

## **Unit–8**

# **NEW TRENDS IN PAKISTANI EDUCATION**

**Written by:**  
*S. M. Shahid*

**Reviewed by:**  
*Dr. Munazza Ambreen*

## CONTENTS

S.No	Description	Page No.
	<b>Introduction.....</b>	<b>195</b>
	<b>Objectives.....</b>	<b>195</b>
<b>1.</b>	<b>Curriculum Reforms.....</b>	<b>196</b>
1.1	Curriculum According to the New Trend.....	196
1.2	Why are Curriculum Reforms Required.....	196
<b>2.</b>	<b>Human Resource Development Education .....</b>	<b>197</b>
2.1	What is HRD? .....	197
2.2	Goals of HRD.....	198
2.3	Objectives of HRD .....	198
2.4	Sectors & Target Groups of HRD .....	198
2.5	HRD and Education.....	199
<b>3.</b>	<b>Technological Development and Education.....</b>	<b>200</b>
3.1	Technological Development.....	200
3.2	Science and Technology.....	200
3.3	Extracts of National Educational Policy 1998-2010 .....	200
3.4	Objectives of the Policy (1998-2010) .....	201
3.5	Role of ICT in Education .....	201
<b>4.</b>	<b>Continuing Education.....</b>	<b>204</b>
4.1	Definition of Continuing Education .....	204
4.2	Difference between Continuing Education & Adult Education .....	204
4.3	Continuing Education in Pakistan .....	205
<b>5.</b>	<b>Education for International Understanding.....</b>	<b>206</b>
5.1	Meanings & Definition of International Understanding.....	206
5.2	Need for International Understanding .....	206
5.3	Education for International Standing .....	206
5.4	Principle of Developing International Understanding.....	206
5.5	Aims of Education for International Understanding .....	207
<b>6.</b>	<b>Education of World of Work .....</b>	<b>208</b>
6.1	The Difference Between Needs and Demands.....	208
6.2	Relevance of Education to Economic Needs.....	208
6.3	Extracts of National Educational Policy 1998-2010 .....	208
<b>7.</b>	<b>Self-Assessments Questions .....</b>	<b>210</b>
<b>8.</b>	<b>Bibliography .....</b>	<b>210</b>

## **INTRODUCTION**

As you know the term education is very broad in its nature. Educationists do not depend upon one definition of education because its concept has been and is being changed with the passage of time.

Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human needs.

Education is also seen as the major agent of socio-economic change. It is the foundation stone upon which the edifice of the entire social cultural and economic development of a nation is erected. With the rapid growth of science and technology, means of communication and transport and expansion of educational facilities the social systems are undergoing immense changes resulting in recurrent changes in old aspects of life. Political, economic and educational institutions are, under direct pressure of constant rehabilitation of their roles in society. Because of these changes new trends are fast emerging in Pakistani educational system. This unit will deal with these new trends one by one under various headings. Extracts from National Educational Policy 2009 pertaining to these topics will also be included in the end.

## **OBJECTIVES**

After reading this unit you should be able to:-

1. Enumerate new trends in Pakistani education.
2. Describe and explain HRD and its impact on economic development of the country.
3. Describe the impact of technological development on education.
4. Analyse the importance of continuing education.
5. Know the emerging trends in curriculum development.
6. Indicate the manner in which the scientific and technological advancements have revolutionized the essence of society in general and education in particular.
7. Analyse the emerging trends in the role of education as development activity.
8. Identify the significant changes in society which are influencing the curriculum planning process in modern world.
9. Discuss the need for gearing the educational activities towards international understanding.
10. Describe the need and importance of linkage between education and world of work.

# 1. CURRICULUM REFORMS

In unit 6 you have already read about curriculum development in Pakistan. Now we will discuss curriculum as investment for future needs and requirement of the individual as well as the society and nation.

