



Multi-dimensional Schoolings: An Utmost Incentive for Social Stratification in a Society (An Analytical Study of Multi Curriculums Taught in Different Educational Institutions in Pakistan)

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ABSTRACT

An educational institution has a significant role in society. For children's schooling, a school, its environment, teachers and curriculum hold a valuable position. Pre, Primary and secondary levels of school curriculums, co-curricular and extra-curricular activities are more valuable in one's conceptual growth. In Pakistan, multi types of curriculums are being taught in different educational institutions. Some institutions are under state supervision and on the private level, some are under international education systems, some educational institutions are under religious sects, some schools have mixed type of curriculum; religious and international. All these institutions, train their students according to their educational aims and goals. In a single society, multi types of curriculums and objectives mean the preparation of students having different schoolings, mental approaches and different educational destinations. Their preferences, social directions, heroes, struggles, activities and even cultural norms (materialistic and non-materialistic) become different. So there is a need to highlight the impacts of different schoolings by different educational institutions in Pakistan. The main objective of this study is to elaborate on the cause of social stratification due to different educational curricular activities and schoolings. The research methodology of this paper was qualitative and views of some teachers and experts were quoted at the end.

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1. EDUCATIONAL PROCESS AND CURRICULAR ACTIVITIES

Education is a process (formal and informal) in which children are taught the norms and values of a society. In schools, it is a systematic process in which children's behaviour is changed from negative to positive. They are prepared for the future to handle every system which is being run by that society. "Education includes the experiences that train, discipline and shape the mental and physical potentials of the maturing person" [1]. The process of education may be formal and informal. It happens in school and also at home and by other social institutions. The difference between education and schooling is that education occurs formally and informally but schooling occurs only in a school environment and that would be always formal and planned. Schooling is normally defined as: "A program of formal, systematic instruction that takes place primarily in classrooms but also includes extra-curricular activities and out-of-classroom assignments" [1]. This process requires manpower, suitable environment, social norms which have to teach and some teaching methods. For this purpose, every government invests a part of its annual GDP on education annually. What are the benefits and objectives behind this investment? There are several aims, goals and objectives in the perspective of all these activities. The question is raised that why does a government invest a part of its budget in children's education? Also in many societies, education is free for all types of children. All expenses are born by the running government and from A to Z; all matters are handled by the state. Even people can make their children study in some costly institutions. But in spite of public interest and investment in children's education, every society or state itself arranges for free education for their children. The ends behind- all these arrangements are to get the hidden goals of a society. The school curricular activities are designed according to the demand of a society these activities are not designed or formulated according to the demands of children. Only at the time of teaching their behaviour is seen. "A curriculum cannot be based on learners' needs and wants, but rather on what those in authority know is essential for the learners to know" [2]. A huge amount of money is spent on educational purposes in different countries. So what are the objectives, aims and goals of a society or a government are investing a huge budget of their

expenditures although that government or country is in the category of lower and middle levels? The main objective of educating the children in some societies is to make them suitable and adjustable for a society. What to teach children is of great importance in society. The basic purpose is to invest in children to make them beneficial to society so that they can handle their national goals and mission in future in different fields. For this reason, some selective activities and necessary values are taught to the children at the initial stage so that they can be mentally prepared for their future challenges.

For this reason, children are taught in their schools as curricular activities the culture, norms and values of the said society. In some ways, the education process is called the way of transferring the culture of a society from one generation to the next generation. It is "The process of transmission of implicit norms, values and beliefs through the underlying structure of the curriculum and, more particularly, the social relations of school and classroom" [3]. What to teach the children at the initial level is a very interesting question because "It is futile to talk first, 'how' and 'when' to teach without first deciding 'what' to teach" [4]. And the answer would be "the basic values and mission of society" I think. Every society holds its values, norms and beliefs which would be taught for missionary purposes. For this reason, an outline and structure of those instructions and briefings are designed by some experts. Board and committee of well-educated people and experts in this field is formed to decide what should be compulsory and what should be optional. They decide what type of values should be taught at primary level and what would be a secondary level. "Interests of the students, difficulty of their age group and sequence are used as criteria to decide the subjects and subject matter to be taught to the students belonging to a particular age group and particular area location" [5]. All this planning and paperwork is done by that board or committee with mutual discussion and dialogue on the expenses of a government and a society. They decide and design the course outline and material for children for this purpose. The main goal of all these activities is to prepare children for future of a nation and this is decided by the experts of nations that according to the type of children they need and what nature of their training should be. But if this project is given to people and experts of other nations they would

