Look at the messages from space the placement of objects in space is not arbitrary and rooms represent in physical form the spirit and souls of places and institutions. A teacher's room tells something about who he is and a great deal about what he is doing. Kohl (1970). Looks like a 'closed' teaching:

- Classroom based on compulsion rather than participation, imposing decision rather than enabling choice making.

Why does a classroom have to have a front, a back and two sides? The notion that:

- There is a 'front of the class' and the authoritarian mode of delivering knowledge received from above, to students who are below – both go together.

The school lay out can provide layers of meaning which may be hidden for a common person. Analyzing the setting in which dramas of education take place is crucial.

**Spatial Settings**

- Suggest possibilities and opportunities for schooling.

- They place constraints on what can be done.
- They imply psychological, philosophical sociological, and pedagogical ideas about schooling that can often be taken for granted, but are open to question.

Open plans schools provide interesting contrasts in a number of features of space and design because:

- The classrooms lose their 'front' and 'back'.
- Thereby allowing teachers to move everywhere.

Desks and tables are so arranged that pupils have:

- Eye contact with each other,
- The opportunity to share more experiences and communicate with each other more frequently.
- The learning environment is likely to be further relaxed.

A common arrangement of furniture in school classroom is:

- Desks are arranged in rows facing the 'front' of the room, defined by the teacher's desk and other features.
- The teachers can usually see all or most of the pupils.
- Teachers think that classroom is ordered and tidy.
- Pupils can see their neighbors and the teacher.

The learning message is 'sit and listen': a lecture or instructional approach is implied. Little chance of discussion due to arrangement constraints. Class discussions seem to be most productive when students are arranged in a semi-circle around the teacher. This permits greater *eye contact*, which stimulates greater trust and minimizes students' feelings of invisibility and lack of accountability.

## Topic113 Hidden Aspects of Official Curriculum

'The wish to preserve the past rather than the hope to creating the future dominates the minds of those who control the teaching of the young.' Bertrand Russell. Hidden curriculum is often considered as a contrast with official curriculum. There are hidden aspects of contents of schooling, and of school knowledge. The world of the reading schemes in use in school contains messages. The messages reflect the views of the writers about their world.

Look at the messages about gender roles. Men are associated with careers whereas in contrast females are depicted as passive in domestic roles. Children are socialized accordingly. Boys are involved in adventures, while girls help mothers with housework. This is a sexist approach portrayed in the textbook's lessons, stories, essays, dramas. The characters portrayed in different male/female role can be models.

Male and female images in school textbooks in Pakistan are typical of gender role distribution. Up to grade 12 the textbooks are published by the local Textbook Board. The Board gets the books written by selected writers under the given rules and regulations. The essays, stories, the dramas, the poems have characters playing different gender roles. The portrayed characters, playing different roles can be taken by the young students as role models.

One important aspect of these books is that the young female characters are invisible in the textbooks. Textbook stories, dramas, essays are one of the important sources of role models the youngsters choose from. If young female characters are missing from the textbooks, then the young high school girls are being denied of variety of possible career openings.

**Topic114 Is Knowledge in Schools is Neutral? History**

Common-sense view that knowledge in school is neutral is mistaken. It is not a new idea. Russell in 1916 wrote:

- In history and religion, and other controversial subjects that the actual instruction is positively harmful.

Policy to instil certain views:

- History in every country, is so taught as to magnify that country.

Children learn to believe:

- Their own country has always been in the right and almost always victorious
- That it has produced all the great men and
- That it is in all respects superior to all other countries.

School history teaching promotes nationalism and ethnocentric attitudes. For B. Russell (1916):

- Every state promotes national pride, which cannot be done by unbiased history.
- The defenceless children are taught by distortions and suppressions and suggestions.

History of India being taught in UK is an example of biases. History of India is basically the story of East India Co. presented as a respectable body of merchants engaged in legitimate trade. British rule is unreservedly maintain-ed to have been beneficial to the development of India. ***Claim:*** Britain had done much to help the millions of peasants who were ignorant and poor. Streamers traded with their ports, the first railroad was laid between Calcutta and Bombay, the telegraph enabled important messages to travel swiftly. Many cruel customs had been abolished and plan made to feed sufferers in time of famine and to educate native children.

The motives for expansion into India were economic. The Indian subcontinent was virtually stripped of its wealth during 200 years of British imperialism. Thriving industry of India was ruined for the benefit of Lancashire. By the end of 19$^{th}$ century, returns from India provided more than two fifths of Britain's balance of payments surplus.

**Lesson35**

# THE HIDDEN CURRICULUM-II

## Topic115 Religious Education

Religious education has a unique place in the curriculum of schools. It is usually made compulsory by law. As per law daily worship is made compulsory. The hidden curriculum of RE teaching usually is as if there is no alternative to the state religion – be it Islam or Christianity. Who created God may be the often-asked question by little children? Answer is usually given in line with the state religion. The hidden message is that everyone agrees that this the answer. Alternative answers, by implication, simply do not exist. Not touched. Different versions of religious education like:

- Rreligious instruction with the intention to convert children to a particular religion.
- Religious education, where the intention is to convert children in the religious thinking and sympathies, without specifying which religion.
- Life stances education, where the intention is to teach dispassionately about belief systems, whether supernatural or secular.

The outcome of much religious education in schools has been seen as the advocacy of belief rather than thought. In this context, the prevention of inquiry is unavoidable so long as the purpose of education is to produce belief rather than the thought. Contrary to real education to see the children being doubtful. In reality they should be encouraged to have independence of mind. Wish for truth not for conviction for a particular creed is the truth. (Russell) It helps the pupil in his search for meaning. We should not predetermine the limits. It has conviction only after all the search for alternative answers to the question posed by the child.

## Topic116 Teacher Expectations

Hidden curriculum is broadly defined as everything else that is learnt in addition to official curriculums. One important aspect is:

- Teacher expectations pupils either read or absorb from their teachers' behaviour.
- Resultantly – Pupils tend to perform as well or badly as their teachers expect.

Teacher's prediction of a pupil's or a group of pupil's behaviours is held to be communicated to them, in unintended ways. It influences the actual behaviour of pupils that follows. The build-up of expectations and consequent actions and reactions make for complicated story. Prediction based on a teacher's interpretive schemes or ideologies of education before meeting pupils for the first time. Retrospective assessment and reflection, leading to reinforcement or modification of interpretive schemes.

The central proposition of teacher expectations is that pupils tend to perform as well or badly as their teachers expect. Problems arise when teachers have false or inaccurate impressions. Researches support the proposition that teacher expectations can have a self-fulfilling prophecy effect. R. K. Merton argued that the self-fulfilling prophecy begins with a false statement of a situation, and this, in turn, leads people to act in such a way that creates the situation.

The black children brought up in a US society that held them to be inferior learned to be inferior and act inferior. The teacher expectations of black children fulfilling their prophecy:

- They did not expect the black children to succeed so they saved their resources and time for those who would benefit.

- Subsequent test scores reinforced it.

It helps the pupil in his search for meaning. We should not predetermine the limits. It has conviction only after all the search for alternative answers to the question posed by the child.

## Topic117 The Hidden Curriculum of Language

Language used in schools and classrooms for education is crucial. We cannot consider language in the classroom only in terms of communication but must consider how children themselves use language in learning. Teachers and students bring with them into school:

- A stock of meanings of words
- Understanding of linguistic rule systems
- Knowledge of language etiquette which they share.

All this is drawn from a linguistic heritage common to the culture in which they are located. Before even the child reaches school, he or she gets exposed to predetermined language patterns. In learning language, the individual is exposed to the often-hidden messages of what constitutes ***'proper'*** language. Teachers show concern with the form of their pupils' communication than their content. Bernstein came up with a linguistic theory showing a complex relationship between language and education.
Idea was to devise conceptual framework upon which the relatively poor educational attainment of working-class pupils as against that of their middle-class peers. The focus was upon 'how the class system acts upon the deep structure of communication in the process of socialization.'
***Postulate*** Social relations of particular social groups generate a ***system*** of communication specific to that group and their conditions of life. These systems are distinguishable and can be placed on a continuum.
The continuum moves from 'restricted code,' (RC) on one end, to the 'elaborated code' (EC) at the other end. Religious education carries implicit meanings that are useful only at a local level. It has ***particular*** characteristics. Elaborated code carries explicit meaning. Does not depend upon shared and taken-for- granted assumptions. It has ***universalistic*** characteristics. Family favours one meaning system or another depends upon its class position.
Bernstein believes that schools, almost by definition, 'are predicated upon an elaborated code and its system of social relationships.' Children who, through primary socialization, have not been oriented to such a code, and have not learned when meaning needs to be made explicit, will experience feelings of cultural discontinuity between life at school and life at home. Middle class children expected to perform more successfully in the present school system. ***Reason:*** school code is organized as typical for middle class family.