As curriculum occupies the most pivotal position in the educational process. It is through the curriculum that the entire learning process is concretized for children, the parents and the society therefore, the curricula should be designed in a way that it should enable the fullest possible realization of the potentialities of every being; it should assist every person in 'learning to be' which involves learning to live, learning to learn, learning to think freely and critically, learning to love the world and make it more human, learning to develop through creative work.

## 1.1 Curriculum According to the New Trend?

The curriculum of a school according to the new trends is expected to simultaneously play a triangular role.

- a. Of perpetuating the centuries old content of more established nature,
- b. Adjusting to the contemporary modern day needs of the individual and the society and
- c. Preparing the individuals to play a dynamic role in the future world 'of their own' which has yet to assume a definite form.

Our attitude towards curriculum has been generally conservative accepting a body of knowledge that has to be transmitted to the new generations. The phenomenon of gearing curricula to needs and demands of our times is of recent origin. Considering curriculum as an investment is fast emerging as a new trend in our educational system.

## 1.2 Why are Curriculum Reforms Required?

Curriculum reforms are taking place in the light of changes in private and family life of the individuals as well as social, political, economic and cultured life of both the individual and the society. Besides the present day content, a curricular reform undertaking has to consider all the factors that may emerge as a reality after a decade or two, when the children of today participate in the actual life activities of their time So the curricular reform undertaking has to keep working a balance between the triangular forces which bind it to:-

- a. Perpetuation of established content inherited from the past.
- b. Relevance to the present day needs of both the individual and the society and
- c. Projection and incorporation of future requirements of the individual and the society to enable the individuals to respond and to be well-adjusted to 'their times'.

Investment in right kind of curriculum and education will not only prepare the young people to function effectively on the rapidly moving and changing frontiers of the future but will also attract and retain students in school.

There is no doubt that the future of our state greatly depends upon the type of education we give to our children and the way in which we bring them up as citizens of Pakistan.

Education does not merely mean academic education. There is an immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction.

This education curriculum is now considered as an investment which will produce fruitful results for the coming generation and will not only enable them to survive effectively in the fast changing world of science and technology but will also change the pupil into development minded citizens.

Topics like drugs, environment, population and international understanding etc. are included in the text books prescribed for schools curriculum and text books of Islamiyat and Arabic are revised. The main aim before the nation now is to introduce a curriculum which is consistent with Quran and Sunnah and which may also help the individual to develop his personality to the maximum possible extent for making progress in the field of science and technology. The purpose is to produce through such curriculum creative, productive, sincere and patriotic citizens who may work for the development of the nation within the framework of the principle of Islam. Curriculum should be taken as a tool to be at par with other countries and to keep our identity as a nation so it should prepare the students to 'think globally and act locally.'

## **2. HUMAN RESOURCE DEVELOPMENT AND EDUCATION**

It is believed that education provides people with the skills that allow them to be more productive in their work, thereby creating for them the opportunity to earn higher wages in the labour market.

Investment in human capital through schooling increases the productivity of labour. Education is the key to building human capital and human capital is the vital ingredient in building a nation but this education must be relevant to the needs of modern societies and to the demands of global markets and it must be available to all members of society. No illiterate society has ever become an industrial tiger.

### **2.1 What is HRD?**

HRD is defined as the process of increasing the knowledge, the skills and capacities of all people in the society.

It deals with creating conditions that enable people to get the best out of themselves and their lives. Development is a never ending process. As people develop themselves in new directions new problems and issues arise, requiring them to develop new competencies to meet the changing requirements, aspirations and problems. There are however some universal goals which all human resources development efforts should aim to achieve.

## **2.2 Goals of HRD**

### **a. At the individual level:**

These goals may include developing capabilities for ensuring, a happy and healthy living. The dimensions of such happiness may vary from individual to individual. These may include a good education or skill base that may be the key to income generation and fulfillment of many other social needs a good income base itself, self respect security, status and recognition in the society, good family and a sense of belongingness to a group society or organization.