be unable to decide for our children's future because it is not possible that they can comprehend the real spirit of our problems and demands. It means, when these activities are done by people other than of a society or nation then their aims, goals and objectives would be changed. For example, if values are decided for Pakistani society by other nations then there is a cause of conceptual destruction and declination. They would ignore the purpose of the existence of Pakistan, national problematic matters and benefits. The demands and requirements of a Pakistani society or nation can be decided only by its citizens and by the experts of this region not the region of other another country. Critical questions include: What type of children's skills should be taught for the future? What type of training should there be? But the tragedy is this that all these matters are handled and structured according to the foreign policies. Then how can it be possible that we can resolve our basic burning issues?

Children are the future of a nation. So their training and education are necessary according to national issues of society so that they can handle them properly. This training should be missionary and conceptual to achieve the goals. In developed countries, all this planning is done by their experts that decide what to teach a child at different levels of his age. But unfortunately, this is not practically practised in our society. There are numbers of such institutions which are teaching, training and socializing children to prepare them for different departments, institutions and policymaking. They are teaching according to their approaches and educational backgrounds. If a man graduated from some European institutions, he (or she) recommends others to teach their children according to that system. To train a child or to teach them in some educational institution is a highly valuable and important way of transferring the culture of a society from one generation to the next generation. So every school has a prominent role in this regard whose culture has to propagate in this way. "The schools are responsible for transmitting the culture" [5]. It is also practically seen in different societies that the activities practised and taught to children are usually the set of experiences and the values of ancestors. These are determined based on their experiments and social hardworking. "An educational curriculum as we have seen again and again in past periods expresses a compromise between an inherited selection of interests and the emphasis of new interests" [6].

A curriculum is something which differs from nation to nation, region to region and religion to religion for it is designed according to the social values and norms which are determined by the concerned people. The learning process with school education and through the formulation of curricular activities affects society in different ways. If the focus of a society is on economic norms then the curricular activities would be accordingly. And if the social set up is pure religious then it should be conceptual and non-materialistic. According to all these demands and values, every activity is done and designed in a school. So every school curriculum is the representative of that social system and its nature. "Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognize a broad set of common values and purposes that underpin the school curriculum and the work of schools" [7]. A curriculum is all those activities (in-door and out-door) which are determined by society according to the current demand and requirement. It is not static; it changes with time and with the change of basic demands of society. Values are changed with the preferences of a social structure. There may be something valuable for society and also there are chances of rejection of some values by a society. Even these values are changed with the change of time and region. The values of China are not the values of Pakistan and the values of America are not the values or Hindustan, and the values of Saudi Arabia may not be the values of Europe. The set of values, demands and requirements are different from country to country, nation to nation and time to time. Even the values of the same country may also be different. In Pakistan, the values may be different from one province to another province. So with the change of values and demands of a region, there is a huge change in their future planning also.

2. WHAT IS A SCHOOL CURRICULUM?

A curriculum is the collection of activities which are practised the students, in-door and out-door of a school by teachers to teach the children social values, moral values and norms of a society. It is structured by school managements with the permission of a government or some institutions which are given such responsibilities of education. It is shaped and prepared according to the general and specific objectives of an institution and according to the aims and goals determined by that country. A curriculum is not just the cluster of books or collection of some

activities but it is a road map through children are trained and socialized to hand over the future of the society in which it is being taught. "Curriculum is a course of study in a school, college etc" [8]. For learning purposes in a school, the curriculum is all activities practised the students by teacher, a school and school management. The term "Curriculum" is a planned and systematic process that is designed according to social, psychological and philosophical demands and requirements of people and society. Arthur J. Lewis and Mid Alice (1972) explained the word "Curriculum" in such a way: "A set of intentions about opportunities for engagements of persons to be educated with other persons and with things in certain arrangements of time and space". For this reason, aims and goals are determined by the government and society and objectives are declared for teachers in a classroom. It is designed according to the mental and physical level of children. If a child is at the primary level its structure is designed accordingly and if children are adult then the structure of curriculum would be according to their physical and mental strength.