## Topic118 The Hidden Curriculum of Assessment

Assessment is an activity commonly regarded as a very important aspect of schooling. A good school is often defined as one where pupils achieve higher than average grade of some Standard Assessment. Assessment may mean collecting information, on which to base judgements about learning experiences, in schools. Assessment involves four related questions:

- Who assesses?
- What is assessed?

- How is assessment undertaken?
- Why is assessment taking place?

**Who assesses?**

The participants in the assessment activity in schools appear to be teachers, pupils, and inspectors. Nine combinations of participants are possible. What is assessed? The selection differs according to point of view. For examiners and inspectors, the written end-product of an examination is selected. Though final judgements of teachers emphasize written end-products, yet they may select scholastic behaviour, institutional adjustment and personal character.

The assessment of teachers, examiners and examiners tend to stress end-products rather than on processes.

- One outcome is "right aneurism'.
- Pupils absorb the idea that learning means finding the right answer.
- The way to find that answer is of little importance.

One research found that pupils tend to fall in one of the three groups: The cue-conscious, the cue- seekers, and the cue-deaf. The cue-conscious recognized the need to work out certain things to do well under assessment. Those things included:

- Identifying which pieces of work really counted and which were exercises
- Which methods of presentation would get highest marks?
- What hints were available about examination topics and
- Which would please the staff marking particular work.

It is all part of ***hidden curriculum***. The cue-seekers appear more alert:

- Quizzed members of the staff
- Sought out information about the external examiners
- Checked the research interests of the staff, and
- Deliberately tried to create a good impression.

The cue-deaf remain large oblivious that this is an important feature of assessment. They fail to become aware of this aspect of the hidden curriculum  Over time pupils might prefer to search for 'cues' rather than preferring for 'learning to think independently and critically'

**Lesson36**

# THE STATUS OF EDUCATION IN PAKISTAN
## TOPIC 119-121

### Topic119 Education as a Right

Investment in education is investing in the future of the country and to achieving all other human rights. The Constitution of the Islamic Republic of Pakistan guarantees provision of education to its citizens.

**Article 25-A1**

The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

**Article 37-B**

The State shall remove illiteracy and provide free and compulsory secondary education within minimum possible period. Under the 18th Constitutional Amendment, Education has been devolved to the provinces which are responsible for the award of education up to intermediate level.

***Pakistan's International Commitments***

Pakistan is a signatory of important international initiatives regarding education:

- The Universal Declaration of Human Rights (1948)
- Education for All (EFA) (1990)
- Millennium Development Goals (MDGs) (2000)
- Sustainable Development Goals (SDGs) (2015)

SDGs were developed to replace the MDGs. Education has been directly/indirectly addressed in the commitments. SDGs are a collection of 17 global goals set by the United Nations. The broad goals are interrelated though each has its own targets to achieve. The SDGs aim at "Transforming our World: the 2030 Agenda for Sustainable Development". SDGs were developed to replace the MDGs that ended in 2015.

The SDG framework does not distinguish between "developed" and "developing" nations. Instead, the goals apply to all countries. **Goal-4** relates to Quality Education and to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The signatory countries are encouraged to develop local framework to achieve international commitment according to the requirements and resources.

### Topic120 Structure of Education Sector up to Higher Secondary

At the foundation are the Pre-Primary schools. Usually covers the age of 3-4 years. Call it Prep Class, Kindergarten, Play Group, Nursery. In Pakistan the in-take is usually from beyond the lower class. This is the characteristic mostly seen in the private sector. One may come across its proto-type as '***Kachi*** class' in Government schools.

Primary schools usually cover age period of 5-9 years. It corresponds with grades 1-5. Middle schools cover age period of 10-12 years and the students cover grades 6-8. If Primary and Middle level classes are in the same institution then it is named as Elementary School. Next higher-level education institution is High School. Here the students are mostly aged 13-14 years and are in grade 9-10. These students are usually referred to as doing their Matriculation.

They appear in the final Examination arranged by the relevant Board of Intermediate and Secondary Education. Higher Secondary Schools have students aged 15-16 years. This period covers grades 11-12. Earlier these students used to be referred to as in Intermediate class. At this level students mostly select their professional specialization.

**Topic121 Education Statistic- An Overview**

Use 2016-17 data published in 2018. The education system of Pakistan is comprised of:

- Institutions = 317,323
  - ✧ Public = 196,998
  - ✧ Private= 120,273
- Students = 50,292,570
  - Public = 28.68 Million
  - ✧ Private = 21.60 Million

About 38% of private educational institutions serving 43% of students. Increased public interest and trust in the private sector, resulting in a gradual growth in the private sector.

**Teachers Walking in:**

- ❖ Private sector = 51 %
- ❖ Public sector = 49 %

Percentages show that the public sector has a deficiency of teachers as compared to private. Of the total student's gender ratio was:

- ➢ Male = 56%
- ➢ Female = 44%

**Primary School Level**

No of primary schools = 150129

- ➢ Public sector = 88 %
- ➢ Private sector =12 %

No of primary stage students
=19.351 million

- ➢ Public sector = 61%
- ➢ Private sector = 39%
- ➢ Male students = 55%
- ➢ Female students = 45%

No. of Primary teachers = 453,614

- ➢ Public sector = 75%
- ➢ Private sector = 25%

**Middle School Level**

No. of middle schools = 49, 090

- ➢ Public sector = 34%
- ➢ Private sector = 66%

Enrolment Total = 6.526 Million

- ➢ Public Sector = 62%
- ➢ Private sector = 38%

- Male students = 3.664 million
- Female students = 2.862 million

**High School Level**

Total high schools = 31,551

- Public sector schools = 42%
- Private sector schools =58%

Total enrolment = 3.325 million

- Public sector = 68%
- Private sector = 32%
- Male enrolment =58%
- Female enrolment = 42%

**Higher Secondary / Inter Colleges**

Total No. = 5130

- Public sector = 39%
- Private sector = 61%

Total enrolment = 1.583 million

- Public sector = 88%
- Private sector = 12%
- Male enrolment = 61%
- Female enrolment = 39%

**Degree Colleges**

Total No. of colleges = 1431

- Public Sector=89%
- Private Sector = 11%

Enrolment in grade 13/14 = 0.956 Million

- Public Sector = 86%
- Private Sector = 14%
- Of the total male enrolment = 56%
- Of the total female enrolment = 44%

Important reason for low percentage of students in private sector is the expensiveness of private education. Also, few diversified graduate subjects. The quality of education is expected to be better.

**Universities**

Total No. Universities = 185

- Public sector =59%
- Private sector= 41%

Total enrolment = 1.463 Million

- Public sector enrolment = 81%
- Private sector enrolment = 19%
- Total male enrolment = 54%
- Total female enrolment = 46%

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**Lesson37**

# EDUCATION POLICY AND REFORMS
## TOPIC 122-125

### Topic122 History of Education Policy Making

The importance of an educated and skilled manpower was recognized just after independence in 1947. A National Education Conference was convened in Nov. 1947. The conference recommended the universalization of primary education. Since then, universal primary education has remained an important objective of all governments. Considerable resources have been expended in creating new infrastructure and facilities. The desired progress has not been achieved, either quantitatively or qualitatively.

In 1951, a six-year National Plan of Educational Development for the period 1951-57 was adopted. The Plan identified problems and constraints facing the task. The principal constraint identified was that of lack of trained teachers. Almost one half of the teachers in primary schools were untrained. Expansion of primary schools needed over 86,000 additional teachers. Identified other needs for schools. 2/3rds of children aged 6-11 yrs. were out of school. V-AID would cover Adult literacy. It Failed to achieve the objectives. The literacy ratio went down from 16.4 percent in 1951 to 16.3 percent after a decade. (0.1%-point decline). To look at each policy and plan for its objectives and achievements may be interesting but require lot more time. Here we look at some general important features. See the diversity in each education policy like:

- Emphasis on science and technology
- Nationalization of private institutions;
- Focus on Islamic and spiritual education with Urdu as a medium of instruction
- Look for demand-oriented curriculum;
- Importance of equal opportunities in education
- Zeroing-in on same curricula at different levels in different institutions.

The striking common feature of all the policies, plans, programs, and schemes has been the philosophical pronouncements about the importance of education. Yet:

- A common feature is the repeated admission of failure.
- Each policy commenced with a lament about the failure of past efforts, including the immediately preceding ones, to achieve the targets.