### **b. At the Organizational Level:**

The goal of HRD is normally to have competent and motivated people (employees) to ensure higher levels of productivity, profitability and growth of the organization. Organizations normally direct their HRD efforts towards the development of competencies, culture and commitment among employees individually or in groups. Organizations use many mechanisms to achieve HRD goals, as without competent and committed employees, organizations can achieve very little even if they have excellent technological and other resource bases.

### **c. At the national level:**

Human Resource Development aims at ensuring that people in country live longer, live happily, free of disease and hunger, have sufficient skill base to earn their own livelihood and well-being. The promotion of the well-being of individuals, families and societies provides a human resource agenda for all the countries.

## **2.3 Objectives of HRD:**

The most important and common objective of HRD at all levels is competence (capacity) building for a healthy and happy living. They are the best possible means to achieve a variety of goals. They are also a powerful means for income generation and up gradation of quality of life in the family, organization or country.

The linkage between investments in human development programmes and economic development have become sharper.

## **2.4 Target Groups and Sectors of HRD**

Following sectors and target groups can be included under the HRD programmes,

### **a. Sectors:-**

1. Health, nutrition, sanitation and water supply.
2. Adult literacy and primary education.
3. Technical, vocational and higher education
4. Science and technology
5. Environment
6. Agricultural, industry infrastructure

### **b. Target groups:-**

1. Women & girls
2. Poor & unemployed, particularly the youth

Education equips people with instrument to acquire information that in turn can help improve health, nutritional status and living standards. Education plays a crucial role in accelerating technological change and development, developing countries, need to produce their own professionals, engineers, researchers, technicians, managers and skilled workers. Without them they cannot advance and it is here that education has a crucial role to play. Technological development also opens up avenues for employment and further skill development.

## **2.5 HRD and Education**

The education system according to the new trends should take into consideration the following points.

1. The long term and short term development strategies planned by the country and its implication for skill requirements at different levels.
2. The existing level and quality of skills available in each area sector etc.
3. Projected level and type of skills available with existing system of training institutional structure.
4. Estimate gaps.
5. The capacity of existing schools to fill the gaps and the mechanisms needed to get them to contribute to bridging this gap and
6. Strategies, mechanisms, resources programmes etc. required to prepare the skill bases needed for future.
7. There should be a liaison with, educational institution place of work and market needs.

Thus national wide stock of the skilled manpower is essential in formulating any educational policy. Planners and policy makers need to address themselves to employment issues through HRD planning and utilization. It is useful to keep predicting HRD requirements and plan the utilization of training manpower.

### **3. TECHNOLOGICAL DEVELOPMENT AND EDUCATION**

#### **3.1 Technological Development**

We are living in an era of technology. Technological development is having its impact on the society as well as its educational system and culture. It is believed that the mechanization process has immensely affected our attitudes, beliefs and philosophies. While the positive effects are as obvious as they have opened new vistas of excitement, discovery, entertainment, communications and education. The dangerous implication of these developments is equally alarming. The so called developed countries now possess an arsenal of warfare devices which can destroy the entire mankind in a matter of hours. Prospects for scientific development are exalting, impressive and at the same time terrifying. The challenge lies with our generation to maximize the advantages of scientific and technological advancement and to minimize its possible harmful effects.

#### **3.2 Science and Technology**

Having studied the predominant role which technological development is playing in social economic and cultural development of a country let us now concentrate on education.

The enrichment of science and technology education through primary, secondary, technical and higher education is essential to produce the manpower which is required to take the specialized positions in both the public and the private sectors. The supply of manpower through educational institutions must correspond in quantity and quality to the jobs being offered by the national economy. This requires a very systematic manpower planning because production of one additional Ph.D in a specialized subject like micro-Biology may cost the nation around half a million rupees, while the production of one MBBS doctor or an engineer may cost around 400,000 rupees. If each one of them is not absorbed in the national economy, one may imagine the loss which a developing country like ours will have to bear because of unplanned supply of graduates in various fields of specialization.

#### **3.3 Extract of National Educational Policy 1998-2010**

The National Education Policy (1998-2010) has been framed in the perspective of historical developments, modern trends in education training and emerging requirements of society in terms of national integrity and socio-economic development.

