

FOUNDATIONS OF EDUCATION

Code 6411

Units: 1-9



Early Childhood Education &
Elementary Teacher Education Department
Allama Iqbal Open University, Islamabad

(All rights are reserved with the publishers)

Ist Edition	.....	2015
First printing	.....	2015
Quantity:	.....	500
Price	.....	Rs. 90/-
Composed by	.....	Muhammad Zaheer
Supervise by	.....	AIOU Printing Press Operations Committee
Publisher	.....	AIOU, Islamabad.

COURSE TEAM

Dr. Muhammad Athar Hussain
Incharge

Prof. Dr. Shahid Siddiqui
Dean
Faculty of Education
Allama Iqbal Open University
Islamabad.

Members:

1. Dr. Fazal-ur-Rahman
Assistant Professor
ECE & ETED, AIOU, Islamabad
2. Dr. Muhammad Athar Hussain
Assistant Professor
ECE & ETED, AIOU, Islamabad
3. Mrs. Bushra Shaheen
Lecturer
ECE & ETED, AIOU, Islamabad
4. Dr. Rahamatullah
Lecturer
ECE & ETED, AIOU, Islamabad

Course Development Coordinator

Editor

Fazal Karim

Reviewer

Dr. Fazal-ur-Rahman

1st Edition

Course Coordinator

Muhammad Athar Hussain

FOREWORD

This Course 'Foundations of Education' is base line for the programme of ADE/B.Ed (4 year). It focuses on pre-service and in service pedagogical needs. Still it is a segment of comprehensive package of teacher training which provides professional insight and skill to the students in methodology, theories of teaching, learning, child psychology and growth.

It is an established fact, that teacher is pivot of educational system and in teacher training programmes quantity and quality of both matters. Teachers not only need mastery over the subject they teach, but also skill in the process of teaching. For this skill, conceptual frame work is necessary without which no training programme can achieve its goals. This Course provides these foundations.

I congratulate Dean, Faculty of Education for his professional input and leadership in developing course units and providing conducive environment to his colleagues towards development/and revision of this course.

(Prof. Dr. Shahid Siddiqui)
Vice-Chancellor

CONTENT LIST

		<i>Page #</i>
	Course Introduction-----	<i>x</i>
	Objectives of the unit -----	<i>xii</i>
Unit No. 1	ISLAMIC FOUNDATIONS OF EDUCATION -----	1
	1. Introduction-----	2
	2. Objectives of the course -----	3
	3. Islamic Foundations -----	3
	3.1 Quran -----	3
	3.2 Hadith -----	6
	3.3 Qiyas-----	7
	3.4 Fiqqah -----	8
	4. Activities -----	9
	5. Exercise-----	10
	6. Bibliography-----	10
Unit No. 2	PHILOSOPHICAL FOUNDATIONS OF EDUCATION ---	13
	1. Introduction -----	14
	2. Objectives -----	14
	3. Philosophy and Education -----	15
	4. Main Philosophical Thoughts -----	16
	4.1 Idealism -----	16
	4.2 Realism-----	17
	4.3 Naturalism -----	18
	4.4 Pragmatism -----	19
	4.5 Essentialism -----	20
	4.6 Progressivism -----	20
	4.7 Reconstructionism -----	21
	5. Activities -----	22
	6. Exercise-----	24
	7. Bibliography -----	24

Unit No. 3	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I	27
1.	Introduction-----	28
2.	Objectives -----	28
3.	Learning and Maturation-----	28
3.1	Learning -----	29
3.2	Maturation -----	30
3.3	Learning and Maturation -----	32
3.4	Maturation and Learning in Human Infant-----	33
3.5	Maturation and Learning in Pre-School Aged Children -----	34
3.6	Maturation and Learning in Elementary School-	34
4.	Activities -----	35
5.	Exercise-----	35
6.	Bibliography -----	36
Unit No. 4	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II	39
1.	Introduction-----	40
2.	Objectives -----	40
3.	Individual Differences and Learning -----	40
3.1	Academic Performance -----	42
3.2	Academic Aptitude -----	42
3.3	Intra-individual differences-----	43
3.4	Gifted and Talented -----	43
3.5	Mental Retardation -----	45
3.6	Children with Visual Impairment -----	47
3.7	Children with Hearing Impairment-----	48
3.8	Children with Psychology -----	49
4.	Instructional Strategies and Psychology -----	50
5.	Cognitive Teaching Strategies and the Teacher -----	54
6.	Activities -----	55
7.	Exercise-----	56
8.	Bibliography -----	56

