



An emotional-intelligence-based-primary-education system striking balance among intellectual, moral and physical development of a child

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Abstract

A primary-education system is proposed in which the curriculum should strike balance among intellectual, moral and physical development of a child. Integrating different aspects of curriculum development — philosophy, (developmentally-appropriate) contents and pedagogical techniques, this curriculum makes the student a *manager* of resources of the universe (not a *thief*) and educates the future leaders of Pakistan to learn connection with Allah *Izz-o-Jal*, self and environment, in contrast to 'logical positivism'. The model of scheme-of-studies proposed involves 6 *days* of schooling (sections formed according to build), every day with 3 sessions each of 4-hour duration, 3 *days* for academics and every alternate day for sport activities (students appropriately attired for each activity) covering athletics, squash and cricket (first combination) or gymnastics, tennis and football (second combination). With the current spree of violence on school campuses, there is a dire need to inculcate emotional intelligence in students by studying child-upbringing approaches (Hikari Kindergarten, Nikitin, Summerhill) and take measures to establish connection with earth (barefoot walking on grass and sand, forest bathing) as well as performing depression-prevention and stress-release (aggression-reduction) exercises. Primary schools should have green campuses (designed to handle the rare event of a hostile takeover) with dedicated-unidirectional, non-intersecting walking/jogging/running/cycling/biking/automobile lanes (to rule out head-on encounters/collisions).

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