A curriculum of a school is divided into many forms and shapes: Hidden and particle curriculum, curricular and extra-curricular activities. Some aspects of the curriculum are designed according to national interests and some are designed according to regional demands. Further, it is divided according to primary, secondary and higher secondary levels. A school curriculum varies from society to society and county to country. For every country, a school curriculum has its interests and demands to prepare children for future demands. This is the reason every country and society designs and generates the basic structure of the curriculum according to their requirements and the public's interests. These may be socio, economic, religious, philosophical or psychological. A school curriculum is generally designed according to these basic aspects of society. For learning purposes, the social aspect of society, the background of religious beliefs and behaviours of individuals are preferred. A school curriculum is not designed on an accidental basis but it is prepared with deep planning and practical experiences. These experiences may be practically applied by an individual or a group of people. "Curriculum here refers to planned learning experiences that the educational institution intends to provide for its

learners" [9]. Many social scientists have defined this term into different forms in different ways. Some of the basic and most related definitions are here. According to Alex Moore in his book "Schooling, Society and Curriculum" defined curriculum in this way: "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school" [10]. It is further defined by Leana R. Uys and Nomthandazo S. Gwele in their book "Curriculum Development in Nursing" in this way: "Curriculum here refers to planned learning experiences that the educational institution intends to provide for its learners" [11]. It is generally used in the sense of "Course of Study" and it denotes all activities which are related to educational purposes for students of an educational institution. This course outline is concerned with the aims and objectives which are determined by an educational institution to teach their students. It is a source to teach the culture and values of a society. It is the best way to transfer cultural values from one generation to the next generation. It is also a way to show the culture before other nations and other societies that what is valuable and what is not valuable for them. For this purpose, many practical and conceptual activities are practised indoor and our door of an educational institution. Some objectives are defined and some are kept hidden from learners to create interest in the whole process. That is why some special terms like curricular, co-curricular and extracurricular activities are used to show the cultural values. In curricular activities, experiences of teachers, different programs, sports, games, educational tours, informal educational activities, arts and study projects are involved in it. According to John Dewey (1859-1952), a curriculum is the course of study and syllabus of material that is designed for students taught by teachers. All these practical and conceptual activities are valuable and important to achieve learning goals. "The most important factor that impacts student achievement is a "guaranteed and viable curriculum" [12]. A school curriculum is also designed according to the cultural values of a society. Children are taught according to their abilities and perceptual level. National values are taught to every student and regional values are determined according to the region of a country. In some schools, on the base of abilities and intelligent level students are divided into different categories. They are taught some extra courses to make them able for competition.

3. SCHOOL CURRICULUM; AIMS, CHARACTERISTICS AND FUNCTIONS

A school curriculum is the reflection of cultural and moral values of a society. Aims and goals are determined when its structure is designed. These aims and goals are positive in form. The basic purpose or aims of all the curricular activities are to provide the facility to children to learn the social values so that they become able to adjust themselves in society. A school curriculum is designed in the perspective of two main objectives one of them is the selected content which entertains the learners and motivates them to achieve the desired goals. "The school curriculum should develop the enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils" [13]. Such kind of curriculum enhances the confidence level of learners and the activities, under such type of curriculum, individual skills promoted. Learners achieve the techniques of communication and a lot of other information about surrounding to survive from curricular activities at the school level. The actual mental development occurs in this form. Students become familiar to the spiritual, moral, social and cultural values about their societies. It creates the ability of creativity and critical thinking in students. These abilities help the students to solve their problems. This process makes them able to become a good leader and innovative personality. With spiritual skills, many physical skills are developed with time. The second most important and liable aim of the school curriculum is the spiritual development of students in which students learn about some religious beliefs and practices. "The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society" [13]. This type of curriculum aims to teach the students moral and cultural values so that they become able for a society. Students are made familiar to their responsibilities and rights of others under all these curricular activities. Usually, this is the duty of a government especially on district-level board to provide all the material used for learning purpose in schools.

