

# Topic: Neglect of enhancing intellectual ability in our education system.

## Outline:

1) Introduction (not taught yet in class)

### Thesis Statement:

2) Crunch Paragraph

(not taught yet in class)

3) How enhancement of intellectual ability is neglected by our education system

a) Traditional teaching methods

b) Outdated syllabus

c) Incompetent teaching faculty

d) Focus on rote learning

e) Lack of research cells in institutions

f) Lack of will of stakeholders to improve education system

g) Concept of intellectual ability not recognized by society.

4) Impact of neglecting intellectual ability

a) Lack of critical thinking ability among students

b) Limited scope of learning for students

c) Lack of creativity and innovation among students

d) Students opt for shortcuts to gain success

e) Students suffer in competent fields

f) in society

f) Society as a whole suffers with decline in progress

5) Ways to enhance intellectual ability in our education system

a) Induction of high qualified and well competent faculty

b) Innovative and updated curriculum should be adopted

c) Discussion oriented class system in educational institution

d) Focus on increasing learning capacity and knowledge base of students

6) Conclusion:

Traditional teaching methods are playing primary role in declining intellectual ability among students. Uzma Dayan in her research, *Creating Interactive Classrooms* in 2018 stated that 72% teachers taught through traditional teaching methods of lecturing and dictating notes. As a result classroom remains teacher-

centered, and students get fewer chances to interact. They remain quiet most of the times or take notes dictated by the teacher.

Apart from teaching skills, syllabus is also outdated, which is being taught in our educational institutions. The curriculum is at least far decades behind international curriculum.

(Nazir Ahmed / *Outdated curricula and syllabi* / February, 2022). This implies that the course content being used in the institutions, is almost the same that was studied by our ancestors; and that has largely affected our energetic youth. Hence, our textbooks instead of promoting critical thinking, promotes memorization and cramming.

Similarly, neglect of enhancing intellectual ability is also fostered by less qualified teaching faculty. Teacher's incompetency has a huge impact on student's learning. Iqbal Ahmed in his research found out that teachers are not well trained and competent lack innovative methods of teaching. Moreover they also lack lesson planning strategies, which renders them incapable of dealing with problems in the process of teaching. Thus, incompetency of teachers directly affects learning capabilities of students; by not fulfilling their prime duty; which is to increase knowledge among students.

Pakistan has a long-standing dilemma of rote memorization, which has been in place since the first stage: Kindergarten. From there, it goes through all the different stages of one's educational system. Reaching at the graduation stage; it can be easily observed that, rote learning is boosted by notes-culture which, in turn, paves the way for copy-pasting menace. This results in intellectual paralysis of learners, which hampers them from utilizing their reason and intellect.

The intellectual paralysis among learners is ~~caused~~ with lack of research culture in educational institutions. In Pakistan, research starts in universities for graduates or post-graduates programmes. This creates difficulties among students, for they are not familiarised with critical thinking, research methodologies, and analysis. Due to the prevailing educational system from ~~kindergarten~~ kindergarten to college, students remain focused on reading material, and they lack the skill to develop their own opinions, and arguments. Such intellectual skills could only be instilled by fostering research culture, as well as developing research cells in all the educational institutions.

Likewise, the education realm of Pakistan is struggling with a poor financial accent. Pakistan reserves the record lowest money for the education department; exposing the lack of will of the stakeholders to improve the system. It allocates between 1.5 and 2 percent for education, among which more than 90 percent is spent on salaries, pensions, and allowances. The remaining few percent is allocated for the development,

construction, and maintenance of various educational institutions. Even out of this meager budget, a huge chunk goes into the pockets of handless. (Abdul Samad Khan / The Educational Paradox of Pakistan/2013)

Such lack of interest exposes the dilemma of the stakeholders: not making any effort to foster research culture in education systems of Pakistan.

However, the vicious cycle starts from society being unable to stomach the importance of critical thinking, for the betterment, and progress of individuals as well as society as a whole. Pakistani society during 1950s to 1960s was a much moderate, and a progressive society. The era of 1980s saw a major shift, as educational reforms discouraged the acts of questioning among nation as a whole, whereby, pedagogical construct was redesigned to discourage critical reasoning among students. Thus, a culture of following rules, and procedures was promoted, which had devastating ramifications on the nation in the longer run.