Unit No. 5	SOCIO-ECONOMIC FOUNDATION OF EDUCATION --	59
	1. Introduction -----	60
	2. Objectives -----	60
	3. Concept of Society and Culture -----	60
	4. Social Conditions and Education -----	61
	5. Economic Conditions and Education -----	63
	6. Politics and Education-----	65
	7. Activities -----	66
	8. Exercise-----	67
	9. Bibliography -----	67
Unit No. 6	AIMS OF EDUCATION -----	69
	1. Introduction-----	70
	2. Objectives -----	71
	3. Aims, Goals and Objectives -----	71
	4. Quality of Meaningful Objectives -----	76
	5. Taxonomies of Objectives -----	77
	6. Aims and Curriculum -----	81
	7. Activities -----	96
	8. Exercise-----	96
	9. Bibliography -----	97
Unit No. 7	HISTORICAL DEVELOPMENT OF EDUCATION IN PAKISTAN -----	101
	1. Introduction-----	102
	2. Objectives -----	103
	3. Pre-Pakistan Period (712 A.D to onward)-----	103
	4. Period from 1947-1958-----	104
	5. Period from 1959-1971-----	106
	6. Period from 1972-to date -----	107
	7. Activities -----	109
	8. Exercises -----	111
	9. Bibliography -----	112

Unit No. 8	MODES OF EDUCATION-----	113
1.	Introduction-----	114
2.	Objectives -----	114
3.	Informal Education -----	115
4.	Formal Education -----	116
5.	Non-Formal Education -----	118
6.	Distance Education -----	119
7.	Activities -----	121
8.	Exercise -----	122
9.	Bibliography -----	122
Unit No. 9	PROBLEMS AND ISSUES IN EDUCATION IN PAKISTAN-	123
1.	Introduction -----	124
2.	Objectives -----	125
3.	Universalization of Primary Education -----	126
4.	Literacy -----	127
5.	Population Education -----	129
6.	Environmental Educational -----	132
7.	Female Education -----	133
8.	Islamization of Education -----	134
9.	Discipline on Campus -----	135
10.	Special Education -----	137
11.	Drug Education -----	139
12.	Activities -----	140
13.	Exercise -----	141
14.	Bibliography -----	142

COURSE INTRODUCTION

Effective teaching demands besides possessing adequate knowledge of subject matter and techniques of teaching, teacher must also exhibit full commitment to ideology of the country. It is repeatedly stated in all educational policies and plans that no system could be better than its teachers. To upgrade the standard of teacher education, AIOU has decided to launch Associate Degree in Education (ADE) and B.ED (4 year) to the already existing cluster of teacher education. To teach effectively, one must possess considerable skill, knowledge, patience, caring, commitment and understanding of oneself and students. For all these, “Foundations of Education” provides base. As a foundation course, there is so much material to cover in this book, various special features have been included to assist students in getting most from this volume.

Unit No. 1 provides opportunity to get insight into Islamic foundations of education: Quran, Hadith, Qayas, Fiqqah.

Unit No. 2 concentrates on the Philosophical Foundations of Education and discusses in general the relationship between education and philosophy and different modern schools of philosophy.

Unit No. 3 & 4 deals with Psychological Foundations of Education. It relates psychology with instructional strategy.

Unit No. 5 deals the vast realm comprising of society, culture, economic and political influences on education.

What is Taxonomy? What are the aims of education in Pakistan? And what is their impact on curriculum development? All these are discussed in Unit 6.

Unit 7 deals with Historical Development of Education in Pakistan. It is divided into four areas. Salient development of each period is discussed in this unit.

Unit 8 Modes of Education is a unique which appraises the student-teacher with different modes. Moreover pros and cones of these modes are also discussed in this unit.

The last unit 9 covers the significant problems and issues of Education in Pakistan. It facilitates our educator to be aware of the national educational spectrum.

It is hoped, that this course will equip the student-teachers with necessary knowledge and skill which will help them to complete this programme successfully.

