

**Functions of Education: In Perspectives of Pakistan and India**

**By**

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**Abstract**

*This study is the result of goal directed research on education, which is a continuous process and goes on from cradle to the grave. The foremost idea was to explicate the functions of education in development of human personality, which one acquire not only from institutions but it is a lifelong process which in general agreement is a total development; physical mental and spiritual individual as well as social. Some success with the emphatic research led to unfold importance of educational objectives regarding motivation, evaluation, text books, teaching methods and curriculum which education proceed to achieve. Encyclopedic research and thorough going study was used for this dissertation. The data was analyzed and conclusions were drawn that education is a lifelong process and individual's character, personality, culture, thinking, commonsense, skill, habits and even the other less significant thing of life depends upon education.*

**Keywords:** Education, Role of education, Objectives of education, Functions of education in national life, Social functions of education.

**Introduction**

The word education is derived from Latin word "Educare" which means to bring up, to nourish. Aggarwal (1988, p.89) found "Education is a way bring out and the development of all inherent potentials of an individuals". "Education is undoubtedly provided formally and systematically in teaching institutions" (Aeth, 1975). But it does not end there. It is a continuous process and goes on from cradle to the grave.

According to Mohanthy (2000, p.163), Education is the basic need of every society, better education System enhances the social, scientific and technological Improvement of country. The human resource development of a country depends upon the quality of education imparted in country.

Ali (1970) observed "Education plays a vital role for the development and prosperity of country and its masses we can observe that all of the developed and advance countries are higher literacy rate". Daily life is also a greatest source of education. "Life and its experiences teach us numbers of important facts and every moment of our life we are being educated, learning some thing or other from those around us" (Abdullah, S.M, 1992). Thus we may conclude that the education imparted in schools and universities is only a part of whole and reflects on what is happening around us.

### Functions of Education

Not only in civilized societies but even in primitive societies the adults try to educate adolescents in the ways of adult life. Among the tribal of Pakistan this social education of the young girls and boys takes place at the dormitories. Bayli (1987, p.25) pointed “to put it briefly, the individual’s character, personality, culture, thinking, commonsense, skill, habits and even the other less significant thing of life depends upon education”. The importance of education in human life is thus evident this importance of education clarified if we loop at the following functions of education.

#### *Development of Natural Abilities:*

Education is the basic need of every one. “Infact if the child is helped to develop a balanced personality and a good character, there can be no better preparation for adult life” (Best, 1994). If education can perform this task then men and women become highly responsible and useful citizen. No one can live alone; to move with the society education is necessary for all. Aggarwal (1988, p.28) stated “It’s the education which makes individuals responsible for their duties as a citizen. The human development of the country depends on education”.

#### *Control and Sublimation of Basic Instincts:*

Every thing being is born into the world possessed of certain basic instincts, there may be difference of opinion about the instincts that the child is born with, but there can be no doubt about the presence of some instincts. Aggarwal (1988) explained “the child’s mind is not a blank table on which any thing can be written”. “Psychologists have demonstrated that not only does the human infant possess some instincts, but also those there are individual difference in his instincts in a manner that he likes” (Borko & Putnam, 1996). But human being live in-groups, and home it becomes necessary for them to control some instincts and to change the mode of expression of other instincts in such a manner that they don’t injure other people.

Barnet (1990) notice “besides this there are certain instincts which can be fulfilled only with the cooperation of another human being”. Education helps in the control, sublimation and change of instincts various kinds of arts are used as a medium of sublimation. Calder head (1989, p.112) explain “Education in social life helps the child to learn how to control his instincts same end is served through the system of reward and punishment found in the family, college or society at large”. Rules of administration and means of social control also help in this work.

#### *Creation of Useful Citizen:*

Although many thinkers have dream of a society without government in actual fact no such society exists. “Individual who has been deprived of their citizenship or have never been granted this makes all kinds of efforts to get the citizenship of one nation or another” (Callahan, 1995). If they cannot obtain it they have to face all kinds of difficulties. Chhaya (2004, p.86) noted “The relationship between the individual and the state is universal; in this

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relationship the status of the individual is called the status of citizenship. Hence it is desired that the individual should be trained in behaving as a citizen so that he can fulfill his duties to the state". In the present age, this function of education is emphasized very much because most states themselves are responsible for providing education.