The academic curriculum tends to produce students who lack, and are unable

to think beyond conventional means. Such lack in intellectual ability among students is the major reason Pakistan is left behind in conducting quality research. Only 3 universities of Pakistan are among top 1000 of these global tables: THE, and QS. This raises major concerns about quality of education at our institutions. (Zeeshan Ahmed / Pakistan's Education: Lack of Critical Thinking / 2018). Thus, Passive learning only leads students to follow the patterns, and not being able to utilize their potential to comprehend critical thinking abilities.

Similarly, lack of ~~intellectual~~ intellectual ability leads towards limited scope of learning for students. In class-rooms, students are not encouraged to question, ponder, and investigate. Only focus is given on covering of syllabus by teachers, and the space for open discussion, and healthy debates is not provided. Such practices subvert learning abilities of students.

Furthermore, students also lag behind in skills of creativity, and innovation. Nisbah ~~in her research~~ Shabeen in her research paper published in Sage Journal 2016, stated that

Pakistani students in UK lacked creativity, and skills to think out of the box. Moreover, their writing lacked self-expression, and critical thinking. This behavior seems a cultural norm, and instilled in pupil's mind from an early age. Thus, students become perplexed, and confused with questions regarding critical thinking. Reluctantly, students deliberately opt shortcuts to ~~gain~~ gain success. Such intentions lead students to engage in academic frauds. There are multiple ways of doing such frauds; the most common is cheating or plagiarism. The entire education system, with its outdated syllabi, traditional pedagogy practices, and lack of will to improve education standards, has a shaped student's mindset to memorize, copy-paste during course completion. At the time of ~~exam~~ exam, they are unable to write in response of any concept-related question, which pushes them to cheat in exam, rather than critically using their own intellect. Such dishonest behavior to gain success in academic journey is incited by the educational system; mainly by teachers. (Rameez Mahesar / Academic Fraud (2022))



Similarly, when these students, after graduating, arrive in practical fields, they are unable to compete. In educational institute, main focus is put towards memorizing theoretical knowledge, and they are judged on the basis of good memorization. Those who mastered rote learning gain good grades, while rest fall prey to academic frauds. The vicious cycle continues, until students become members of practical fields. Then they come to realize that traditional degrees are unable to earn them employment. As per United Nations Human Development Report, 2003, only 4% youth in Pakistan is pursuing employment, while 57% is unemployed. Thus, lack of technical education, as well as ~~lack~~ instilling intellectual ability among students brings grave consequences for their future.

Furthermore, the trickle down effect of such neglect leads towards decline in progress, and development of society. As, current economic situation of Pakistan is worst than a night mare, this leads towards unrest in society. Pakistan consists of youngest population than any other state in the world, if such youth bulge is

not catered, and trained enough with modern, technical, updated skilled knowledge, it will not be able to contribute for the betterment, and progress of society.

However, such dilemmas can be catered by reforming educational institution, right from its roots. One of the most crucial

way is to hire high qualified, and well trained faculty staff in the educational institutes. As,

teachers are the backbone of the education system, honest investment should be made in the professional development of teachers.

Stakeholder must implement higher standards for teacher's selection, to deliver better outcomes to the students. Professional development seminars, webinars, and training with respect to modern means of teaching should be offered to teachers. Thus, effectiveness of teachers will have significant impact on students learning outcomes.

Moreover, updated, and innovative curriculum should be adopted, according to modern trends. Updated curriculum will help in ensuring, and incorporating relevant, diverse, and unique perspectives among students. Thus, will promote learning opportunities, as well as intellectual development among students.

The traditional teacher-centered classroom environment, should be replaced with student-centered, and discussion oriented. Group discussion among students should be encouraged to make them confident in expressing individual ideas. Such activities will also help in incorporating the habit of brainstorming among students, which will in turn discourage them to opt for shortcuts for gaining any type of success.

The culture of rote-learning, and memorization should be replaced by understanding of knowledge. Teachers, and stakeholders should design an innovative system of examination, which examine students on their knowledge base, rather than mere memorization of syllabus. This will pave way for incorporating, and enhancing intellectual ability among students.