4. ROLE OF A SCHOOL AND SCHOOL CURRICULUM IN CHILDREN'S SCHOOLING

A school curriculum has an important role in the conceptual development of children. After family,

a school has a prominent position in a social structure and a society. The curriculum of a school shows the objectivity and causes of their activities which are practised in-door and out-door for the learning process. What to teach the students? It is decided first of all. For this purpose, some objectives are determined by some experts of the concerned field. A school curriculum has an important role in society. It is designed in the perspective of some general and specific objectives and later all school activities are done by teachers and practised by students to achieve these objectives. "Curriculum reflects the historical, social, economic and political context of the society in which they have been trained" [14]. The main role of the school curriculum is to prepare the students for their society. Those can handle the future of that society and can resolve the breaking issues. For this purpose, every student is motivated and is given the chance to polish his skills. From this curriculum, children's growth and development is occurring in gradual ways. They are taught the core values of that society and trained to face the challenges of that time. "What is to be learned points to a continuing significant function for the school in any society that wishes to maintain a sense of cohesion, in this case around a core of shared knowledge, values and dispositions" [15]. A school curriculum plays a pivotal role to enhance the abilities and skills of learners. It makes a personality reasonable and successful to run a social system. With the help of this process cultural and social progress is sustained. It creates confidential behaviour and abilities to face the coming challenges.

5. RELIGIOUS INFLUENCES IN DESIGNING A SCHOOL CURRICULUM

According to Emile Durkheim (1858-1917), a famous sociologist, every religion has a social setup and every religion promotes the social aspect of a man from different angles. One of the many objectives of religion is to help its followers to enhance their sociability. Religion has a great connection with school curriculum taught in a society ethical and moral point of view. Three types of curricular activities are taught to student those are secularism which has no religious background, humanism even it is close to secularism but it has the moral aspect in it and the third one is religious supernaturalism in this type of curriculum religious beliefs are preferred. It also promotes human nature and also supports the sociability of a man. In this type of curriculum, students are mostly advised to study the relation

between man and God. The relation between religion and the school curriculum cannot be ignored.

A curriculum is the set pattern of values of a society and religion is a basic source of providing social values. In a society, a religion guides people about their norms and values, the process of propagating these values and to transfer from one to the next generation is called education. "Religion's main function in the society is to furnish this common set of values which every individual may respect and adore. Hence it has been described as the great generator of social values" [16]. For this reason, the role or importance of religion in designing or determining the objectives of curricular activities cannot be underestimated. Ignorance of religion in curricular activities means that curriculum is without social values and it is not conceptually supported by any religion or philosophy. "To ignore, neglect or exclude religion from education would, therefore, amount to asserting that education has nothing to do with the value system of the society" [16]. After all, a curriculum of a school holds all valuable things which are the basic requirement of society. The importance of religion in a society or in the process of propagating or transferring cannot be given low values. Both religion and society have a very close relation to each other in man's performance. Both provide him with an environment in which he (or she) can utilize his (or her) skills. Both improve the function of a man in different ways. Both religion and society help a man to achieve his goals. Without some religious beliefs and theories, a curriculum is just the collection practices and physical activities. Spiritual and moral aspect in education is necessary for a curriculum which is usually designed on the bases of Philosophical, psychological and social functions of man's activities. In schools, students have believed in God are more dedicated and devoted to studying and are also more aware of reality. As some philosophical concepts try to explain the basic question raised by every man, 'What is the reality of the universe? Who is the creator of man? What is the purpose of the creation of man? When this world would get end? All these types of queries are asked by everyone and everybody wants to get their satisfactory answers. Religion gives answers to all these questions. Without it, everybody leads a life in the situation of fluctuation. So to teach religion in the age of childhood or early education in schools has been proved helpful for students

to make some basic approaches about God, Universe and his creation. One can satisfy him from religious instructions.

6. SCHOOLING BY DIFFERENT EDUCATIONAL INSTITUTIONS IN PAKISTAN

In Pakistan, different types of curriculum are taught in different schools. Some of them are being taught pure religious as taught in some religious institutions like *Madaris* in the shape of *Dars e Nizami*. In government institutions there mingle of courses of religious, social, scientific and secular. In some institutions mostly secular courses are preferred to teach the students. So in a single society, more than one type curriculums are being taught. Some of their details are taken here those are taught at primary level in the different educational institution of a different area of Pakistan.

