

B.Ed(hons) 6 semester

Topic :Historical Approach

Group members

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Introduction to comparative Education and
Historical approach

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characteristics of historical approach

Qurat-ul-ain

1625

Pakistan Educational History

History of comparative education

- ▶ Comparative education is a fully established academic field of study that examines education in one country (or group of countries) by using data and insights drawn from the practises and situation in another country, or countries.
- ▶ In comparative education over the past 100 years it is clear that there has been an “identity crisis” regarding its boundaries
- ▶ Jullien was an early figure encouraging cross-national data collection,
- ▶ Sadler stressed the importance of looking at society as a whole when considering educational systems,
- ▶ Kandel helped to clarify some of the goals of comparative education.
- ▶ In the mid to late twentieth century, as the field of comparative education methodology, several authors such as Harold J. Noah etc helped to challenge and clarify comparative theory

History of comparative education

- In 1954, The School of Education at New York University began a conference that would, at their third meeting two years later in 1956, establish the Comparative Education Society.
- The Comparative Education Society changing its name to The Comparative and International Education Society (CIES) in 1968,
- The 1960s saw the formation of the Comparative Education Society in Europe, which prompted the publishing of Comparative Education beginning in 1964.
- The World Council of Comparative Education Societies (WCCES), a non-governmental organization under UNESCO, formed in the late 1960s and holding its first world council in 1970 with representatives from five comparative education societies including the United States, Europe etc
- The WCCES aims to promote the study of comparative and international education throughout the world

Historical Approach (Definition)

- ❖ An investigator will only take a village, town or country for the examination of its educational historical development right from the first day when education was introduced into the place and the time of study.
- ❖ This approach will enable the researcher to identify the factors that are responsible for the current educational system of the country being studied. However, the problem with this approach is that greater emphasis is always placed on the past.

Historical Approach

- In this approach we study the modern educational problems. The method reveals the basis on which the modern education system is based.
- Knowledge gained at this point may help us in eliminating undesirable elements in the system and further strengthening of the desirable ones.
- We employ historical method not only to know the past in order to understand the present better, but so that we may improve the future by hinting at those factors which may be more useful.
- In this approach we also try to understand all those geographical, social, racial, political, religious and linguistic factors which influence the educational system of a country.
- Scholars such as Nicholas Hans, Isaac Kandel, Schneider and Michael Sadler are known for popularizing this method. They basically agreed that selective cultural borrowing.
- Scholars emphasized that educational policies and practices have both cause and effect which is found in each society's unique historical experience, that Horace called the national character.

Historical Approach

Although the scholars who advocated for this approach did not offer a definite procedure to be followed, it is generally agreed that three things, stand out;

- One should study each national system separately in its historical context, taking note of differences in terminologies and methods of collecting and classifying data.
- One should also analyze the forces, and factors responsible for the noted differences that are grouped into four categories i.e. natural, religious, social- economic and political.
- One should also adopt only those ideas and practices that best approximate and can be adapted to the recipient country's historical context.

History of Education in Pakistan

Report/policy

Year

- | | |
|---|------|
| ▶ All Pakistan Education Conference | 1947 |
| ▶ National Commission on Education | 1959 |
| ▶ Education Policy with Nationalization | 1972 |
| ▶ National Education Policy | 1979 |
| ▶ Education Policy | 1992 |