The theoretical and practical components of the policy have been conceived in the light of modern trends and essential requirements of a Muslim society. Nazira Quran and its translation have been prescribed as a compulsory component all through the elementary level. Diversification of secondary education is proposed to be achieved by introducing a separate stream of Matric (Technical) which will form an integral part of the system. The standards of higher education will be brought at par with the international level by introducing an optional stream of B.A/B.Sc Honors. The continuous supply of scientifically trained manpower will be ensured by gradually balancing the ratio between Arts and Science streams and making it finally 50:50. Practical linkage shall be established between University and industry.



Technological and scientific knowledge is expanding at an unprecedented rate. The 21<sup>st</sup> century is referred to as the century of information technology. The policy takes care of this need by introducing computer education at secondary level: Proper laboratories and trained teachers will be provided for this purpose. The curricula at all levels of education will be reviewed for creating a relationship between education and environment, The library services will be strengthened to provide increased opportunities of self learning.

### **3.4 Objectives of the Policy (1998-2010)**

- (i) To lay emphasis on diversification so as to transform the system from supply oriented to demand oriented. To attract the educated youth to the world of work at various educational levels so that they become productive and useful citizens and contribute positively as members of society;
- (ii) To develop technical and vocational education in the country for producing trained manpower Commensurate with the needs of industry.
- (iii) To popularize information technology among children of all ages and prepares them for the next century. To emphasize different functions of computers as a learning tool in the classroom. To employ information technology in planning and monitoring of educational programmes.
- (iv) To promote institution industry linkages to enhance relevance of training to the requirement of the job market.
- (v) Emerging technologies e.g. telecommunication, computer, electronics, automation, petroleum, garments, food preservation, printing and graphic textile, mining, sugar technology etc. greatly in demand in the job market shall be introduced in Selected polytechnics.
- (vi) School curricula shall be revised to include recent development in information technology, such as software development, the information super Highway designing, web pages etc.
- (vii) Educational institutions shall be provided internet facilities.
- (viii) The use of latest information technology, library automation, computers databases and CD ROM technology etc. in libraries shall be encouraged.

### **3.5 Role of ICT in Education**

Information Communication Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The education is a socially oriented activity. It plays vital role in building the society. The quality education traditionally is associated with strong teachers having high degrees. Using ICTs in education it moved to more student-centered learning.

As world is moving rapidly towards digital information, the role of ICTs in education becoming more and more important and this importance will continue to grow and develop in future.

ICT is an acronym that stands for “Information Communication Technologies”. Information and communication technologies are an umbrella term that includes all technologies for the manipulation and communication of information.

**Role of ICT in Higher Education:**

1. To increase variety of educational services and medium.
2. To promote equal opportunities to obtain education and information.
3. To develop a system of collecting and disseminating educational information.
4. To promote technology literacy.
5. To support “Distance Learning”.
6. To support sharing experience and information with others.

Benefits of ICT in education include but are not limited to:

**a. Students Centered Learning:**

With the help of technologies it is possible to promote transformation of education from teacher centered inst. To students centered inst. e.g. 1) Increased use of web as a source. 2) Internet users can select the experts from whom they will learn. 3) Process will become problem – based learning. 4) The proliferation of capability, competency and outcomes oriented curricula. ICTs in education act as a change agent. It supports independent learning. Students become immersed in the learning process by using ICT.

**b. Students Centered Learning:**

The emergence of ICTs as a learning technology unknowingly insists to think on alternative theories for learning. The conventional teaching process has focused on teachers planning and leading students to achieve desired outcome. This way of teaching follows the planned transmission of knowledge though some interaction with the content as a means to consolidate the knowledge acquisition. It depends on the process of personal understanding. In this domain learning is viewed as the construction of meaning rather than memorization of facts. Use of ICTs provide many opportunities through their provision and support for resource based, student centered learning. It acts to support various aspects of knowledge construction and as more and more stud. Employ ICTs in their learning process, the more pronounced impact of this will become.