6.1 State Supervised Institutions

The curriculums taught in educational institutions which are being run by the state are approximately the same for objectives are the same in the perspective of its designing and formulating. Only some subjects are changed according to regional demand like language or some fine arts subjects. Most subjects are taught in these institutions are same. In Punjab, the subjects taught at primary levels are generally "English, Math, Urdu, General Knowledge, Social Studies, *Ikhlaiyat* and Islamic Studies" [17]. Some co-curricular activities are practised by students in these students to enhance their religious knowledge. Moral lessons are given but practically it is not focused to implement it on students. This was explained when a school teacher of GPS was taken interviewed for this purpose. When he was asked that what the activities are performed in classrooms for student's moral and religious training he replied "Naat and *Qirat* competition is held among students one day in a week. An Islamic Quiz program is also arranged to enhance the student's knowledge". For regional difference when a teacher related to Sindh school he added "With these subjects, Sindhi is added in these subjects in the curriculum of Government Primary Schools run by Province of Sindh". In Balochistan province students are given the Quranic education is given to students at the initial level. This was told by a primary school teacher who was serving in that institution for a

long time. He told, "Nazira Quran is taught to the students of lower levels". In AJK the school curriculum is also same by subjects but the activities are different which are arranged for student's training and socialization. These views were taken from a field officer and activity planner in AJK schools. He elaborated this situation in this way, "Curriculum at primary level is the same all over the country but extra-curricular and co-curricular activities are different from one school to another school".

6.2 Schooling by International Schools in Pakistan

There are several schools which are promoting the policies and system of education, other than Pakistan. These schools are considered to be the international schools in which curricular activities are practised according to the teaching methodologies which are used in other countries. Even the subjects taught in these schools may be according to the government syllabus but all these subject matters and co-curricular activities and extra-curricular activities are designed and approved by their systems of education. Aitcheson School and College in Lahore, Lahore Grammar Schools, National Grammar Schools, Roots International Schools System, Bloom fields Hall schools, Canadian School systems, Beacon House school system, in all over Pakistan, LACAS, Sacred Heart School, Convent of Jesus and Marry, Froebel's International School, American Lycetuff, American School system and Pak-Turk Schools. A lot of other schools which are functional in our society, these are promoting the teaching techniques and methodologies which are presented by their scholars, psychologists and curriculum designers. Also in the shape of curricular activities, they are teaching the social, cultural and religious norms and values. In the result of their schooling, personalities having distinct mental approaches are being prepared. "Aitcheson has something different from other schools on the base of co-curricular activities, one of the foreign languages is being taught a junior level like Chinese, French, German and Arabic. Foreign tours like France, China, Germany and UAE for learning are arranged". In these schools not only the subject matters are designed according to their system of education but also indoor and outdoor activities are determined according to their objectives and cultural norms. As musical and dancing activities are practised and students are trained for these purposes also competitions

programs are held in this regard. "The Beacon-House music curriculum is aligned with our mission statement and Learner Profile. It incorporates specifications from globally recognized curriculum frameworks. The music curriculum is not only academic but includes cultural, personal, social, spiritual and physical development and growth" [18]. Co-education is preferred in these schools. Annual trips and tours are arranged in these schools internationally in which peer groups process is used for student socialization. At this level, their social and cultural norms are taught to our students and the process of their personality development is kept under their policies. "The subject matter is approved by the Oxford Press of the concerned country where this institution is headed". Even Turkey is a Muslim country but geographically its large part is situated in Europe, religiously concepts are practised according to the teaching of Islam but their regional culture is different from our country. In our country, many schools are being run under the collaboration of both these countries. Named as Pak-Turk Schools systems in which "teaching methodology and curricular activities are practised to the students those are designed according to the education system of Turkish Schools".