Prof. Dr. Shahid Siddiqui
Dean
Faculty of Education

OBJECTIVES OF THE COURSE

The student will be able to:

- explain the important features of foundations of education
- specify the role of educational thinker in education
- appreciate the philosophical, psychological, foundations of education
- discuss the modes of education
- discuss historical development of education in Pakistan
- evaluate the issues and problems of education

UNIT NO 1

**ISLAMIC FOUNDATIONS
OF EDUCATION**

Written By:
DR. M. MAHMOOD HUSSAIN AWAN
Reviewed by:
DR. FAZAL-UR-REHMAN

1. INTRODUCTION

The word Islam, as defined by the Quran itself means submission to the Supreme Being and compliance with His laws, which constitute Nature, “I have only created the jinns and men that they may save me. (51:56) and “say” truly. My prayer and my services of sacrifice, my life and my death are for Allah, the Lord of the worlds who hath no peer (6:162). This means the final aim of Islamic education should be inculcation of complete submission to the supreme will of Allah Almighty. This is the Islamic concept of worship and hence the aim or philosophy of education; in the Holy Quran. Thus, “the true religion with God is Islam (3:19).

Islam lays special emphasis on the acquisition of knowledge. Concept of vicegerancy of man. According to Quran, Allah has made man as his vicegerent due to knowledge (Ilm-ul-Asma), when angels argued about the vicegerency of man then Allah (SWT) taught Adam the names of everything and then Adam told them and hence proved his ability for vicegerency on earth. This shows the importance of acquiring knowledge from the Quranic point of view (Surah Al-Baqra Fourth Ruku). It is obligatory alike for both Muslim male and female. Therefore, it stresses on acquiring knowledge from cradle to grave even if one had to go for it as far as China. Meaning of knowledge in Islam is both extensive and comprehensive. It is not confined to the physical performance of religious rituals only but to infuse the spiritual, moral and practical aspects as well, and thus helps in the complete growth of an individual’s personality.

Knowledge is of two types, revealed knowledge and acquired knowledge. Revealed knowledge has been given to human beings through prophets by Allah. Acquired knowledge is that which is being acquired by the human beings through the study of natural phenomena, attitude of man and through the study of society.

According to the philosophy of education in Islam, in most comprehensive sense, is the upbringing of a true believer. Such a believer who by understanding his Lord, worships Him in full conviction of His Oneness, abides by the Shariah and uses all that Allah has created to protect faith and reinforce His religion. Education is the process through which knowledge is transmitted from an individual or section of society to another individual or section. It also reflects the philosophy on which it is based. Islamic philosophy derives its origin from the spirit of teachings of the Quran and Hadith (the sayings of the Holy Prophet peace be upon him). The Qayas and Fiqqah, are also the important components.

2. OBJECTIVES OF THE UNIT

After reading the unit, it is hoped that you will be able to:

1. Explain the concept and nature of the Islamic foundations of education
2. Discuss the following
 - a. Quran
 - b. Hadith
 - c. Fiqah
 - d. Qayas
3. Identify the important features of Islamic foundations of education

3. ISLAMIC FOUNDATIONS OF EDUCATION

It would be helpful to understand the Islamic foundations of education if we are acquainted with the concept of Islamic philosophy.

3.1 Quran

The word “Quran” literally means reading or recitation. Quran is designated in Arabic Al-Furqan, (distinguisher). Kalam Allah (the words of God), Kitab (the book), Nur (the light) and Al-Huda (the guidance) and Al-Dhikr (the

reminder). It is considered as eternal miracle of Islam, the expounder of the most sublime truth: the perfect moral code.

Islamic education aims at discovering and formulating Allah's will. Ahmed Hassan (1982, P: 43) writes "The primary purpose of the Quran is to lay down a way of life which regulates the relationship of man with man and his relationship with God. The Quran gives directions for man's social life as well as for his communion with his Creator".

Since the dawn of revelation "Read": in the name of Thy Lord who created, Man from a dot (congealed blood). Read: and Lord is the Most Bountiful who taught by the pen; taught Man what he knew not" (96:1:5). Until this day, the Quran is acknowledged as the core, pivot and entrance of learning. Each aspect of life is moulded by it. Even every human action is classified. This classification is categorized as obligatory (Fard and Wajib; prohibited (Haram), reprehensive (Makruh), recommended (Mandub), permitted or legally left indifferent (Mubah). And indeed, the objective good cannot be known and achieved without knowledge of the above. Bhatia (1989, p:2) stated "there is hardly any book in the world as the Quran in the service of which so much talent, so much labour, so much time and resources have been expended and which is so minutely verified and carefully preserved".

The Quranic text is divided into 114 chapters. Each chapter is called 'Surah' which consists of a certain number of verses each called 'Ayah'.