**c. The Impact of ICT on place ‘When’ and ‘Where’ to learn:**

In the past, there was no or little choice for students in terms of method and manner in which programs have been delivered. Students typically were forced to accept what has been delivered. ICT applications provide many options and choices in the same case.

**i. Any place learning:**

The use of ICT has extended the scope of offering programmes at a distance. The off-campus delivery was an option for students who were unable to attend the campuses. Today, many students are able to make this choice through technology facilitated learning settings. e.g.

1. In many instances traditional classroom learning has given way to learning in work-based settings with students able to access courses and

programmes from their workplace. The advantages of education and training at the point of need relate not only to convenience but include cost savings associated with travel and time away from work, and also situation and application of the learning activities within relevant and meaningful contexts.

2. The communications capabilities of modern technologies provide opportunities for many learners to enroll in courses offered by external institutions rather than those situated locally. These opportunities provide such advantages as extended course offerings and eclectic class cohorts comprised of students of differing backgrounds, cultures and perspectives.
3. The freedoms of choice provided by programmes that can be accessed at any place are also supporting the delivery of programmes with units and courses from a variety of institutions. There are now countless ways for students completing undergraduate degrees for example, to study units for a single degree, through a number of different institutions, an activity that provides considerable diversity and choice for students in the programmes they complete.

**ii. Any time learning:**

In case of geographical flexibility, technology, facilitated educational programmes also remove the temporal constraints. It is the good opportunity for stud. To undertake education anywhere, anytime and anyplace.

1. Through online technologies learning has become an activity that is no longer set within programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programmes.
2. the wide variety of technologies that support learning are able to provide asynchronous supports for learning so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained.
3. As well as learning at anytime, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. Choosing how much time will be used within the 24x7 envelope and what periods of time are challenges that will face the educators of the future.

**d. Provision of Competent and Skillful Teacher Education:**

ICTs have a very large potential for teacher education in larger quantity and better quality. A combination of classical teacher education curriculum, pedagogy and ICTs to provide interactivity are supposed to be cost-effective for teacher education.

## **4. CONTINUING EDUCATION**

### **4.1 Definition of Continuing Education**

According to Dave (1976) lifelong education or continuing education is a process of accomplishing personal, social and professional development throughout the life span of individuals in order to enhance the quality of life, of both individual and their collectives. It is a comprehensive and unifying idea that includes formal and informal learning for acquiring and enhancing enlightens so as to attain the fullest possible development in different stages and domains of life. To Dave it is connected with both individual and social progress.

Venables (1976) defines continuing education as, all learning opportunities, which can be taken up after full time compulsory schooling. They can be full time or part time and will include both vocational and non vocational study. Continuing education is therefore a term which refers specifically to post-initial education.

According to Apps (1979) the definition of continuing education is the further development of human abilities after entrance into employment or voluntary activities. It includes in-service upgrading and updating education. It may be occupational education or training for professional. Continuing education includes that study made necessary by advances in knowledge. It excludes most general education and training for job entry. Continuing education is concerned primarily with broad personal and professional development. It includes leadership training and the improvement of the ability to manage personal, financial, material and human resources. Most of the subject matter is at professional technical and leadership training levels or the equipment.

Continuing education may therefore be seen to be a continuation of the educational provision beyond initial education especially in the vocational sphere.

### **4.2 What is Continuing Education?**

The term life long education, recurrent education and continuing education are used interchangeably and are defined in a number of ways e.g. in America this term is linked with alternative educational activities. In Europe the concept has been associated with the linking of learning and work.

Thus continuing education is regarded as a new trend in contemporary educational theory and practices. These trends include expansion of educational services outside die conventional schools, greater interest in education as an instrument for improving the quality of life, concern for development of forms of education are linked .with the needs of everyday life. Participating in decisions about education by workers, parents and members of public is greater openness in goal setting, planning arid administration and many similar trends.

Continuing education can be seen as a reaction against certain features of existing educational practice. It thus includes a rejection of authoritarianism unwillingness to accept that school is the dominant institution in all learning and dissatisfaction with the view that all necessary qualifications can be acquired during the period of formal education.