Donald, Holsinger (2000, p.96) stated "It is believed that education must provide capable citizens because in the absence of such citizens the adjustment between the individual and the state would suffer". Now a day's almost all thinkers agree that true democracy in any country is possible only when almost all its citizenship is also given through the medium of political parties, radio, television, newspaper, magazine etc.

### *Development of Sense of Community:*

The statement that man is social animal means no more than that he lives in society. It does not imply that the human child is possessed of social qualities at birth. These social qualities are acquired and taught. One major objective of education therefore is the teaching of social qualities and development of a sense of community. Hashim, Abbasi (1999) pointed "This community feeling urges the child to cooperate with his fellows, to make sacrifices if they become necessary, to rise above the consideration of caste and creed and develop a sense of oneness with the nation etc".

Calder head (1989, p. 78) observed "the development of this feeling depends upon opportunities provided in family life, play groups and schools and colleges and due to this reason educational institutions pay particular attention for this purpose". "The students are given the opportunities of collectively running the administration of organizing extra curricular programmes of devising constructive programmes which help in developing this sense of community" (Ediger & Rao, 2005, p.125). This feeling is the basic of national unity.

### *Protection and Increase of Culture and Civilization:*

As compared to other animals, man has progressed more because human society has succeeded in protecting its knowledge and in conveying it to future generation. This has been through the medium of culture and civilization. Naik (1998, p.142) found "A child born in the present time does not think of every thing from the beginning. His thinking and modes of behaviour are determined by customs, traditions and social institutions which are repositories of the experience and thinking of his ancestors". "It is now universally accepted that culture and civilization should be protected and allowed to grow through new developments" (Dean, 1984, p. 26) this is mainly achieved through education.

Olson & Osborne (1991) explained "The child receives the social heritage in the form of education, and then through education the child develops his own knowledge, character and personality, thus becoming capable of contributing to the literary, culture and social life of his society". In this manner he helps to maintain his own culture and to add to it. Rashid (1998) stated "Developments in the arts, literature the science etc are all the efforts of educated people". Their efforts are collected in the form of books and objects in libraries, museum etc and thus passed on as social heritage to the coming generations.

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### *Encouragement to Social Welfare:*

Both formal and informal education helps the individual to evolve a critical attitude which helps him to analyze every thing presented to him. If helps any fail in it, he exercise his mind to find some ways of remaining the faults. In this manner education has been the basis of all social welfare programmes. Rice, J.K. (2003, p.58) stated “Education thus leads to a continuous analyze of the various constituents of society, its institutions modes of social control etc, and inspire efforts to make improvements where they are needed”. “Better education system enhances the social, economical and technological improvement in the country” (Gibbons, 1998). “Education is the process of training man to fulfill the aims of society by exercising all the faculties to its fullest extent as a member of society” (Ruhela & Singh, 1990) this aim is discovered by reason and his freewill.

### *National Development:*

The over all development of all national groups is essential for the development and progress of human society, but this is not possible without universal education. Sharma Promila (2005, p. 112) found “It is for this reason that the U.N.O. is making efforts to provide education to the backward countries. In every country efforts are made to develop a sense of belonging among its citizens, and the sense of nationality”. It helps to induce the individual to do his best for the nation, besides almost every nation has its own plan of national education which seeks to fulfill the functions of the nation.

### *Use of Leisure:*

One of the main functions of education is to teach an individual to make the best use of leisure. Using leisure time in educational activities is itself useful. “On the other hand, education itself guides the individual people can use their leisure time effectively by devoting themselves to magazines, arts, etc” (Smith, 1969, p.47). Gara & Oumer (2007) found “even the standard of their normal conservation discussion etc is higher than that of the uneducated person”. Education helps to develop various kinds of interests that leisure itself does not become a burden.

### *Increase Consciousness of Other's Culture:*

The countries in which many different cultural groups co-exists education helps to increase consciousness of these other cultures and of cultural exchange. This helps individuals to understand each other, thus increasing national unity. Barnet (1990, p.32) pointed “There are many different cultures in the world today, as long as education cannot create a feeling of cooperation of mutual loves, the idea of a unified world cannot be realized”.