Efforts to increase enrolment and literacy were not rare. All policies were partially implemented due to financial and political constraints. The implementation left so much to be desired that not one policy achieved its declared goals and the targets of time set for realizing these goals.

### Topic123 National Education Policy 2017- Goals and Objectives

After 18th amendment implementation of National Education Policy 2009 was virtually stopped. None of the provinces or federating units could formulate its own comprehensive policy plans. It resulted in a vacuum and big gap that was filled by Education Policy 2017. Inter-Provincial Education Ministers Conference, a forum created, decided to revise NEP 2009.

**Goals**

The policy listed twenty goals that were grouped under the following eight subheadings:

- Character building
- Meeting Learning Needs (Knowledge, Skills, & Values)
- Pakistani Nationhood and National Integration
- Right to Education: Expanding Access
- Quality of Education & Institution Building
- Enhancing Education Budget
- Science and Technology
- Harmonization of Curriculum and Standards

**Objectives**

There were 60 objectives listed under the following 28 subheadings:

1. Promotion of Early Childhood Education
2. Achieving Universal Primary Education
3. Provision of Free Elementary and Secondary Education
4. Non-Formal Education (NFE), Online and Distance Learning (ODL)
5. Towards A Literate Pakistan
6. Knowledge Economy through Higher Education
7. Advancement of Science, Technical and Vocational Education
8. Improving Quality and Efficiency of Education System
9. Facilitating Private Sector Education
10. Promoting Use of Information and Communication Technologies (ICTs)
11. Achieving Gender Equality in Education
12. Reforms for Quality
13. Selection, Recruitment, and Capacity building of Teachers
14. Curriculum and Standards
15. Libraries & Instructional Technologies
16. Languages and Medium of Instruction
17. Religious Education & Reforms in Deeni Madaris
18. Mass Mobilization & Community Involvement
19. Physical Education, Sports and Games
20. Health and Hygiene
21. Public Private Partnership
22. Enhancing Coordination for Achieving SDGs
23. Reforms in Assessment and Examination System
24. Expanding Access to Special and Inclusive Education
25. Boy Scouts, Girl Guides, Guiding and Counseling
26. Increasing Education Budget
27. Research and Database for Effective Educational Planning
28. Mechanisms for Implementation and Monitoring of Education Policy

## Topic124 National Education Policy 2018-Education Priorities and Way Forward I

Pakistan faces significant education challenges:

- Addressing out of school children (OOSC) and ensuring that enrolled children complete their education.
- Addressing uniform education for all children

- Providing quality education to all children across the system
- Addressing skill levels and Higher Education
- Outlined strategic priority areas

**Priority1. Decrease OOSC and Increase School Completion Priority**

- Almost 22.5 Million OOSC.
- More girls than boys out of school.
- Increase in primary net enrolment rates across the country.
- Limited access to schools particularly at the secondary level.
- Government primary schools in some areas are underutilized.
- Some other areas lack a qualified teaching force.
- Access to middle and high schools is very low resulting in a disengagement of communities from schooling.
- Many other reasons for poor schooling situation.

**Way Forward**

Infrastructure

i. Maximize existing school infrastructure by consolidating primary, middle and high schools.
ii. Introduce afternoon shifts where feasible to address school shortage.
iii. Improve missing facilities in existing schools to attract and retain children.
iv. Increase access to secondary schools particularly for girls.
v. Redeploying unused public buildings as education facilities.

**Removing Financial Barriers**

i. Improve targeting of the Waseela-e-Taleem (conditional cash transfers for education under BISP) to increase primary enrolments and completion
ii. All provinces are already providing girls stipends for transition to secondary and will consider better targeting of stipends for improved results
iii. Catalytic funds to support provincial implementation, especially in disadvantaged areas.

**Innovative Solutions**

i. Taleemi Razakar/ Teach for Pakistan internship programs
ii. Integration of basic skills programs with non-formal programs

**Non-Formal Programs**

i. Restructure and improve existing programs
ii. Community mobilization for bringing OOSC in schools
iii. Use of Technology
iv. Tracking Results

## Topic125 National Education Policy Framework 2018 – Education Priorities and Way Forward-II

**Priority 2: Uniform Education System**

- System divided broadly into a) public b) private and c) madrassa school system, with several internal variations.
- Issue of the delivery of equitable quality education.

**Priority 2: Uniform Education System**

***Way forward:***

i. Curriculum reforms: Review and revision of curriculum frameworks and selection of a common curriculum framework across the country.

Common national teaching and learning standards:

ii. Core subjects to be agreed across school systems with a common curriculum framework
iii. Agreement on a multi-lingual policy, with English to be taught as a second language.
iv. Establish and strengthen regulatory bodies to ensure cohesion and coordination across school systems
v. Strengthening of Inter Board Committee of Chairmen (IBCC) and adoption of common assessment and examination standards
vi. Build capacity of the National Education Assessment System
vii. Active campaigns and reforms to raise awareness about the quality of education in public sector schools.
viii. Education information dissemination for community action and accountability of systems.

**Priority 3: Quality**

- Quality of learning across the country is very low.
- Especially true for public sector and low-cost private schools.
- Directly linked to low instructional quality by teachers.
- Also lack of qualified subject specialist teachers.
- Teacher training, both pre- and in-service remains weak compounded by the absence
- The placement of teachers also shows wide variations.
- Political interference in teacher placement and transfers is the main contributor to the imbalance.

***Way forward:***

i. Improving teacher management
ii. Lead National action and development of political will for teacher certification and licensing reforms by the provinces
iii. Increasing equity in teacher placement:
iv. Improve learning in Early Grades:
v. Strengthening student assessments:
vi. Improving the school environment:

**Priority 4: Skills - Enhance access to and relevance of skills training**

**i.** The indicators of both skills training and higher education in Pakistan are low.

ii. The technical and vocational education sector lacks the capacity to deliver market oriented technical training.

iii. Listed factors that contribute to the poor relevance and quality of **skills education**:

iv. Lack of clarity on the roles and functions of key skills and higher education institutions since the passing of the 18th Amendment.

v. Shortage of qualified faculty, combined with a lack of incentives and adequate accountability mechanisms;

vi. Outdated curricula and inadequate and often insufficient teaching learning materials and resources.

vii. Lack of competency-based training and assessments.

viii. Nascent and un-coordinated efforts to develop national qualifications, without pathways between general education and skills training programs.

ix. Weak linkages with employers in terms of design, delivery, research, and employment placement, and consequently unresponsive to labor market needs.

x. Weak linkages between the public sector and industry, marked by distrust and/or lack of trust in relationship with the private sector as whole.

***Way Forward***

i. Common certification framework, regulation and licensing at the national level.

ii. Leverage multi-source funding, tapping into resources like the -Industry, Public- Private Partnerships and Donors.

iii. Capacity Enhancement - Increase the number of skilled workers in priority sectors, identified for their potential contribution to economic growth;

iv. Communication campaign to raise a 'Skills Brand" for e.g. "*Hunarmand Pakistan – Kamayab Pakistan"*

v. Improve the quality and relevance of courses offered, and supporting improvements in certification and testing mechanisms; and

vi. Vi. Strengthen the institutional framework of the sector, including improving the efficiency and effectiveness of public sector skills training provision

vii. Industry led Skills Councils in key economic sectors

viii. Industry engagement enhanced in TVET authorities

ix. National Skills Information System for better planning, student placement and setting priority skills areas

**Lesson38**

# QUALITY OF EDUCATION-I
# TOPIC 126-127(No Videos)

## Topic 126 Rise of Private Education

Different types of private education institutions can be seen:

- Non-profit Community Based schools and trust schools
- Profit-making school managed by an individual or a corporation.
- Madrassas -- in operation for centuries.

The growth of private schooling in Pakistan is a response to an increasing demand for education:

- A rapidly expanding school-age population
- A reflection of the public sector's lack of capacity to attract and provide education for all potential students.

Between 1999-2000 and 2007-08 the number of private schools increased by 69 % as compared with a mere 8% increase in the number of government schools. Rate of increase in the number of private schools was much higher than the rate in public sector schools. Most of this growth has been in low fee private schools (LFPS), which now account for 30% of total enrollment. Private schools cater to all socio-economic segments and all areas of Pakistan. LFPS are privately owned and operated and charge low fees. The private education sector – especially at the primary level – has been one of the fastest growing sub-sectors of the education industry in Pakistan. Currently more than 70,000 LFPS are operating in the country. Providing schooling to a significant percentage of the population.