### **4.3 Difference between Continuing Education and Adult Education**

Cropley (1977) has tried to distinguish between these two concepts by saying, adult education is not organized as something that is not closely integrated with and coordinated to earlier education. Rather it is recreational and for the purpose of making up for earlier short comings. On the other hand the key notion in life long or continuing education is that all individuals ought to have organized and systematic opportunities for instructional study and learning at any time throughout their lives, whether their goals are to remedy their earlier educational defects; to acquire new skills; to upgrade themselves vocationally, to increase their understanding, of the world in which they live; to develop their own personalities or some other purposes.

### **4.4 Continuing Education in Pakistan**

Some elements of continuing education already exist in Pakistan as regard the provision of second chance of education to those who could not continue their education at an earlier age, the government of Pakistan has established an Open University Allama Iqbal Open University (AIOU) in 1974. The main objectives of this university are:

- (i) To provide educational facilities to people who cannot leave their homes and jobs.
- (ii) To provide facilities to the mass of the people for their educational up lift,
- (iii) To provide facilities for the training of teachers
- (iv) To provide for instruction in such branches of learning technology or vocation for disadvantaged group.

In Pakistan the majority of students discontinue their education after matriculation (i.e. after ten years of schooling). The AIOU has developed a stream<sup>1</sup> of general courses so that such adults may get another chance of education without leaving their jobs or place of work e.g. there is the provision, for passing not only the F.A and B.A examination, but also M.A. M.Phil and Ph.D programmes

## **5. EDUCATION FOR INTERNATIONAL UNDERSTANDING**

### **5.1 Meaning and Definition of International Understanding:**

International understanding means in a sense world citizenship. This sense emphasizes that all human beings are fellows and members of the world family. As such this feeling is concerned with international good will and contributes to the good of the whole humanity. In other words, international understanding indicates love, sympathy and cooperation among all the people of all the nations of the world.

#### **Definition of international understanding:**

Internationalism is a feeling that the individual is not only a member of his state but a citizen of the world Oliver Goldsmith.

### **5.2 Need for International Understanding**

History of the last few centuries reveals the fact that all nations of the world have molded and organized their educational system according to their own plans and ambitions. From the very beginning, these nations taught their children, “my country is at the top of all other countries”. This type of education inculcates in children a sense of narrow nationalism which exploded into two world wars and the danger of the third one is looming large on the world. In those two great Wars not only human rights and civil rights of citizens were crashed but the whole humanity had to suffer unbearable miseries and cruelties.

Hence almost all the leaders of the world, now, firmly realize the need and importance of better understanding and friendship in all the nations of the world. In other words, the dire need is to inculcate in the people qualities of fellow feeling, co-operation tolerance, adjustment and love for one another's weal and woe instead of developing aggressive nationalism so that good will and friendship are developed bringing about peace, freedom happiness to the whole mankind,

### **5.3 Education for International Understanding**

All philosophers, educationists, politicians, scientists and social reformers of the world agree that while on the one hand (UN) United Nation and other similar world organization's are striving to develop international good will in children it is essential on the other hand that citizens of each nation should realize and appreciate, the difficulties of the citizens, of other nations and appreciate their good achievements. Education is the only important and effective agency to develop such type of international understanding. Therefore the aim of education according to new trends should be the promotion of international understanding.

### **5.4 Principles of Developing International Understanding**

#### **a. Cultivate in the youth the power of independent thinking:**

Children must learn to go deep into matter and decide for themselves what is wrong and what is right. This independent evaluation of merits and demerits of their own

nation and those of other S will endow them with a balanced attitude and promote an urge in them for international good will and cooperation.

**b. Training our young men to use their knowledge:**

The second principle is to promote in the youth an ability to use their knowledge properly and profitably so that they are able to make the best use of their knowledge for solving the problems which confront them from time to time in their lives. They should also know that the basic principle of human welfare is the same for all people in all circumstance and in all times. Some nations try to discriminate among their own citizens and those of other nations. This is not fair. This narrowness of attitudes and behaviour can only be removed by inculcating moral and spiritual qualities through the system of education one adopts for the welfare of ail humanity.