### *Improving National Unity:*

At the present time many as integrating forces such as regionalism, casteism, communalism, linguism etc, are working towards a complete disintegration of the country. Aeth (1975, p.145) observed “If the nation is to be saved from complete fragmentation, it is necessary to generate a sense of emotional unity in all men and women, without education it's impossible to create national unity among different societies”. Hayes (1987, p.201) pointed “Through education traditions, customs and national language are developed in people, and then

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individual can be expected to feel that they are members of the same nation and to behave in the interest of the nation". It's the national unity by which a nation gets its identity in the word. Many educationists have given valuable suggestions for achieving this. "Though in language, color, race and geography differences occurs among the members of a nation but our religion emphasis that all the Muslims are equal and are brothers of each other" (Iqbal, 1981, p. 114). It's because of education to unite a nation on one platform.

### *Developing an International Feeling:*

As a result of the unprecedented improvements in the means of transport and communications, people of different nations are constantly coming into contact with each other. Quddus (1990) explained "All kinds of people are also realizing the importance of internationalism after having witnessed the havoc caused by the two recent world wars". It helps to create a sense of international feeling. "In the modern world, the conscious try for peace plays an important role in effective development of a country and in the present context therefore one of the main tasks of education is to generate this sense in the student community" (Mohanthy, 2000, p. 153). Education helps students to understand new international interest's as well friendly behavior with all countries.

### **Functions of Education in National Life**

The function of education in national life is differ some what from its function in normal life because human life is possible even without a nation, primitive societies still do not possess any kind of nation. Olson & Osborne (1991, p. 16) stated "nations are found in more civilized societies, before examining the role of education in national life, it is necessary to discover the nature of a nation". Nation is a group of human being which lives in a country delimited by geographical boundaries. "This group is possessed of a desire to be bound by common, traditions, interest sentiments and political ambitions and an emotional unity" (Rao, 2003). Education aims at creating and maintaining all these various elements and thus it contributes to national life. The following points are to be considered in this connection

### *Maintain Communal Interest and Traditions:*

The main function in applying a uniform system of education to an entire nation is that a similarity of interests and traditions may be generated among the people. "Education achieves this similarity and identify through its prescribed syllabi and various kinds of extra curricular programmes" (Sharma, 2005, p.95).

### *Similarity of Political Ambitions:*

In different groups with in a single nation are found to possess various and contradictory political ambitions, it becomes difficult to maintain that nation's independence and unity. One chief objective of education thus is to propagate similar political ambitions among all classes and groups of people. Siddiq (1978, p.105) observed "In the more recent context, education should aim at creating a desire for complete and comprehensive development of the nation so

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that people may rise above their own interests and work in the interest of the nation as a whole”.

### *Diffusion of Emotional Unity:*

It is obvious that one task of education is to diffuse a feeling of emotional unity in the younger generation so that all its members may feel identified with the nation and be inspired to work for its improvement, such forces of disintegration as communalism casteism, linguism regionalism etc, can be countered only when emotional unity is increased. For this is the education programme should insist on the teaching of the same history. Varghese (1980) pointed “Same culture heritage etc, sense of community is an essential part of nationalism and the foundation of sense of belonging to a community are laid in school”. “Hence efforts should be made to create such an atmosphere in schools that the students may have a sense of belonging not of alienation” (Taylor & Tashakkori, 1997)

### *Development of National Language:*

Although the development of many different languages and the common use of them does not hinder national unity in any way the absence of a single common language hinders it considerably since language is the medium through which thoughts and emotions are expressed. “Just as thoughts and languages are intimately connected nationalism and language are also intimately related to each other, hence one objective of education is the development of a national language” (Verendra & Singhai, 1991, p. 125).

### *Respect to all Religions:*

Pakistan is state in that it grants equal status and importance to every religion and refuses to discriminate between citizens on the basis of their religious beliefs. “But despite this provision of the constitution the poison of communalism is found in greater abundance in the country and it has been impossible to remove it despite the greatest efforts” (Rice, 2003). Qureshi (1997, p.61) stated “One way of achieving this is to indoctrinate he children through education that every religion deserves equal respect and that one’s own religion is not necessarily the best”. Education must seek to eliminate all such prejudices. Hence in a country like Pakistan one task of education is to generate respect for all religions.

