

Education is an important ^{social} institution.
How conflict and functionalist perspectives
views Education as institutionalized
activity? which of the approaches can
be best describe the system of education
in Pakistan and how?

Introduction

In sociology there are three main perspectives that defines the role of social institution. These are Structural functionalism by Talcott Parson, ~~conflict perspective~~ by Karl Marx and ~~symbolic perspective~~ by G.H Meads. Former two perspectives explain the roles at macro level and ~~symbolic interactionist perspective~~ at individual level. As ~~for~~ education is concerned it is an important social institution because it stem many activities in society and ~~suffice~~ the ~~feathers~~ of many ~~social~~ problems in the society. Both conflict and functionalist perspectives explain the

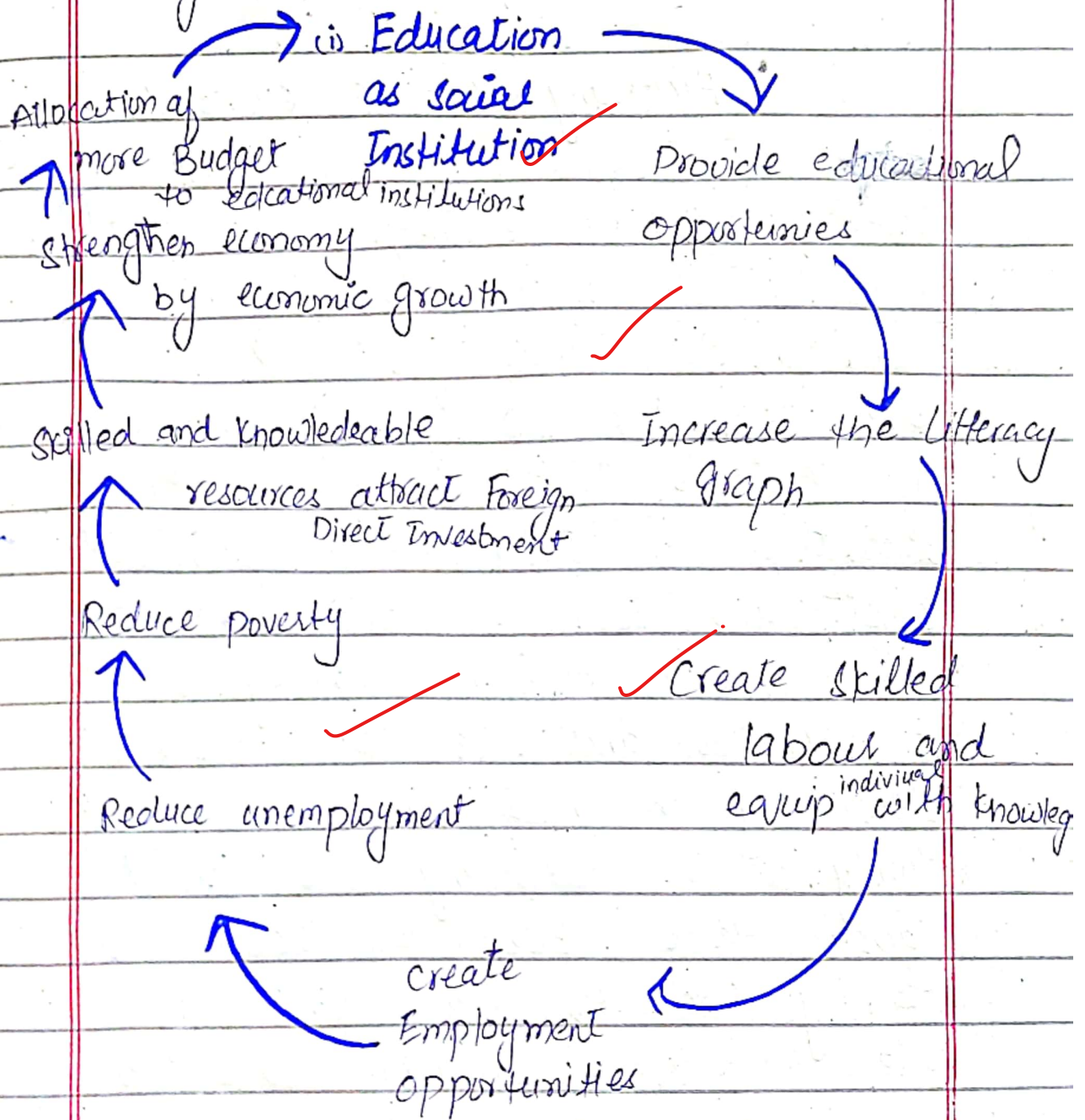
(social) education as social institution at macro level. ~~take~~ However, in context of Pakistan, conflict perspective explain the education system of Pakistan.