**c. Correct meaning of patriotisms:**

In the plan of world education patriotism should not be taken in a narrow and selfish way of behaviour. Narrow views promote selfishness, envy, jealousy and a constant fear of others. Aggressive attitudes are formed from these feelings and the individuals try to subdue others. Thus patriotism should be so developed that it leads to internationalism and world outlook.

**d. The principle of interdependence:**

Every country is dependent upon others for its various needs and requirements through trade and commerce, Hence this aspect of interdependence of all countries of the world should be emphasized by the educational organization of all nations and their governments.

**e. Elimination of fear from individual and social life:**

Education should inculcate in children of all nations sense of fellow feelings, brotherhood, sympathy, love and cooperation, Ct should remove all apprehensions and fear from die minds of all children and citizens.

**f. Individual and social consciousness:**

To achieve this education should be organised as to promote sociability, spirit of social service and a sense of social responsibility in addition to individual consciousness for the development of self.

**g. Principle of corporate life:**

The child should be told from the very early age that the whole world is one family. All the people of all the countries are the citizens of this world. Its weal and woe is the joint responsibility of one and all. This sense of social national and international responsibility is an essential factor in the development of international goodwill and brotherhood.

## **5.5 Aims of Education for International Understanding:**

The aim of education for international understanding is to promote international god will through education to establish a lasting world peace and to educate the minds of young people psychologically and intellectually so that they form strong attitudes against conflict and war and promote international amity and brotherhood.

## 6. EDUCATION OF WORLD OF WORK

The educational planning and development should be based on society's needs, rather than in response to individual need or demand because it would give rise to a mismatch between the economy's needs and the educational systems output. The demand and supply, of manpower should not be imbalanced. Equilibrium should exist between demand for educated manpower and supply. This equilibrium can be restored by forecasting the needs, demands and supply.

### 6.1 The Difference between Needs and Demands

- (a) Needs: are determined by the manpower assessment and represent the country's manpower or educational requirements to meet specific social, political and economic goals.
- (b) Demands: Demands reflect individual desire to prepare for a particular profession or trade. The coordination between the economic growth plan, of the country and fixation of skilled manpower requirements needed for the different sectors of the economy is required to tackle the problem of unemployment. The balance between the needs and supply is very important for the economic development of the country.

### 6.2 The Relevance of Education to Economic Needs

There is currently a great deal of interest in the problem of the relevance of the curriculum to economic needs. Diversification of the curriculum ensuring inter linkages between education and productive work through the incorporation of practical subjects and work experience as well as its vocationalization are among the well known reforms commonly recommended to meet this particular challenge. In spite of the continuing interest of planners, policy makers and administrators in linking education and work, this particular innovation has not yet been very effective. Where a reasonable level of success has been achieved in linking education with work. The experiments have involved vocational programmes based on real or expected job opportunities likely to be available to school leavers. Many programmes of work oriented education in the past have come to grief because there were no bridges between the vocational and general institutions (of stream) to permit the movement of pupil from one to the other.

The need to bridge the gap between the world of education and the world of work is the need of the country and steps are being taken to make education not only relevant to the needs of the society but also to link it with the world of work. This will solve the problem of educated unemployed.

### 6.3 Extracts of National Education Policy 1998-2010

Some objectives of this policy related with the above mentioned topic are stated below:-

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



- and contribute positively as members of society.
- (b) To prepare the students for the pursuit of professional and specialized education. To develop technical and vocational education the country for producing trained manpower commensurate with the needs of industry.
  - (c) To improve the quality of technical education so as to enhance the chances of employment of technical and vocational education (TVE) graduates by moving from a static supply based system to a demand driven system.
  - (d) To popularize information technology among children of all ages and prepares them for the next century. To emphasize different functions of computers as a learning tool in the class room. To employ information technology in planning and monitoring of educational programmes.
  - (e) Objective of secondary education will be to prepare the students for the world of work as well as pursuit of professional and specialized education.