A phenomenal mushrooming of private schools first in the urban areas and more recently in the rural areas. Government supports the private schooling. One way to support is through the provincial Education Foundations. Yet, increasing State spending in support of private education institutions, to the detriment of public schooling. On the whole it looks that private education initiatives are a response to local parental demand. This is not due primarily to a shortage of government schools, rather a concern to buy a "better" education than what the State schools' government presently provide. What is considered "better" by parents about the private education provided is:

1. The increased contact hours
2. The regular attendance of the teachers
3. Classes are found to have smaller teacher-student ratios, making it possible for the teacher to provide individual attention
4. The improved pass rate of the private school in the qualifying certificate examinations. Private school.

There is a common assumption that the quality of private schooling is higher than that provided by government schools. While this may be true for a select number of private institutions, it is by no means the case for a majority.

## Topic127 Quality of Teaching and Learning

Quality of teaching and learning is supposedly the main factor in the rapid growth of private educational institutions in Pakistan. Popular perception is that:

- Quality is much better in private schools than the government schools.

- This perception is debatable.

Generally, quality is hardly questioned as far as high-cost private school chains (serving the elite class). The issue of quality is raised more frequently for low-cost private schools (serving the low-income class). Even if quality is low in such private schools, it need not be a cause for concern given the low costs in the sector. For the high cost private schools, parents have positive opinion yet may not have enough data to measure it. Parents can infer quality variation between schools through the range of fees which varies in predictable ways to measured school inputs. Evidence presented about:
Academic qualifications of private school teachers that are comparable with those of government school teachers (private school teachers mostly don't have professional training), and low student-teacher ratios (between 15 to 25 students to a teacher). Me be 'school inputs' is a crude indicator of quality of teaching and learning. Other crucial factors are:

- Personal references
- Marketing and publicity campaigns
- Scores of school students in annual examinations.

Even good measured inputs become misleading. Examples abound of complaints about quality for schools with good building and low student-teacher ratios. Assessments of learning and student achievements shape an idea of overall level of quality in private schools but they present different pictures. Assessments of third graders of public and private schools in Punjab by a 2007 World Bank study (LEAPS) showed that pupils in private schools out-performed public schools. Data from other studies (Punjab Examination Commission in Punjab and National Educational Assessment System nationally) of grades 5 to 8 pupils showed only marginal differences between the performance of pupils from public and private schools. One could come across various discrepancies in these studies. Hence nothing conclusive. Private schools may look good only because the public schools' performance is abysmally low.

**Lesson39**

# QUALITY OF EDUCATION-II
## TOPIC 128-130

### Topic128 Concept of Public-Private Partnership

Broadly public-private partnership may refer to an arrangement "… between public and private actors for the delivery of goods, services and/or facilities." For the provision of education, the focus is on the public funding of private schools, directly provision of grants or per student subsidies to schools or indirectly provision of vouchers for students/parents for the payment of school fees. Pakistan has adopted PPPs as a primary strategy to address issues of access, quality, and equity in education.

The influence of international institutions (World Bank, Asian Development Bank, USAID) in promoting the idea of PPPs is evident in both government and donor documents. Lately PPPs in education were covered under the National Education Policy 2009. While these initiatives appear to have supported the provision of education at lower cost, they also give rise to concerns about equity.

Across the country, there are great discrepancies in who is able to access private schooling. Structural disparities linked to wealth, gender, ethnicity, language, disabilities, and other markers of disadvantage are jeopardizing the education of millions of children in Pakistan. PPP schools may display superior learning outcomes compared with government schools, but private tuition is a key factor in the differences in performance.

An over-emphasis on private provision of education via PPPs is unlikely to improve the problem of access to very low-quality schooling among poor people. The World Bank has been a key advocate for PPPs in education, through its policy advice, financing of country programs, and publications. The World Bank funded programs included direct support for the private provision of education. Bank-led research (LEAPS study) has found positive outcomes in low-fee private schools in Punjab.

The World Bank has generally viewed the growth of private sector involvement in education as a positive development in the context of the country in general and Punjab in particular. The Bank has played an instrumental role in promoting the private sector in education since the early 1990s. Relatively more intensive support for a PPP approach is seen during the last decade in the projects in Punjab and Sindh provinces, starting with the first Punjab Education Sector Program (PESP) and Sindh Education Sector Program (SESP), Both projects were approved in 2009.

In Punjab, the World Bank has engaged with the private sector by providing funding via the provincial government to the semi-autonomous Punjab Education Foundation (PEF), which administers the PPP programs. Support to LFPS via PEF is described in World Bank project documents as a key strategic intervention to expand access and improve the quality of education, especially in underserved areas. Through PESP III the Bank is also supporting a PEF program to outsource existing public schools to private operators including entrepreneurs and NGOs. Punjab Education Foundation's (PEF) programs employ different PPP models as:

- A voucher program for students to be spent in low fee private schools (LFPS)
- A program that provides per-student stipends to existing low fee private schools
- Another that funds the establishment of new schools in rural or underserved areas; and
- A management of public-school takeover program which transfers the management of public schools to private entrepreneurs and civil society organizations.

Minimum pass percentage on a standardized test required in order to continue receiving funding.

**Topic129 The Myth of Public-Private Partnership**

Taking the private sector on board for attaining the goal of "Education for All" is in operation. National/Provincial/Regional Education Foundations have been actively involved in variety of ways. Governments and businesses are working either together or individually to benefit the society at all levels. Taking the private sector on board for the achievement of the goal of education for all is in operation. National/Provincial/Regional Education Foundations have been actively involved in variety of ways.

Governments and businesses are working either together or individually to benefit the society at all levels. PPPs that subsidize low-fee private schools are being pursued by the governments of Punjab and Sindh provinces with donor support, as a means of expanding educational access and improving the quality of schooling. Provinces of Sindh and Punjab appear to have made lot of progress in this direction. Evidence is still limited on the impacts of this policy approach. However, the academic literature that looks at equity and inclusion raise profound concerns. A study of PPP in Punjab by Afridi (2018) showed that 97 percent of school owners, as well as teachers and CSO officials interviewed, complained that:

- They did not feel that they were partners with Punjab Education Foundation (PEF).
- Their relationship was more one of answering to an authority.

PEF was not based on a cooperative model but was essentially a regulatory model, PEF was trying to control private school owners through reward and (more often) punishment. PEF was buying a service from the private sector, while also setting the rules and conditions for the payment. There was a lack of trust between the two sides, which contrasts sharply with the model of partnership. Both school owners and other stakeholders reported that:

- Political affiliations were important when PEF selected its school locations and partners.
- Political affiliations to the province's ruling party led to corrupt practices. Instances of corruption and bribery practices among PEF monitors were reported, e. g.
- Accepting payments in exchange for a good school report or higher enrollment numbers.

Possibilities of corruption based on an analysis of the activities and processes involved in PEF's Education Voucher Scheme were reported in another study (Car-Hill and Murtaza, 2013 quoted by Afridi) Reportedly there was a high risk of:

- Very poor and vulnerable children being excluded because of the way in which areas are selected,
- Fake enrollments in PEF schools
- Poor attendance rates due to a lack of parental motivation
- The charging of fees for absent students
- Poor educational outcomes because of poor-quality teaching

Government education systems are often accused of being inefficient because of corruption. If PEF is associated with similar practices by its partners in the private sector, then one wonders how different and efficient it is compared with public education system.

**Topic130 Education Problems**

Pakistan faces varied education problems in providing uniform and quality education for all children. In its National Education Policy Framework (2018) Government of Pakistan has taken salient problems as challenges. Pakistan's education system focuses strongly on primary education.

- Almost 22.5 million OOSC, with more girls than boys, are out of school.
- A substantial proportion of the enrollees drop out. (Call it another problem)
- Net enrolment rates (NER) across the country have remained static.
- Primary NER (age 5-9) for the country is 57%.

Appears that the primary system needs to expand if universal primary enrolment is to be achieved. The OOSC challenge when disaggregated by levels of education shows an alarmingly high number of OOSC at the middle (Grade 6-8) and higher level (Grade 9-10). Even the number of middle and high schools available across the country are much less as compared to primary schools. Balancing growth at the primary level with growth at the higher levels of education should be a priority. Has economic and social implications for Pakistan's future.

**Lack of uniform education for all**

Disparity in access across the country:

- Huge differences in the standard and quality of education.
- Pakistan’s schooling system consists of three main school types- public sector schools, private sector schools and madrassah schools.
- Differences in curriculum, quality of textbooks, exam systems, medium of instruction.

**Lack of quality education for all**

Includes many aspects like school infrastructure, curriculum, textbooks, assessment, financial efficiency of education budget.