The revelations contained in Quran were not all revealed on one occasion but at long intervals and in response to special needs to the Prophet (peace be upon him) lived at Mecca for thirteen years and at Madina for ten years. The revelations which the Prophet (peace be upon him) received in Meccan period are mostly concerned with general precepts that urged strongly and earnestly the man to righteousness. For example, the universal principles including belief in Allah, the Prophet (P.B.U.H) and the Hereafter, followed by general rules concerning religion and social practices were also revealed within

thirteen years in Mecca. The period of ten years which starts after Hijra is the period when laws were promulgated in the words of the Quran and by the precepts of the Holy Prophet (P.B.U.H). In Medina, the general principles revealed in Mecca, were completed. Thus we must believe that all institutions, like ethical, social, political, economic and legal etc, are ideal, perfect and complete.

Quran is not a book of science or any other particular field of knowledge but it deals mainly with basic principles of human life. Therefore, Quranic concept of education is that it explicitly teaches its reader principles in each and every sphere of life so that its followers have complete knowledge about their pattern of life.

As we studied in the referred text, Quran, is the fountain head of Wisdom, from which all other sources of knowledge derive their authority, It consists of very words of Allah; revealed on Prophet Muhammad (P.B.U.H) in twenty three years, first in Mecca and completed in Medina.

Islamic education system comprises the following principles:-

- 1) Belief in the Oneness, immateriality, absolute power, mercy and supreme compassionateness of the Creator.
- 2) Charity and brotherhood among mankind.
- 3) Subjugation of passions;
- 4) The outpouring of a grateful heart to the Giver of all good;
- 5) Accountability of human actions in another existence;
- 6) Developing a sense of social consciousness i.e. enjoining what is right and forbidding what is wrong?.

During the life of Holy Prophet the Quran was in a scattered form, there was not complete collection of all the revelations. However, most of the verses related to reading, writing and acquisition of knowledge revealed in Mecca were

written by amanuensis on the behest of Holy Prophet (P.B.U.H) If you recall the event of Hazrat Umar's (May Allah be please with Him) embracing Islam, who founded the Quranic verses in written form with his sister, you would confirm yourself this fact. Hazrat Abu Bakar (May Allah be please with Him) deputed Hazrat Zayd Ibn-e-Thabit to make a written collection of the Quran. The official codification of the Quran was first made during the caliphate of Hazrat Usman (May Allah be please with Him) which has come down to our own time.

3.2 HADITH

The next source of Islamic foundations of education is the Hadith, Ahadith as plural. Hadith derives its authority and validity from Holy Quran. Quran says "Obey God and Obey the Messenger" (4:59). Thus, Hadith offers best explanation or interpretation to Quran. Sunnah (Traditions) are model behaviour of the Holy Prophet (P.B.U.H) and Ahadith are His (Peace be upon Him) sayings. But in effect both cover the same ground and are applicable to His (P.B.U.H) actions, practices and sayings. Thus, it includes 'qaul' (saying) of the Holy Prophet (P.B.U.H) and fi'l (action) or His silent approval of the action or practice of another. Either by showing in his practice how an injunction shall be carried out, or by giving an explanation in words. Ahadith are not only explanatory to the Quranic text but also complementary to it. In the words of Quran "Prophet (Peace be upon Him) never spoke of his own will unless it was a revelation revealed to him" (53:3-4). In another place "whatever messenger gives you, take it, and whatever he forbiddeth, abstain from it (59:7) "No doubt, they were in total ignorance before it. Certainly, Allah, through His Benevolence, sent to the Faithful a Prophet (P.B.U.H) from among themselves, who recites to them His commandments, purifies them and teaches them the Book and Philosophy" (3:164).

There is a deliberate distinction in Hadith and Sunnah. The word Sunnah literally means way, custom, manner of acting or habit of life. Thus, Sunnah is the custom or manner, which prevails with regard to a religious, social or legal matters or rule of conduct. A Hadith on the other hand, is a statement of Prophet (P.B.U.H). A Sunnah may be embodied in a Hadith, but is not itself a Hadith. Holy Prophet (P.B.U.H) was an embodiment of all the good qualities of character. His (P.B.U.H) Sunnah is both an instrument for the institutionalization and practice of Allah's will, as well as a strong force for the propagation of Islam. There are six collections of Hadiths denominated "Al-Kutab al-Sitta or the "Sihah-e-Sittah". These collections and compilations were made by Muhammad Ibn Ismail Bukhari (Al-Bukhari); Imam Muslim (Muslim); Abu Daud; Abu Isa Muhammad (Tirmizi); Abu Bakar Rahman; and Abu Abdullah Ibne-e-Majah.