To strengthen institution industry linkage, the following measures shall be adopted in technical/vocational education,

- (a) Participation and involvement of experts from commerce and industry in the process of curriculum development shall be ensured.
- (b) Instructors shall be encouraged to have internship in industry in the areas of their specialization as part of training by allowing them liberal leave on full pay or deputation for which necessary amendments in service rules shall be made.
- (c) Experts from local/relevant industry and commercial organizations shall be invited as visiting lecturers in polytechnics and colleges of technology.
- (d) The polytechnics and colleges of technology shall be encouraged to undertake research and development projects and consultancy work for the industry.
- (e) Steps will be taken to provide practical training to the students in the industry.
- (f) Management information system will be strengthened for maintaining data base of existing TVE facilities and job market. They shall also conduct labour market surveys and tracer studies, develop career development programmes for technical teachers and disseminate information on technical, manpower status, to guide future expansion and development of TVE (Technical Vocational Education).
- (g) To expose students to the world of work and .develop skills in employable trades a stream of Matric (Tech) parallel to Science arid Humanities group shall be introduced in 10% (3% female and 7% in male) secondary schools (Class IX-X) in five years. One or two vocational subjects shall be introduced in each of these schools or per the need of the area,
- (h) Interaction between universities and industry shall be arranged so that the students can apply their knowledge to real life problems.

## **7. SELF-ASSESSMENT QUESTIONS**

- Q. 1 Identify and discuss the new trends in Pakistani education.
- Q. 2 Define HRD. How it is related to education and why it is important for socio-economic development of the country, discuss in detail.
- Q. 3 Discuss the influences of technological development on education.
- Q. 4 Define continuing education. And why is it important for future development of the country.
- Q. 5 Define the term international understanding. Education is the only mean to develop this why? Discuss in detail.
- Q. 6 What should be the principle of developing international understanding?
- Q. 7 Write short notes on the following:-
  - a. Curriculum as investment.
  - b. Education of world of work.
  - c. Technological development and education,
  - d. Continuing education.

## **8. BIBLIOGRAPHY**

- 1. Coombs, Philip H, The World Crisis in Education Ibid.
- 2. Cropley, AJ (1977) Life Long Education psychological Analysis Pergamon Oxford, UK.
- 3. Dave, R.H (1976) Foundations of Life Long Education UNESCO Institute of Education, Pergamon Oxford, UK.
- 4. Faure, Edgar et. el. 'Learning to be' ibid Current Characteristics and Education and Society.
- 5. Hayes, Lousis, D. 'The Crisis of Education in Pakistan' 1987. Vanguard Books Ltd., Lahore.
- 6. Hainaut, L.D Curriculum and Life Long Education (edited by Hainaut LD et. el) Published by UNESCO, Paris 1981.
- 7. Houle co (1980) Continuing Learning in the Professions, Jobby - Bass London UK.
- 8. I.B.E UNESCO, Science and Technology Education Information File No. 4, 1986, UNESCO Geneva.
- 9. Lynch J. (1977) Life Long Education and the Preparation of Educational Personnel UNESCO, Institute of Education Hamburg, FRG.
- 10. Mahbubul Haq, Khadija Haq, Human Development in South Asia 1998. Published by DUP Karachi.
- 11. National Educational Policy 1998-2010 Government of Pakistan, Ministry of Education, Islamabad.
- 12. Peter Jav's (1983) Adult and Continuing Education theory and practice Great Britain Biddies Limited.
- 13. Saxena Swaroop NR Philosophical and Sociological Foundation of Education Rd. Ed Meerit R.Lall Book Depot 1993.
- 14. Ven Katescuara Rao. T. Human Resource Development, Sege Publications, New Delhi, 1996.
- 15. Zais Robert S. Curriculum Principles and Foundation Harper & Row Publishers INC. New York 1976.