**Quality of teachers is low**

This situation is grimmer in remote areas; where either teacher is not there or of poor quality. Lack professionalism. Tertiary education and skills training face serious challenges. Pakistan faces significant skills shortages and mismatches. Growing demand for market-relevant, job-specific skills produced by the higher education and skills sectors. There is a weak linkage between education and industry. Poor quality and relevance of teaching and research conditions. The challenges to Pakistan’s education system are multiplying. The current education system in Pakistan is for the most part unable to educate the existing and the coming large numbers of students. This progeny has to constructively contribute to overcoming the country’s vast development challenges.

**Lesson40**

# QUALITY OF EDUCATION-III
# TOPIC 131-133

## Topic131 Background

For business concerns quality equals customer satisfaction. There are quality awards. Educational institutions are being required to develop their own approaches to quality. Need to demonstrate publicly that they too can deliver a consistent quality service. Total Quality Management is both a philosophy and a methodology. TQM can assist institutions to manage change and to set their own agendas for dealing with the plethora of new external pressures.

The four quality imperatives:

**1. The moral imperative**

The customers and clients of the education service (students, parents and the community) deserve the best possible quality of education. Moral high ground in education. Little dissent Duty to provide the very best possible educational opportunities. Total quality.

**2. The professional imperative**

A commitment to the needs of students. There is an obligation to meet their needs by employing the most appropriate pedagogic practices. It is a professional duty to improve the quality of education. It ensures that both classroom practice and the management of the institution are operating to the highest possible standards.

**3. The competitive imperative**

Competition is a reality in the world of education. Educationists can meet the challenge of competition by working to improve the quality of their service and of their curriculum delivery mechanisms. The competition requires strategies that clearly differentiate institutions from their competitors. The quality may sometimes be the only differentiating factor for an institution.

**4. The accountability imperative**

Schools and colleges must meet the demands for education to be more accountable and publicly demonstrate the high standards. TQM supports the accountability imperative by promoting objective and measurable outcomes of the educational process and provides mechanisms for quality improvement. Institutions have to demonstrate that

## Topic132 Quality Education

Quality is difficult to define and is an elusive concept. The word implies different things to different people. It can be used both as an absolute and as a relative concept. As an absolute, things that exhibit quality are of the highest possible standard that cannot be surpassed. The quality products are things of perfection made with no expense spared. They are valuable and convey prestige to their owners. It conveys status and positional advantage. The ownership of things of quality sets their owners apart from those who cannot afford them. Quality is a concept with class. Synonymous with high quality or top quality.

'Most of us admire it, many of us want it, few of us can have it'. In educational context, the concept of quality is essentially elitist. Only a few institutions are able to offer such a high-quality educational experience to their learners. Most learners cannot afford it, and most institutions cannot aspire to provide it. The relative definition views quality not as an attribute of a product or service, but as something which is ascribed to it

'The quality of your essay varies between good and excellent'.

Quality in this sense is about being measured against criteria/standard. Quality products or services, in this relative or ascribed definition, need not be expensive or exclusive. They do not have to be luxurious or special. They can be ordinary, commonplace and

familiar. Overhead projectors, laptops, ballpoint pens and the school catering service may all exhibit quality. They do not have to be exclusive. While the absolute notion is elitist, the relative notion is potentially egalitarian. It must do what is claimed for it, and do what its customers expect of it. A product measuring up to predetermined standards and meeting those standards time and time again. Quality can be defined as that which satisfies and exceeds customers' needs and wants. This is sometimes called quality in perception. It is the consumers who make the judgments on quality. According to UNICEF, quality education includes:

1. Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities
2. Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities
3. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
4. Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
5. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

## Topic133 Components of Quality Education

UNICEF has listed the following five component of quality education

1. Quality Learners
2. Quality Learning Environments
3. Quality Content
4. Quality Processes
5. Quality Outcomes

**Quality Learners**

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences, and home support.

***a. Good health and nutrition***

Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience.

***b. Early childhood psychosocial development experiences***

Positive early experiences and interactions are also vital to preparing a quality learner. Parental involvement.

***c. Regular attendance for learning***

When they reach school age, research demonstrates that to achieve academically, children must attend school consistently.

***d. Family support for learning***

Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years.

Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school.

***e. Healthy children with positive early learning*** experiences and supportive, involved parents are thus most likely to succeed in school.

***f. Quality can be defined*** as that which satisfies and exceeds customers' needs and wants. This is sometimes called quality in perception. It is the consumers who make the judgments on quality.

**2. Quality Learning Environments**

Learning can occur anywhere. But the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial, and service delivery elements.

***Quality of school facilities***

Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Interaction between school infrastructure and other quality dimensions Even when schools do have adequate infrastructure, parents may be reluctant to allow children — especially girls — to attend if they are located too far away from children's homes.

***a.Class size***

- Do larger class sizes hurt the quality of education?
- Class size has not consistently been linked to student achievement

***b. Psychosocial elements***

Peaceful, safe environments, especially for girls within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment.

- Teachers' behaviors that affect safety
- Effective school discipline policies
- Inclusive environments
- Non-violence

***c. Service delivery***

- Provision of health services
- High quality physical, psychosocial and service environments in schools set the stage for learning to occur.
- This learning begins with quality content.

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**Lesson41**

# QUALITY OF EDUCATION-IV
## TOPIC 134-136

**Topic134,136 Components of Quality Education-I**

**3. Quality Content**

QC refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum. Student-centered, non-discriminatory, standards-based curriculum structures. Curriculum should emphasize:

- Deep rather than broad coverage of important areas of knowledge
- Authentic and contextualized problems of study
- Problem-solving that stresses skills development as well as knowledge acquisition.

Curriculum should:

- Provide for individual differences
- Closely coordinate and selectively integrate subject matter
- Focus on results or standards and targets for student learning.

Curriculum structure should be:

a. Gender-sensitive and inclusive of children with diverse abilities and backgrounds, responsive to emerging issues.

**Uniqueness of local and national content**

The specific content of school curriculum depends on local and national values.

**Literacy**

Literacy, or the ability to read and write, is often considered one of the primary goals of *formal education.*

***d.*** ````

Numeracy encompasses a range of skills from basic arithmetic and logical reasoning to advanced mathematics and interpretative communication skills. Numeracy skills:

1. Give people more control in their daily lives through, for example, more informed management of household or small enterprises.
2. Allow for more effective participation in communities and nations, since understanding many collective issues requires an ability to make sense of financial and other quantitative data.

***e. Life skills***

UNICEF defined as "psycho-social and interpersonal skills used in every day interactions…not specific to getting a job or earning an income". It focuses on attitudes, values and behavioral change, rather than seeking to provide young people with a body of knowledge about a set of topics.

***f. Peace education***

Seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully when it does arise, whether on the intrapersonal, interpersonal, intergroup, national or international level.

**Challenges in reaching large numbers of children with quality content**

Teachers often find curricular integration and inter-disciplinarily difficult, especially when the teacher does not have a role in curriculum design. Subjects that do not appear on important examinations are not always taken seriously. Social attitudes towards the subject may not be favorable, and cultural patterns are difficult to change. Ideas conceived in other regions of the world may not be adequately adapted to the local context. Political and economic instability can lead to discontinuity in policies and programs, as well as teacher and administrator turnover.

**4. Quality Processes**

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. Presently, more attention has been paid to educational processes i.e. how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

***a. Professional learning for teachers***

Quality teachers should have mastery of both their subject matter and pedagogy. Command over subject and the ability to use that knowledge to help students learn. It affects educational quality since student achievement.

Teachers need to have pre-entry training.

***b. Teacher competence and school efficiency***

Efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Different reasons for inefficient use of time. Coming late and leaving early. Missing school altogether. Having second job (detracts time and energy). While in school attending to administrative duties or no instructional processes.

***c. Ongoing professional development***

Professional development can help overcome shortcomings that may have been part of teachers' pre-service education. Keep teachers abreast of new knowledge and practices in the field. Can have a direct impact on student achievement.

***d. Continuing support for student-centered learning***

Teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just presentation of knowledge no longer fits with current understandings of how and what students learn. Instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base.

***e. Active, standards-based participation methods***

Education that supports and empowers both teachers and students through democratic processes increasingly defines quality in the 21st century empowering student-centered education. It promotes critical thinking, problem solving, teamwork, and community involvement.

***f. Teacher feedback mechanisms***

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices. It helps to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge.

***g. Teacher beliefs that all students can learn***

Pupils' failure not to be blamed on the pupils and their family environment.

***h. Teachers' working conditions***

All job-related aspects affect teachers' ability to provide quality education.

**5. Quality Outcomes**

The environment, content, and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system.

