CSS - 2023 — Sociology

Q no2 Education is an important social institution. How conflict and functionalistic perspectives view education as institutionalized activity? Which of these approaches can best describe system of education in Pakistan and how?

1. Introduction

   Pakistan spends 1.9% of its GDP on education while developed countries spend one of their largest chunk of GDP on education. Education plays an important function in keeping the society at social equilibrium, from the viewpoint of Functionalist perspective. Education also is a resource upon which a prepetual conflict is present in the society, from conflict theory perspective. In Pakistan, although education plays a ~~intro is too long~~ smaller role in development it has played a major role in keeping status quo. This inability to change has caused the postulates of Marx's idea of conflict to better represent educational system of Pakistan. However, with changes in policies and development of educational infrastucture, formal education can start to peform stronger roles.

2. Education's role as a social institution — Functionalist perspective.

According to Functionalist perspective, ~~education~~ the society is a bunch of structures. These structure include social institutions (such as education system) and social facts (such as values and norms). The society tries to maintain a state of equilibrium by assigning special roles to social institutions and social facts.
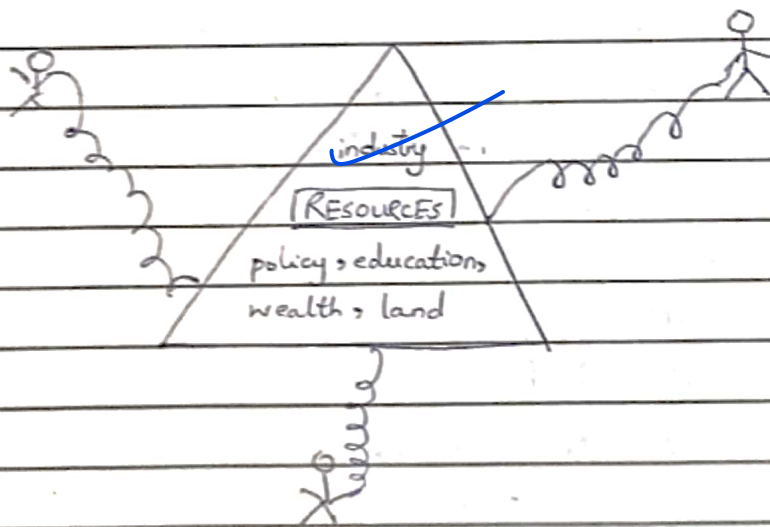

Education systems play a major function of imparting wisdom, culture and knowledge from older generations to younger generation. If the education system does not perform its role the society can crumble. This is similar to an organ of the body failing to perform.

3. Education is a resource — Conflict Perspective

According to the Conflict Perspective, given by Karl Marx, society is in

a state of constant conflict due to limited resources. Furthermore, he claims that society's order is maintained through power and dominance not by consensus and conformity. Those who are dominant will hold on to power and wealth by all means. They would develop norms, traditions, laws and societal structures to further support their dominance and prevent others from joining their ranks. In Pakistan, education is the power which could disrupt dominance, therefore, it is made unequally available.
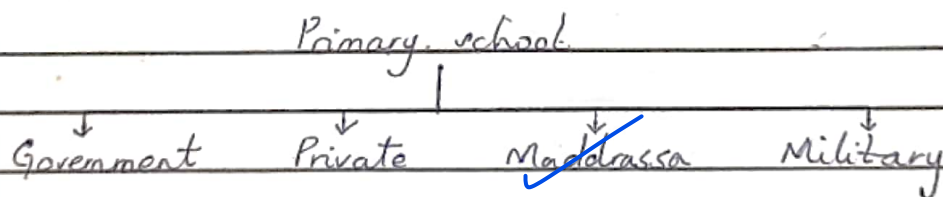

4. Political Demagoguing: hindering education's function of social development

A major role of education is social development of masses. This social development includes political

awareness. The political leaders do not want to empower the voter bank as they might start to loose votes leading to loss of power. Therefore, education is not equally, available all across Pakistan. This strengthens conflict theory as the dominant and suppressing weak for power.

5. Multiple class-based institutes hindering function of social integeration

A primary purpose of education is to create social integeration and develop a social fabric. This allows social facts to be practiced uniformly so that society can remain at equilibrium. However, in Pakistan, even primary education is divided into multiple class-based instititudes. The diagram bellow shows them.

Primary school

↓ Government ↓ Private ↓ Maddrassa ↓ Military

The standard of education and curriculum in all schools is different. This difference allows students of private expenses schools to move in powerful circles and attain more power, hence, reinforcing conflict perspective

6. **Difference in types of teacher hindering personality development**

A major function of education system is to develop personality of students. Individuals with strong personalities lead societies and develop stronger adaptive systems for future survival of society. This function is performed by teachers. However, in Pakistan the quality of teachers is based on class as well. The elite is able to afford best teachers while the poor do not get good teachers. Reports of child abuse in school's of poor are common, in Pakistan. In 2023, teachers in chakwal seminary school abused and sexually tortured 15 children (Dawn, Innocence Robbed, Nov 2023). This reinforces the power of the elite as majority leaders with developed personalities come from the upper class. The phenomenon once again strengthens conflict theory's application in Pakistani education system.

7. **Lack of career counselling preventing social mobility**

Vertical social mobility is an end of education. Education provides skills to individuals which allows them to get economic opportunities which lead to improvement in socio-economic status of a

of individuals. This means that educated individuals can move ahead of their parents. However, in Pakistan students are not well guided hence they end up in fields that do not have enough economic opportunities. Only a handful of individuals are guided well. Once again those already possessing the power and wealth can get the priced service of career counselling and build well paying careers. Therefore, the goal of social mobility is not fulfilled but rather those who are in power have ensured that they hold on to it, as explained by conflict theory.

6. Conclusion

Currently, Pakistan's education system is a resource that is available only for the upper echleons of society. The power of knowledge and education is used to dictate terms to the majority of less educated class. However, the constitution of Pakistan, mentions in 18th Amendment, that it is an obligation of state. It therefore is an important social institution which needs attention from the state. If the education system does not start to perform its function the society will falter. The current economic crisis of Pakistan calls for a shift to functionalist perspective.

ans is addressed satisfactory
but enhacne the length of ans to gain a bit more marks
rest is fine
but ans is no enough for 20 marks q add more headings 8/20