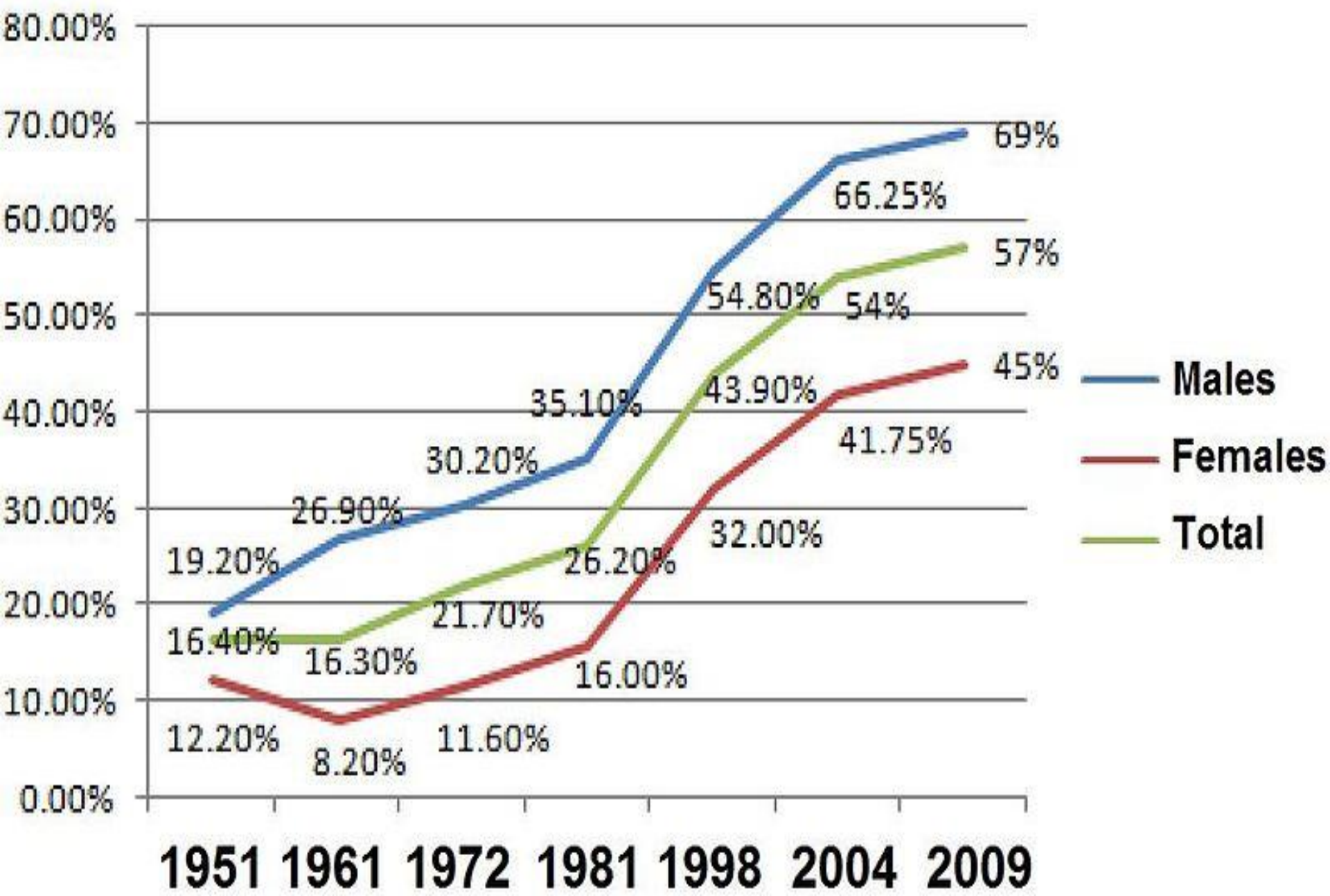
EDUCATION SCENARIO

Human Development Index

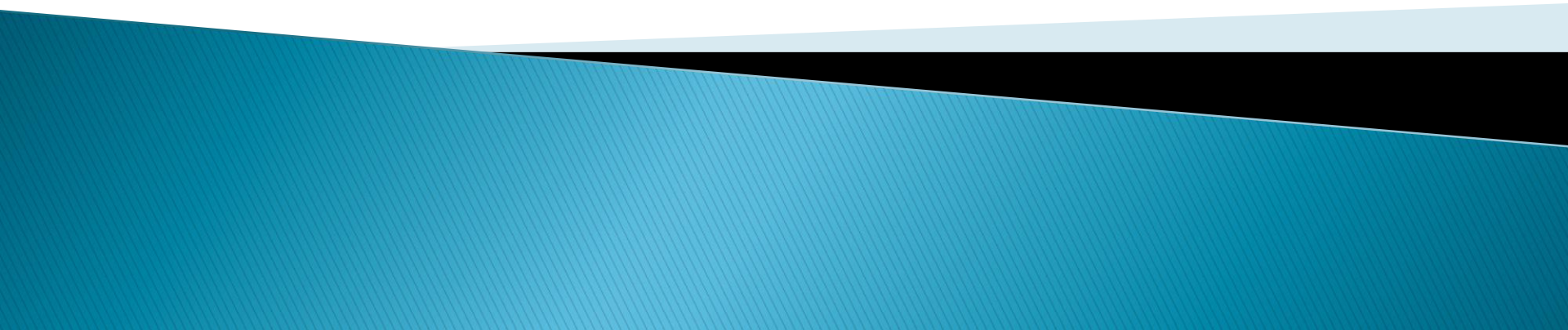
Country Ranking (out of 177 countries)

	2005	2006	2007
Iran	99	96	94
Sri Lanka	93	93	99
Maldives	96	98	100
India	127	126	128
Bhutan	134	135	133
Pakistan	135	134	136
Bangladesh	139	137	140
Nepal	136	138	142

Literacy Rate Pakistan (1951 - 2009)



Characteristics of historical approach in comparative education



Characteristics of historical approach in comparative education

- ▶ Historical approach is another characteristic of traditional approach. It was one of the most important approaches to the study of political science. It denotes the process of arriving at laws governing politics through an analysis of historical events that is of the past. And it stands for an attempt at understanding politics through a historical account of political thought of the past

Characteristics of historical approach in comparative education

- ▶ This approach is very useful for the detailed study of comparison between a recent education system and past education system of Pakistan and also for the other countries .