6.3 Modern and Religious Based Schools and Their Objectives of Schooling

A lot of schools are functional and registered in our society those are teaching according to the curricular policies of both religious and modern also. These schools are named as *Iqra Dar-ul-Itifaal*, *Dar-e-Arqam*, *Iqra Roza tul-Atfaal*, *Taleem Ul-Itfaal* and many other schools are being run by different people of having different religious approaches. "Islamic values and concepts are taught to the students with preferences as compare to others". In these schools, the setup and teaching methodologies and techniques are used both religious and modern. Teaching methodologies are used modern in some subjects and some subjects religious way of teaching is used. The authorities of these institutions have determined some social and religious activities have been determined by them to teach children. They have a particular religious background and try to teach their approach to mix with some modern subjects and activities. But the finally passed out students hold the same religious and social mind setup and views as they are taught in these schools.

7. IMPACTS OF DIFFERENT TYPES OF SCHOOLINGS, CURRICULUMS AND TRAINING ON PAKISTANI SOCIETY

More than one schooling or curriculum means the availability of root causes of social stratification in society. In developed countries and nations, there is a single and uniform type of schooling and curriculum which is taught in their educational institutions. This curriculum is designed according to their basic demands and values. They have a single direction to lead their next generation. If objectives or values are determined according to other nations then a nation can't make them a progressive one. People will be divided into different classes and social layers and would not be united in a single platform for they are trained and socialized in different ways and angles. In our country multi-types of schooling are there. It means we are producing different types of personalities of different approaches. Some are elites, some are deprived, some are purely religious and some are secular. This social division starts on school level then how can be possible that our society would get to gather on a single point? To strengthen my this view, I conducted some interviews from the people of the related field who have their experience in this field that what are the social impacts of different type of schooling on children's conceptual development. Also, what are the positive and negative impacts on our society? For this purpose, I took the views of Mr Abrar Nafees (a subject teacher at DHA senior branch for boys, Lahore). He expressed his views in such a way: "More than one curriculum divides our students socially, it develops different mindsets which fail to adjust socially and culturally, private schools consider themselves more radical and developed minded as compared to government schools on the other hand government school students adjust themselves in a moderate level of development. Private school students are often found to violate social and ethical norms. The syllabus creates a wide range of differences in the outlook of students". To collect more information and Knowledge I communicated with M Wahid Khan (a field officer who is working as a curriculum designer and activity planner for students in an NGO School in AJK). He explained the phenomenon and impacts of multi-schooling and multi- curriculums taught in our country. He explained in these wordings: "Teaching of different curriculums create confused and fragmented minds in the society. It deepens the

rift between different segments of society. Students get unequivocal concepts regarding different topics. Students don't get the same knowledge about different topics". Mr Mukhtar Ahmed (an EST teacher in GHS Nangal No;2 in Sahiwal District) when he was asked about the Social Impacts of multi-types of schooling in our country and co-curricular activities, he viewed in such a ways: "Actually, in Pakistan, three types of curriculum are being taught in different educational institutions. One is purely religious, second is under government institutions and third is taught in private sectors. Socially *Madaris* and government institutions students have an inferiority complex in their minds having no valuable education standard as compared to private institution's students. Students studying in private schools have more confidence, high ratio of Jobs, more opportunities to compete with international challenges and more facilities as compared to government and *Madaris* students. So more than one system or multi types of curriculums create social inequality and social classes in a society. This is an alarming situation in our country". M Irfan Khan (a subject specialist in Crescent Model School Shaad Maan, Lahore). When he was asked about the social impacts of more than one schooling and curriculum taught in Pakistan, he told' "Having different curriculum in Pakistan, we are unable to provide quality education to our generation. We are unable to maintain unity among people. It is a cause of division among our society. There is no collaboration among various groups and organizations due to having different mental approaches". This phenomenon is further discussed with an EST and also sociologist Mr M Ahmed he is teaching in a government educational institution (GPS Jasso Kay Gurditta, Okara), he explained this phenomenon in this way: "The society has been stratified into different classes due to different educational curriculum and types of schooling such as elite, middle and poor classes. Also, it creates anonymity and white-collar crimes. On the other hand, public sector institution's students are deprived by all means". To precise of all these views, it denotes that the division of education system into more than one schooling process or subject matter creates negativity in society. This phenomenon creates classes in society. It violates the basic social rules of society. Everybody deserves to get an education and this should be equal and without any discrimination. In our country, the education system is also divided into more than one dimension. The curriculum taught in these