### *Training for Leadership:*

Proper development in any sphere can be achieved only if there is adequate leadership. Varghese (1980, p.41) pointed “A country can progress only if it has able leaders in the social economic political literacy cultural artistic industrial and moral fields”. Education develops such leadership qualities in students by which they might be able to run different departments of country. Education can provide such leaders. Sharma Promila (2005, p.102) noted “One of the objectives of education is to bring forth leaders in various spheres and to train them to perform their tasks efficiently”. “This can be done by encouraging student’s participation in various kinds of extra curricular programmes in the universities so that the student’s capabilities can find expression” (Mohanthy, 2000). This also helps to train him in leadership and make aware them with their duties.

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### *Fulfilling the Need for Skilled Workers:*

In addition to leaders every sphere needs the dedication and cooperation of skilled and efficient workers. Such workers are required not only in industry and commerce but also in the social and political sphere. This need can be fulfilled by education. Mughal & Manzoor (1999, p.142) observed “Education skilled the workers of different professions and able them to participate in a better way in the society as well fulfill his economical needs”. “Development of any country depends on its skilled workers. These are the persons by them many others get success in different fields of life after becoming skilled in a specific profession” (Bayli, 1987). During the process of education it is possible to discover the sphere for which a particular individual is best suited. Once this has been found out he can then be trained in his particular profession.

### *Consciousness of Duties:*

If a nation is to progress it is essential that its citizens should be aware of their duties and responsibilities. “Education can spread this awareness among the people. In school the students are told of their responsibilities as members of the nation. This awareness of their duties is created in them and they are also taught how they can fulfill these duties” (Quddus, 1990). This role of education is of the greatest importance in democratic states. Best (1994, p.116) observed “Education consists of training a child to participate in the life activities particularly, to love work and to put his brain and heart into his work and understand their duties as a citizen.

### *Evolution of a National Feeling:*

“The strength of national feeling in an individual is judged by the extent to which he can subjugate his personal and narrow class interests in favour of the wider national interest and the extent to which he is prepared to work for the national interest” (Borko & Putnam, 1996). For this it is essential that the individual should be conscious of his duties to the nation as well as capable of rising above narrow interests of regionalism, communalism casteism etc. Naik (1998, p. 63) pointed “both these can be made possible through education; national feeling is generated among the students in the colleges through various extra curricular programmes and syllabi”. But infect the informal modes of education such as family newspapers magazines radio television etc, play an important role in generating a national feeling.

National education programmes should play particular attention to these and to the creation of a national literature. Callahan (1995, p.224) stated “It is evident from the work of education in national life that the members of the nation should be educated in such a way through the teaching of national history the national language, different kinds of programmes etc, that a national sentiment should be created in them”. They should begin to consider national interests as higher than any other interest and they should be prepared to make any sacrifice for the nation. “It is education which provides efficient leadership in the various spheres of national endeavours, which maintains the nation’s heritage and hands it over to the generation” (Mughal & Manzoor, 1999)

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### *Scientific Mode of Education:*

Education creates a scientific mode of thinking among individuals. For scientific and technological development, it's important to develop scientific thoughts in individuals by which that may be able to contribute in the development of a country stagnation thinking of individual can stops the county development.

### *Democracy:*

It is the main purpose of education to develop democratic values and customs and democratic thinking in individual's acknowledgement with democratic values creates citizenship in individuals.

## **Social Functions of Education**

Obviously the social aims of education are also very important and without them education can even be said to be incomplete. Iqbal (1981, p. 54) found "these social aims are the creation, generation or development of those qualities in the individual which facilitate his adjustment with other members of society". Some of these qualities are sympathy pity kindness love brotherhood service etc. Passion of these qualities makes the individual useful members of society. "The school is miniature pattern of society, it exercise social control over the individual. It aims at protecting the social heritage of society and transmitting it to the younger generation" (Hayes, 1987). Through its discipline it exercises social control over individual and thereby makes them capable of introducing reforms in society. The functions of education in the sphere of social change are outline as follows.