***a. Achievement in literacy and numeracy***

Teaching students to read, write and calculate is often considered the primary purpose of formal education. Nevertheless, students' regular attendance and attention in school does not guarantee this outcome. Researches underscore the critical relationship between outcomes and the quality of environments, contents and processes.

***b. Using formative assessment to improve achievement outcomes***

Testing information tends to be used primarily as a screening device to decide who can continue to the next grade of level rather than as a tool to help improve educational quality for individuals and systems. Assessment of student performance can provide teachers with ***the information they need to improve student learning.***

***c. Outcomes sought by parents***

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. Parents who view education unfavorably cite the following potential outcomes:

- Children do not respect their parents,
- School leavers consider themselves superior to their fellow villagers,
- School leavers become delinquents,
- Girls object to the traditional rules governing marriage, and
- School girls do not master the required domestic duties

***d. Outcomes related to community participation, learner confidence and life-long learning***

Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible. These include:

- Education for citizenship (participating in and contributing to the community, learner confidence and self-esteem), and
- Skills for behavioral development and change.

***e. Experiential approaches to achieving desired outcomes***

Experiential community-based approaches that lead to these results. Education and Participation in a project like the Social Forestry. Students learn about forest management.

***f. Health outcomes***

Educational quality also implies positive outcomes for participants' health. Students should receive services to improve their health. General literacy and socialization provided by schools have been shown in particular to affect women's maternal behavior and reproductive health.

***g. Life-skills and outcomes***

Psychosocial and interpersonal skills can be applied to many contexts —HIV/AIDS prevention, drug abuse prevention, nutrition and hygiene behavior and many non-health contexts as well. However, these skills are better assessed within a particular context.

**Lesson42**

# INVESTMENT IN EDUCATION
# TOPIC 137-139

## Topic137 Introduction

One billion reasons for investing in education. Improving the futures of all children is the most important reason to invest in education. The Universal Declaration of Human Rights (article 26) states that education is an inherent right:

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages."

The Convention on the Rights of the Child asserts children's right to education in article 28, and states in article 29 that:

"The education of the child shall be directed to … development of the child's personality, talents and physical abilities to their fullest potential."

Growing evidence that investing in the health, education and protection of a society's most disadvantaged citizens – addressing inequity – not only will give all children the opportunity to fulfil their potential but also will lead to sustained growth and stability of countries. Despite common agreement about children's right to education, millions are still excluded. When the time comes to make choices, education is too often considered less important, or even a luxury. There is evidence of the positive impact education has on individuals, families and nations, both in terms of:

- National income
- Economic growth and poverty reduction
- In human development outcomes such as health, fertility, women's empowerment, risk management, individual and community resilience, civic engagement and increased tolerance.

The level of education that should be prioritized in times of budget constraints depends on the overall development of the country. Good-quality pre-primary, primary and lower secondary education – basic education – is the level that most influences equity and economic and human development in low-income countries. In middle-income countries, on average, the secondary level (general and vocational/ technical) has the most effective economic impact in high-income countries, tertiary-level education is the most cost-effective in economic terms.

## Topic138 Economic Returns

Among the most often cited rationales for education is its impact on:

- Gross domestic product (GDP) per capita
- Individual earnings and
- Poverty reduction.

This relationship has been well analyzed for decades, now, there remains little doubt about education's causal role. Three main ways to estimate economic returns to education:

1. Macro-estimated cross-country regression models, which assess the association between one additional year of education on average and national economic income (GDP per capita or GDP per capita growth)
2. Use of the rates of return, which compare the additional costs and earnings associated with an increase in individuals' number of years of education.

3. Estimation of the association between average years of education and poverty incidence.

**Education and national economic income**

The evidence that education is a driver of national economic growth has been extensively studied and is well accepted. Studies confirm that additional years of education have a significant influence on GDP per capita or its growth. Providing more education, knowledge and skills to individuals of a country, accumulating human capital, increases their productivity and employability, which in turn increases the overall income and development of the country. Calculations show that each additional year of education is associated with an 18 per cent higher GDP per capita. There is a correlation between increasing the education level in a country, measured by average years of education, and decreasing income inequality.

**Rates of return (private)**

Rates of return are typically estimated by comparing the increase in individuals' labor market earnings (benefits) from the completion of an additional year of education with its increased costs.

**Adults with higher education levels have, on average, higher incomes.**

Globally, the average private return for one additional year of education was found to be a 10 per cent increase in income, according to computations from more than 800 surveys in 139 countries. The returns are generally higher in low- or middle-income countries than in high-income countries.

**Education, poverty, and equity**

Higher levels of education are associated with lower poverty rates. The correlation between average years of education for young adults aged 25–34 and poverty incidence, measured as the percentage of the population living on less than $2 per day in terms of purchasing power parity. Research shows that on average, for each additional year of education among young adults, poverty rates were 9 per cent lower. Ravalli on (2001) used data from 47 developing countries to show that for any given rate of economic growth, poverty reduction was significantly associated with greater income equality. More inclusive education – with equitable educational opportunities for all – has the potential to be an important driver of inclusive growth. There should be a focus on inclusive economic growth where all segments of society have equitable opportunities:

- Inclusive growth is not just inherently fairer, but also a more effective investment for countries on the path of development.

**Topic139 Human Development Returns** Education benefits are often measured in economic terms, such as increased income and reduced poverty. Far-reaching effects are found in the health and social areas. Educated people and their children tend to be:

- Healthier
- More empowered regarding their own lives and their society
- Socially more tolerant and resolution-seeking.

Social impacts are linked to women's education, hence, the importance of girls' education for future social welfare.

**Child mortality, prenatal care and family formation**

Prenatal care is one factor related to this remarkable outcome. Education is linked to the likelihood that a pregnant woman will see a health-care professional for prenatal visits, whereas the likelihood is lower if she has no education. After they are born, children of more educated mothers are more likely to:

- Receive vaccines
- See a doctor if they are sick
- Receive rehydration if they have diarrhea
- Sleep under insecticide-treated nets and
- Benefit from other health-related practices.

Education also delays childbirth, which improves health outcomes of pregnancy for both the mother and the child. Women's education is correlated with decreases in overall fertility rates. Women with primary education have, on average, 0.7 fewer live births than women with no education. The effects for secondary education are even greater:

- Women with secondary education have, on average, 2.3 fewer children than women with no education.

Adult health, life expectancy and HIV/AIDS Education's influences are felt long after youth and continue through all age groups. Prenatal care is one factor related to this remarkable outcome. Education is linked to the likelihood that a pregnant woman will see a health-care professional for prenatal visits, whereas the likelihood is lower if she has no education. After they are born, children of more educated mothers are more likely to:

- Receive vaccines
- See a doctor if they are sick
- Receive rehydration if they have diarrhea
- Sleep under insecticide-treated nets and
- Benefit from other health-related practices.

**Disability**

Disabled children may have fewer educational opportunities. There is some evidence that suggests that less education itself leads to higher disability rates. Through lower access to health care, higher-risk jobs or unsafe health-related behaviors. Adults with disabilities may not consider themselves disabled as children. But as adults, education-level differences suggest that the lack of education somehow has an impact on disability.

**Empowerment and civic engagement**

Higher education levels lead to higher empowerment and civic engagement importance of education for understanding of and support for democracy, participation in civic life, tolerance for people of a different race or religion, and concern for the environment and adaptation to climate change.

**Resilience and social cohesion**

Education is crucial for fostering more cohesive societies and mending the social fabric that may have been damaged by conflict and violence. Education can help children, communities and systems become resilient against conflict and disasters by building capacities and skills that will enable them to manage and resolve tensions and conflict peacefully.

**Inter-generational effects**

One of the most important effects of education is its impact on future generations. At the individual level, education provides people with an increased likelihood to break the cycle of poverty. At the national level, education leads to economic growth, which provides countries with more resources to educate children. It also leads to lower birth

rates, which makes it easier to accommodate all children in schools. A national increase in education creates better conditions to educate further generations.

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**Lesson43**

# SUSTAINABLE DEVELOPMENT GOALS IN EDUCATION-I

## TOPIC 140-142

### Topic140 SDG 4 of SDGs 2030

In the year 2015, leaders from 193 countries of the world came together to face the future. What they saw was daunting: Famines. Drought. Wars. Plagues. Poverty. Not just in some faraway place, but in their own cities and towns and villages.

- They knew things didn't have to be this way.
- They knew we had enough food to feed the world, but that it wasn't getting shared.
- They knew there were medicines for HIV and other diseases, but they cost a lot.
- They knew that earthquakes and floods were inevitable, but that the high death tolls were not.