Functionalist Perspective and Education

Structural functionalism explains that society is like a human body which consist of different organs/parts. Each part performs its functions. All parts of the body are inter-related to each other. Disorganization in one part of body leads to other problems as well.

Robert Martin King explained that any social institution has two functions. **Manifest function** which are deliberate and anticipated and outcomes are known. Other ~~are~~ is **Latent functions** which are unintended, involuntary and unanticipated in which outcomes are unknown. In this scenario we it can be explained the any

Kind of distortion leads to dysfunction in the society. However, education in term of structural functionalism can be explained through given diagram



Hence, all organs of society are interlinked. one activity increase the possibility of other activities. Disruption in

one organ leads to the deterioration in other organs.

Functionalist Perspective and Education Institution

According to the Economic Survey of Pakistan 2022-23 literacy rate in Pakistan is 62% and according to PCDE 23 million children are out of school. Here all organs of society are interconnected at economic front Pakistan is facing around 29% inflation, low current deficit and low growth, while at social front there are no employment opportunities, and due to economic dependency on male members of family, it is exacerbating the child labour. Hence, Economic, social and family institutions are impacting the educational institutions. Due to low budgetary allocation to educational institutions it is further worsening the condition. However, all organs are interconnected disruption in one institution leading

to disruption in other institution

Karl Marx conflict perspective And educational institution

According to conflict perspective society is consist of Binary opposite which is the cause of all social problem in society. These opposites are rich vs poor, women vs men, black vs white and powerful vs powerless.

After the industrial revolution the class system emerged where Bourgeoisie owns the means of production, (proletariat) proletariat works for bourgeoisie to get the access to essentials of life.

Bourgeoisie

- ↳ Ruling class
- ↳ owns/control Resources
- ↳ Enjoy luxuries of life
- ↳ Access to Quality Education
- ↳ create opportunities

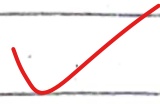
Proletariat

- ↳ labour class
- ↳ Hard work
- ↳ Hardly get fulfil the
- ↳ Basic needs
- ↳ NO Access to Quality education
- ↳ less opportunities

In context of Pakistan educational institutions are best explained at conflict perspective.

Class conflict

Classes



Educational Institution

Lower class → Public schools

Middle class → Private schools

Upper class → Private schools with foreign curriculum.

Lower lower class → ~~Madrasa system~~

Lower middle class → Public schools with no facilities

Lower upper class → Private schools

In Pakistan different classes get education from different medium. The more you have resources, the more opportunities you have towards progressive future.

18th Amendment and Curriculum Conflict

In Pakistan single national curriculum remained under discussion for years but it could not resolve.

After 18th amendment every province has the right to devise its own province curriculum. Hence,

here Pakistan is even divided at curriculum debate.

Medium of Instruction:

In an educational institution medium of instruction is also at conflict. In some school they offer Urdu medium while others English medium of communication. Furthermore, this also manifest the class differences.

Infrastructure and deplored Method of delivering lecture

Another conflict is infrastructural problems and deplored method of teaching. In private schools building are maintained, fully furnished and highly competitive staff. While on the other hand in public school there is also no proper infrastructure of buildings, incapable teaching staff and lack of other facilities.

However, all these things manifest the class conflict in educational institutions

Critical Analysis:

Hence both perspective explains that institution ^{is} pawn of external forces, however, it can not improved by itself. Furthermore, it also negate the importance of social cooperation. These some flaws in education systems which can be explained through these perspective but these can be improved through effective policies at government level as well as through the mutual cooperation of citizen.

ans is satisfactory
main ideas addressed and
theme of question is discussed

9/20

Conclusion:

The good work ...
Interactionist Structural Functionalism
and conflict perspective explains that how education is directly linked with the other organs of society and how it brings changes in it. Similarly conflict explains that how conflict in social classes build different narratives and create different opportunities only on the basis of resources.