institutions holds different objectives and values. The purpose to make children socialized and trained is not the same even living in the same society. Consequently, having different mindsets and mental approaches, students passed out from one institution doesn't like others. Students don't accept the environment of other institution which is conceptually against them. There are many practical examples of this thinking. My dear teacher was not qualified for the interview when he wanted to teach English subject in a *Madrasah* for he has no beard on his face. Also, a dear colleague was not permitted to enter in school campus for she has worn *Hijaab*. All these are being happened in a single society; in Pakistan, because both institutions have conceptually great difference and also have determined some special values for them. While this phenomenon is also discussed by a renowned sociologist John J. Macionis (1947-2018) in this way: "Just as students are treated differently within schools, schools themselves differ in important ways. The biggest difference is between public and private schools" [19]. Tony Lawson & Tim Heaton have described the reasons for social crimes; different schooling of children at an early stage is one of those. This phenomenon is elaborated in their book "Crime and Deviance" in such a way; "In contrast with the focal concerns of middle-class youths, which are connected to education and the gaining of qualifications. However, these middle-class focal concerns can also prepare middle-class individuals for criminal activities such as embezzlement or tax avoidance" [20]. James M. Henslin (an American Historian and Sociologist) is also in favour of this concept that more than one type of education systems creates social classes in a society. Facilitated people arranged for their children a quality education and they mostly become the future controller of that society. "You saw how education increases as one goes up the social class ladder. It is not just the amount of education that changes but also the type of education. Children of the capitalist class bypass public schools. They attend exclusive private schools where they are trained to take a commanding role in society" [21]. Joan Ferrante (a modern American Sociologist) is also in favour of this concept that more than one curriculum in a society is the reason for the division of people conceptually. He explained this social disorder in such a way: "Curriculum differences across and within states, students within the same school are usually grouped" [22].

8. CONCLUSION AND RECOMMENDATION

A school has a prominent role in socializing children and preparing them for future causes. What is the curriculum? It is the core value of a society. It is a process to transfer these values from one generation to the next generation in an environment of an educational institution. A curriculum and religion have a great connection between them. Religion determines the values and a school creates an environment in which the process of transformation of values, norms and culture are easily and systematically practised. The important issue is that these values are determined by the people of that society. After discussions and mutual dialogues, a set of values are finalized to teach children in some institutions. But in our country, there is an alarming situation. There are different educational institutions in which different types of curriculum are being taught and different types of personalities are being prepared; secular, religious and mediocre. Consequently more than one thinking, approach and class are being created in this way. More than one schooling and curriculum is a basic cause of the social disorder and social stratification in our society. It creates classes among different types of students on the base of having different objectives and destinations. In this way, most talented and intelligent students are deprived of getting a quality education because on the base of heavy fees. Some students who are not eligible in any way overlap the students who can qualify them from different dimensions. Multi types of schooling or curriculum in a society means their student have multi types of values and directions. This phenomenon creates a situation of classes, groups, social layers, disunity, plurality and multiplicity in our society.

Now the important point is this what should be our school curriculum on the school level. According to my opinion, it should be designed and formulated by our experts and it should be single and uniform. Only there should be three dimensions in its basis and objectivities. First, it should be on the base of our religious theories and concepts. Every activity and deed which is practised by students in any educational institutions would be Islamic. No activity or practise should be performed that would be against the values of Islam. Second, it should be according to the demand of the

current status of science and technology. Students should be taught the scientific theories and application with the Islamization of subject matters and teachings methodologies. There would be no contradiction between scientific theories and Islamic teachings. Third one point that should be the base of our schooling or curriculum, it would be the regional demands. Our national and regional languages, our regional culture and our regional values, all these should be determined by our experts to design the basic structure of school curricular activities in-door or out-door. Our teacher should be Pakistani and also Muslims. This type of schooling or curriculum would unite our thinking and would help us to unite at a single platform. According to this type of schooling, our students would be able to face new challenges. All approaches would be united into a single dimension. For progress and prosperity, it is necessary to determine a single direction for our future and it can be possible if our next generation is united on a single destination.

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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