They also knew that billions of people worldwide shared their hope for a better future. So, leaders from these countries created a plan called the Sustainable Development Goals (SDGs). This set of 17 goals imagines a future just 15 years off that would be rid of poverty and hunger, and safe from the worst effects of climate change.

"Sustainable development is development which meets the needs of the present without compromising the ability of future generations to meet their own needs" Brandt and Commission Report (1987)

It is an ambitious plan.

**1. No Poverty**

End extreme poverty in all forms by 2030

**2. Zero Hunger**

End hunger, achieve food security and improved nutrition and promote sustainable agriculture. In the past 20 years, hunger has dropped by almost half. Many countries that used to suffer from famine and hunger can now meet the nutritional needs of their most vulnerable people. It's an incredible accomplishment. Now we can go further and end hunger and malnutrition once and for all.

**3. Good Health and Wellbeing**

Ensure healthy lives and promote well-being for all at all ages

**4. Quality Education**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**5. Gender Equality**

**Achieve gender equality and empower all women and girls**

**6. Clean Water and Sanitation**

Ensure availability and sustainable management of water and sustainable for all

**7. Affordable and Clean Energy**

Ensure access to affordable, reliable, sustainable and modern energy for all

**8. Decent Work and Economic Growth**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

**9. Industry, Innovation and Infrastructure**

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

**10. Reduced Inequalities**

Reduce inequality within and among countries

**11. Sustainable Cities and Communities**
Make cities and human settlements inclusive, safe, resilient and sustainable
**12. Responsible Production, and Consumption**
Ensure sustainable consumption and production patterns
**13. Climate Action**
Take urgent action to combat climate change and its impacts
**14. Life Below Water**
Conserve and sustainably use the oceans, seas, and marine resources for sustainable development
**15. Life on Land**
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainable manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
**16. Peace, Justice, and Strong Institutions**
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
**17. Partnerships for the Goals**
Strengthen the means of implementation and revitalize the global partnership for sustainable development

## Topic141-142 Sustainable Development Goal 4-Targets

**SDG 4. Quality Education**
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all UNESCO took the view that education for sustainable development should "integrate into the teaching and learning process the key themes of sustainable development, such as:

- Climate change
- Prevention of natural risks
- Biodiversity
- Poverty reduction or sustainable consumption.

Focus on the adoption of participatory pedagogical methods aimed at motivating and empowering learners to change their behavior and become actors of sustainable development.

**The Sustainable Development Goal 4 targets**

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and of culture's contribution to sustainable development.

**To achieve the end targets, following associated targets have been stipulated:**

a. Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

**Lesson44**

# SUSTAINABLE DEVELOPMENT GOALS IN EDUCATION-II

## TOPIC 143-145

### Topic143 A Humanistic Approach to Education

The changes in the world today are characterized by new levels of complexity and contradiction. These changes generate tensions for which education is expected to prepare individuals and communities by giving them the capability to adapt and to respond. Needs rethinking education and learning. Rethinking is inspired by a humanistic vision of education and development. Humanistic education is couched in:

- Respect for life and human dignity
- Equal rights
- Social justice
- Cultural diversity
- International solidarity
- Shared responsibility for a sustainable future.

These are the fundamentals of our common humanity. The aspiration of sustainable development requires us to resolve common problems and tensions and to recognize new horizons.

**Challenges and Contradictions**

Economic growth/creation of wealth vs. inequality, exclusion, violence. Economic production and consumption vs. global warming, environmental degradation. Strengthening of international human rights frameworks vs. implementation and protection of these norms remain to be a challenge. Education must find ways of responding to such challenges. Rethinking the purpose of education and the organization of learning is urgent. A humanistic and holistic approach to education can and should contribute to achieving new development model. A humanistic vision reaffirms a set of universal ethical principles that should be the foundation for an integrated approach to the purpose and organization of education for all. Looking for the acquisition of education in the service of our common community. Central concern of education for:

- Inclusiveness (no exclusion, marginalization)
- Transformation of the global learning landscape
- Facilitating learning for the sustainable development of all.

Must go beyond the strictly utilitarian vision and the human capital approach. Education is not only about the acquisition of skills; it is also about:

- Acquisition of values of respect for life and human dignity required for social harmony in a diverse world.
- Education to follow a humanistic approach to learning throughout life for social, economic and cultural development.

The concept of humanism in education implies:

- Sustaining and enhancing the dignity, capacity and welfare of the human person in relation to others, and to nature.

The humanistic values of education include:

- Respect for life and human dignity
- Equal rights and social justice
- Cultural and social diversity
- A sense of human solidarity and shared responsibility for our common future.

Reject learning systems:
That alienate individuals and treat them as commodities, and of social practices that divide and dehumanize people. Educate in such values if we are to achieve sustainability and peace. Sustaining and enhancing the dignity, capacity, and welfare of the human person in relation to others, and to nature, should be the fundamental purpose of education in the twenty-first century.

## Topic144 Ensuring Inclusive Education SDG4A

Significant progress has been made in ensuring the right to basic education since 2000. Driven partly by the Education for All (EFA) and the Millennium Development Goals (MDG) frameworks. Still lot more to be done. Significant inequalities among countries persist and national averages in many countries mask striking inequalities within countries in levels of attainment and outcomes in basic education. Children with disabilities are often overlooked.

**Gender equality in Basic Education**

Despite progress in gender equality, majority of out-of-school children are girls, while two-thirds of youth and adults with low levels of literacy in the world are women. To help ensure women's empowerment, boys and men must also be engaged in the fight against gender inequality. Traditional factors of marginalization in education such as gender and urban or rural residence continue to combine with income, language, minority status and disability to create 'mutually reinforcing disadvantages', particularly in low-income or conflict-affected countries.

**Education as a potential equalizer**

Education often reproduces inequalities, but it can also serve to equalize. Inclusive educational processes are essential for equitable development, and this appears to be true for various levels of educational provision.

**Early childhood education**

Research results demonstrate that early interventions for young children are essential not only for their own well-being. They also have sustainable, long-term effects on the development of human capital, social cohesion, and economic success.

Evidence shows that the most disadvantaged children experience the most dramatic gains from good quality Early Childhood Development programs. Nevertheless, it is exactly such children who are least likely to participate in these programs. Intervening earlier requires fewer resources and less effort; at the same time, it is more effective.

**Secondary education**

Expansion of access to basic schooling worldwide has increased demand for secondary and tertiary education and concern for vocational skills development. The expansion of post-basic educational opportunities combined with pro-poor public policies have been shown to reduce inequality:

- Investment in education, labor market institutions and regulations can change patterns of inequality.

- Increase in public expenditure on education is expected to rising secondary enrolment and completion rates, and this is becoming a major determinant of the fall in inequality.

**Higher education**

Access to higher education has shown a spectacular expansion over the past fifteen years. Global enrolment in tertiary education has doubled since 2000 with today some 200 million students worldwide, half of whom are women. However, disparities based on income and other factors of social marginalization remain widespread. Learners from higher income groups have retained their relative advantage in access to tertiary education across the world. Even in countries with high enrolment rates, the participation of minorities continues to lag behind the national average. Most of the growth in higher education has been and continues to be in the private sector. The growing share of private institutions and the privatization of the public sector worldwide have implications for access and equity.

## Topic145 Global Governance of Education

**Emerging Forms of Global Governance**

Systems of norm-setting and regulation in the delivery of education are becoming more complex. Traditionally these systems were the responsibility of national governments and inter-governmental organizations. There is increasing participation by a range of non-state actors. Progressive shift in the locus of authority from the state to the global level. It is promoted not only by intergovernmental organizations but also increasingly by civil society organizations. and think tanks.

Governance arrangements at the global level have become more complex, as illustrated by multi-stakeholder arrangements such as the Global Partnership for Education. The potential influence of global governance in education is more controversial than in other development sectors such as health. Because of the fundamentally political nature of national education policy and the multiple and intertwined ethical, cultural, economic, social and civic dimensions it comprises.

**Changing patterns of Educational Financing**

As access to both basic and post-basic education expands, there is lot more pressure on public financing of formal education and training systems. The resulting need is:

- To seek more efficient use of the limited resources
- To ensure greater accountability in the investment of public resources for education
- To find ways to supplement them through greater fiscal capacity, advocacy for increased official development assistance and new partnerships with non-state actors.

Donors have traditionally played an important role in supplementing national public spending, particularly for basic education. The share of international aid to public education remains important for many low-income countries. Call for global collective action, in particular for a funding mechanism that may supplement national public expenditure for education as a global public good.

**The Influence of Donors on National Policy-Making**

Donors not only provide development aid; they also wield tremendous influence on education policy. When donors impose conditions or rules for the giving of aid, governments may be forced to change their policies accordingly. Donor financing by results may be variant to national policies that take into account national aspirations, priorities, contexts and conditions.