### *Assistance in Adopting Social Change:*

It is the aim of education to make all good changes easily accessible to every person. Farooq (1993, p. 45) observed "In Pakistan a large majority of people found it difficult to reconcile themselves to the changes that occurred in the institutions of family and marriage". But the educated minority soon realized the advantages of these variations. Hence it was this section of people which adopted these changes very soon. "For this reason it is now generally accepted that before brining about any social change in society it is necessary to create a receptive temper of mind among the people, otherwise there is invariably some resistance to change" (Hashim, 1999).

### *Overcoming Resistance to Change:*

Certain factors make it easy for some social innovation to be adopted and accepted but on the other hand certain factors create resistance to acceptance. The best way of overcoming such resistance is education. Dean (1984, p.13) found "Through the medium of education, the importance of social change is convincingly explained to the people so that they are purged of their prejudices and blind faith and thus enable and also strengthened to accept some thing new".

### *Analysis in Change:*

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Progress occurs only when the change leads social change is essential. “Only the educated individual can make valid criticism and offer constructive suggestions because I am education which invests the individual with the capacity to use his intelligence, to distinguish between right and wrong and to establish certain ideals” (Marlow & Rao, 2005, p. 67). Through this analysis and criticism undesirable social changes are prevented and desirable social changes encouraged. In every society this is achieved only through the efforts of rational and educated people.

### *Emergence of New Change:*

Since the educated class is constantly engaged in an analysis of contemporary society, it also makes frequent suggestions for improvement. It is on the basis of such suggestions that social reform movements are set into motion. Qureshi (1997, p.12) stated “The flood of social reform movements that was witnessed at the turn of the century was due to modern education. Only through education could the importance of such changes be made apparent to the people”. It was through education alone that public opinion could be turned in favour of these changes. Hence it is the educated class in every society which initiates, guides and control movements for social reform.

### *Leadership in Social Change:*

If social change is to be directed properly it is necessary to have able leadership, well acquainted with the complexity of the problem. Such leaders can be created only through education. For this reason social welfare workers must first be educated before they are unleashed on society. Rivkin & Rowland (2005, p.26) found “On the one hand education creates in them a consciousness of social change, while on the other it teaches them to distinguish between the good and the bad”.

### *Educating the People for Social Change:*

Only a properly organized system of education can generate in the people of a society the ability to adopt some social change. As a result of education, individuals learn to analyze their customs and tradition to criticize them and to cooperate in moments for social reform. Verendra & Singhai (1991, p. 41) pointed “The educational system has played a major role in bringing about revolutionary social change in England France, America and Russia”.

### *Advances in the Sphere of Knowledge:*

New researches and inventions all depend upon education, because only the educated individual can search for new things in every sphere. “Only such people can help in the progress of non-material culture. Fresh discoveries in the sphere of knowledge provide the right basis for criticism of society” (Gibbons, 1998). Then the need for change becomes apparent. Thus education contributes to social change by brining changes in knowledge.

## Conclusion

This article brings to light those commonalities found in both education of Pakistan and India. Due to very similar educational, political and social situation the education is serving the

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same function in both the countries with very little variability. The education functions refer to those responsibilities of education for which the educative process is carried out. Broadly speaking education has two primary functions which are mutually dependent. One is cultivation and development of the individuals and the second is improvement of society but it is individual who makes the societies because society improves with the improvement of the individuals who make up it.

Education is always been a very effective change agent in societies and this change could be social, political, moral, educational leadership change. This change agent is the best source of socialization of youth into the prevailing culture. On one hand formal schooling seems to integrate individuals into society by institutionalizing value and belief system and on the other hand it provides the individuals competencies needed for the adequate performance of social roles. Main educational function is to culture the mind of a learner so that learner can accomplish all of aims in his or her life, enable individual to use full potential of body, mind and spirit.

It is concluded that education function is to provide valuable services for maturity and integration of child's personality required for personal freedom. The individual inner freedom breeds self initiated action, self direction, intelligent decision making, critical learning, acquisition of knowledge for the solution of problems, flexible adaption of new situation and self motivation. Educations functions in fact, helping the individuals to be mature and free so as to become fully human.

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