Characteristics of historical approach in comparative education

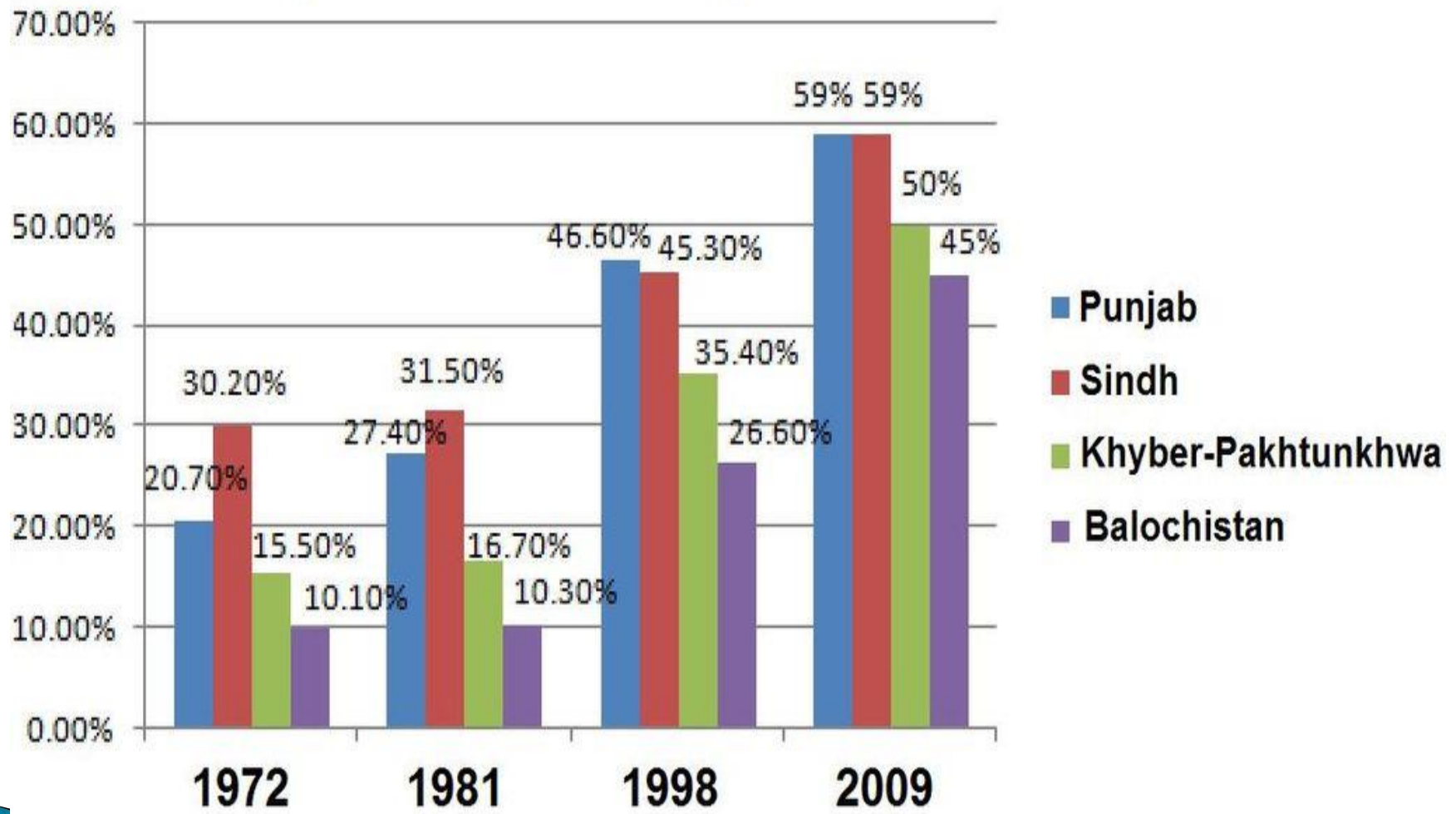
- ▶ This approach focuses on the study of education of the past more.
- ▶ In this approach we study the modern educational problems. The method reveals the basis on which the modern education system is based. Knowledge gained at this point may help us in eliminating undesirable elements in the system and further strengthening of the desirable ones. It is important to note that, we employ historical method not only to know the past in order do to understand the present better, but so that we may improve the future by hinting at those factors which may be more useful. In this approach we also try to understand all those geographical, social, racial, political, religious and linguistic factors which influence the educational system of a country.

Pakistan educational history

Year	Male	Female	Total	Urban	Rural	Definition of being "literate"	Age group
1951	19.2%	12.2%	16.4%	--	--	One who can read a clear print in any language	All Ages
1961	26.9%	8.2%	16.3%	34.8%	10.6%	One who is able to read with understanding a simple letter in any language	Age 5 and above
1972	30.2%	11.6%	21.7%	41.5%	14.3%	One who is able to read and write in some language with understanding	Age 10 and Above
1981	35.1%	16.0%	26.2%	47.1%	17.3%	One who can read newspaper and write a simple letter	Age 10 and Above
1998	54.8%	32.0%	43.9%	63.08%	33.64%	One who can read a newspaper and write a simple letter, in any language	Age 10 and Above
2004	66.25%	41.75%	54%	71%	44%		
2009	69%	45%	57%	74%	48%		

Province	Literacy Rate			
	1972	1981	1998	2012
Punjab	20.7%	27.4%	46.6%	71%
Sindh	30.2%	31.5%	45.3%	69%
Khyber-Pakhtunkhwa	15.5%	16.7%	35.4%	60%
Balochistan	10.1%	10.3%	26.6%	50%

Literacy in Pakistan by Province



Shortcomings of historical approach

- ▶ The data on which we base one study may not be reliable because in the collection of the same, due care is often not observed. As such the conclusions derived may not be very useful.
 - ▶ The other short coming is that, historians are generally not impartial in their accounts. In most cases they want to conceal undesirable elements about the history of their own country and looking facts relating to others countries with some perceived prejudice.
 - ▶ The third limitation of this approach is that, the past is unduly emphasized . Consequently the study of comparative education can be said to be unbalanced.
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