**Changing Dynamics of International Cooperation**

As countries face increasingly similar difficulties (unemployment, inequalities, climate change), there is now a call for universality and integration as essential features of the future post-2015 development agenda. Universality indeed implies that all countries will need to change their development path, each with its own approach and according to its own circumstances. This paradigm shift compels to think in terms of shared responsibilities for a shared future.

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**Lesson45**

## SUSTAINABLE DEVELOPMENT GOALS IN EDUCATION-III
## TOPIC 146-149

### Topic146 Education as a Public Good

**Public good:** A concept found in market economics. A commodity or service that is provided without profit to all members of a society, either by the government or by a private sector. It is for the benefit or well-being of the public. Extrinsic use of good the consumption of such a good lead to no subtractions from any other individual's consumption of that good. Those goods that, irrespective of any public or private origin, are characterized by a binding destination and necessary for the realization of the fundamental rights of all people.

**Growing call for Inclusion, Transparency and Accountability**

A growing demand for voice in public affairs and for change in the modes of local and global governance. It is also increasingly transnational and addresses issues of global concern. A greater role is implied for non-state actors in the management of public affairs at the local, national and global levels. Also true for education policy where both public and private sectors have a stake in the building of inclusive knowledge societies. Increased voice having an impact on curricula frameworks, textbooks, and policies concerning affirmative action.

**Growing Private Engagement in Education**

The privatization of education is growing at all levels of provision across the world. The trend towards the privatization of education is growing at all levels of provision across the world. The privatization of education Is the process of transferring activities, assets, management, functions and responsibilities relating to education from the state or public institutions to private individuals and agencies.

**The Impact of Privatization on the Right to Education**

The privatization of education can have a positive impact for some social groups, in the form of:

- Increased availability of learning opportunities
- Greater parental choice, and
- A wider range of curricula.

Negative effects can be:

Insufficient or inadequate monitoring and regulation by the public authorities (schools without licenses, hiring of untrained teachers and absence of quality assurance), with potential risks for social cohesion and solidarity. 'Marginalized groups fail to enjoy the bulk of positive impacts and also bear the disproportionate burden of the negative impacts of privatization.' Uncontrolled fees demanded by private providers could undermine universal access to education. On the enjoyment of the right to a good quality education and on the realization of equal educational opportunities. Supplemental private tutoring, or 'shadow education' emerges. The reproduction and possible worst inequalities of learning opportunities. It raises important questions about the notion of education as a public good and about the role of the state in ensuring the right to education.

**Re-Contextualizing the Right to Education**

The principle of education as a fundamental human right that enables the realization of other human rights is grounded in international normative frameworks. The state must act as a guarantor of the right to education. Given this growing demand for post-basic

education and for lifelong learning, how are the principles of the right to education to be understood and applied? How does it differ from the right to basic (compulsory) schooling in terms of entitlements of rights-claimants and responsibilities of duty-bearers?

What are the responsibilities and obligations of the state at post-compulsory levels of education, whether upper secondary education, higher education, and technical and vocational education at secondary and tertiary levels? How can responsibility be shared while preserving the principles of non-discrimination and equality of opportunities in access to post-basic levels of education and training?

**Blurring of Boundaries Between Public and Private**

Education is often referred to as a public good in international education discourse. The primary responsibility of states in the provision of public education is increasingly being contested. The multiplication of stakeholders is blurring the boundaries between public and private education. The nature and degree of private engagement in educational provision is blurring the boundaries between public and private education. Emerging forms of the private are changing the nature of education from a public to private (consumer) good. In the rapidly changing relationship of society, state and market, how can the core principle of education as a public good be protected in the new global context?

## Topic147 Education as a Common Good

The common good may be defined as 'constituted by goods that humans share intrinsically in common and that they communicate to each other, such as values, civic virtues and a sense of justice.' It is 'a solidarity association of persons that is more than the good of individuals in the aggregate.' The common good is inherent to the relationships that exist among the members of a society tied together in a collective endeavor. The concept of common good goes beyond the limits of the 'public good' in at least three ways:

1. The notion of common good goes beyond the instrumental concept of the public good in which human well-being is framed by individualistic socio-economic theory.

It is not only the 'good life' of individuals that matters, but also the goodness of the life that humans hold in common. It cannot be a personal or parochial good. The notion of education as a 'common good' reaffirms the collective dimension of education as a shared social endeavor (shared responsibility and commitment to solidarity).

2. Define common good with regard to the diversity of contexts and conceptions of well-being and common life.

Diverse communities will therefore have different understandings of the specific context of the common good. Public policy needs to recognize and nurture this diversity of contexts, worldviews and knowledge systems, while respecting fundamental rights, if it is not to undermine human well-being.

3. The concept emphasizes the participatory process, which is a common good in itself.

The shared action is intrinsic, as well as instrumental, to the good itself, with benefits derived also in the course of shared action. Education as a common good therefore necessitates an inclusive process of public policy formulation and implementation with due accountability. Participatory democracy. It goes beyond the policies of privatization.

**Recognizing Education and Knowledge as Global Common Goods**

Education is the deliberate process of acquiring knowledge and developing the competencies to apply that knowledge in relevant situations. The development and use of knowledge are the ultimate purposes of education. It is guided by principles of the type of society to which we aspire. We must consider not only how knowledge is acquired and validated but also how access to it can be made commonly available. Knowledge is the common heritage of humanity. Knowledge, like education, must be considered a global common good. If knowledge is considered only a global public good, access to it is often restricted. The current trend towards the privatization of knowledge production, reproduction and dissemination is a cause for serious concern. Much of the knowledge we consider a public good, and which we believe belongs to the knowledge commons, is actually being privatized.

Given the central concern for sustainable development in an increasingly interdependent world, education and knowledge should thus be considered global common goods. This means that the creation of knowledge, its control, acquisition, validation, and use, are common to all people as a collective social endeavor. The governance of education can no longer be separated from the governance of knowledge.

**Topic148-149 The Way Forward**

As part of SDGs 2030 there is new vision for education. Vision is to transform lives through education:

- Education as the main driver of development and in achieving the other proposed SDGs.

**SDG4 proposed:**

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.' SDG 4 is inspired by a humanistic vision of education and development that is based on:

- Human rights and dignity
- Social justice
- Inclusion
- Protection
- Cultural, linguistic and ethnic diversity
- Shared responsibility and accountability.

Education is considered:

- A public good
- A fundamental human right
- A basis for guaranteeing the realization of other rights.

It is essential for peace, tolerance, human fulfillment and sustainable development. Issues of educational policy-making in a complex world.

1. Need to recognize and to respond to the gap between formal education and employment.
2. Must face the challenge of recognizing and validating learning in a world of increasing mobility across borders, professional occupations and learning spaces.

3. Rethink citizenship education, balancing respect for plurality with universal values and concern for common humanity.

4. Consider the complexities of national policymaking in education, together with potential forms of global governance.

There is need to re-contextualize foundational principles for the governance of education, particularly the right to education and the principle of education as a public good. UNESCO proposed that:

- Greater attention be paid in education policy to knowledge, and to the ways in which it is created, acquired, validated and used.
- Considering education and knowledge as global common goods could be a useful approach to reconciling the purpose and organization of learning as a collective societal endeavor in a changing world.

**Considerations for the Future**

UNESCO, as an international organization, has a global observatory and normative function qualifying it to promote and guide global public policy debate. In considering the way forward and as a call for dialogue, UNESCO has proposed the following questions for further debate:

- While the four pillars of learning – to know, to do, to be, and to live together – are still relevant, they are threatened by globalization and by the resurgence of identity politics. How can they be strengthened and renewed?
- How can education respond to the challenges of achieving economic, social and environmental sustainability?
- How can a plurality of worldviews be reconciled through a humanistic approach to education?
- How can such a humanistic approach be realized through educational policies and practices?
- What are the implications of globalization for national policies and decision making in education?
- How should education be financed?
- What are the specific implications for teacher education, training, development and support?
- What are the implications for education of the distinction between the concepts of the private good, the public good, and the common good?

Humanity has entered a new phase in its history with increasingly rapid developments in science and technology. These have both utopian and dystopian possibilities. To benefit in an emancipatory, just, and sustainable way, we must understand and manage the opportunities and the risks. Making this possible should be the fundamental purpose of education and learning in the twenty-first century. UNESCO, as an intellectual agency and think tank, can provide the platform for such debate and dialogue. In this way it will help enhancing our understanding of new approaches to education policy and provision, with the aim of sustaining humanity and its common well-being.