There are hundreds of sayings of Prophet (P.B.U.H) which emphasise on necessity and supreme value of knowledge. Chip (1974, p. 117) has noted the following Ahadith in the context of Education:-

- He dieth not who taketh to learning
- The ink of the scholar is more holy than the blood of the martyr.
- He who leaveth home in search of knowledge walketh in the path of Allah.
- The acquisition of knowledge is a duty incumbent on every Muslim, male and female.
- Seek after knowledge though it be in China

3.3 QIYAS

With the rapid spread of Islam outside Arabia, North' wards into Syria, and East' wards into Mesopotamia and Iraq. The cultural norms and geographical conditions in these areas were different than those of Mecca and Madina. Consequently, the Muslim scholars set themselves to the task of elaborating the social system and administration there, according to Quran and Sunnah. Keeping in view, the peculiar social conditions, and local elements, they tried to assimilate

the local institutions into an Islamic framework. Particular attention was paid towards the institutions dealing with social welfare respecting the local needs. By this change, the specifically legal disciplines expanded far beyond. Particularly with the reconciliation of orthodox system of education an effective educational discipline urging the spirit of enquiry for achieving positive knowledge like medicine and science came into being. These fresh influences comprehended all facts of life. Religion and other intellectual literature adopted foreign cultural currents. Subsequently, the well-known traditions were also interpreted according to Quran and Sunnah to apply to particular relevant situations.

Such application of reasoning in any case which is based on the facts of other case is called Qiyas. Although, it is a most disputed source of Islamic law but it derived its significance from Quran and Sunnah.

“The term ‘Qiyas’ according to the Muslim jurists, means analogical reasoning, i.e. concluding from a given principle embodied in a precedence that a new case falls under this principle or is similar to this precedence on the strength of spil a common essential feature called the reason (illa) Rahman 1966, p.71).

As we see, although Qiyas (a logical deduction) is the main source of Islamic jurisprudence, it contributes a lot for blooming of educational system. It did not only refine the spiritual capacities but dominated the entire outward activities of Muslims.

3.4 **FIQH**

Fiqh is most comprehensive discipline which covers all spheres of life of Muslims. It deals with upbringing of true believers. Aghnides (1981, p.24) says “The science which derives the shariah values from the shariah evidence is the “science of Fiqh” or simple Fiqh, and the person conversant with this science is the Faqih”, he further noted “Fiqh has been defined by Abu Hanifa in a general way as ‘The self’s knowledge of what is to its advantage and disadvantage”

The explanation of term indicates the wide scope of Fiqh, the prayers, the social, political and economic activities, matters relating to peace, prosperity and welfare of community, brotherhood, equity, sacrifice, justice and unity for the sake of Allah's will promoted in the light of Quran and Sunnah through Fiqh.

It may be concluded that role of Fiqh as a foundation of education is to strengthen the basic role of Quran and Sunnah and is to include both 'Ilm' (learning) and Fiqh (understanding).

4. ACTIVITIES

Please do the following:

1. (a) Cultural unity is said to be a boon from Allah to Muslims and Quranic teaching means for achieving cultural unit. Please enlist three such means.

- (b) The Quran itself is an excellent example of multiple instructional styles. Please discuss these styles with your colleagues and record methods of Quranic instructions for presentation in workshop.

2. Please write at least four Ahadith in the context of education apart from the above:

3. Enlist four conditions for the validity of Qiyas.

- i) _____
- ii) _____

- iii) _____
- iv) _____
- 4. a) Enlist the uses of fiqh in the pre-Islamic days.

- b) Please enlist two features of Ilm which distinct it from Fiqh

5. EXERCISE

Hopefully, you have read the material. Here is an exercise for this purpose.

- Q. No. 1** By what other names is the Quran referred to?
- Q. No. 2** What are the basic characteristics of the Holy Quran?
- Q. No. 3** The Quran is regarded as the ‘Mother of Books’ What is the significance of this title in regard to education?
- Q. No. 4** Can Sunnah be regarded as Tafsir to Quran?
- Q. No. 5** Name some of the well known books on Hadith.
- Q. No. 6** What is the difference between Sunnah and Hadith?
- Q. No. 7** What are the primary and the derivative/subordinate sources of Islamic education?
- Q. No. 8** What are the essential requirements of Qiyas?
- Q. No. 9** Role of Fiqh as a Foundation of Education is to strengthen the basic role of Quran and Sunnah and to include both the (learning) and Fiqh (understanding). Discuss.
- Q. No.10** Would the present system of education meet the requirement of Islamic Fiqah.

6. BIBLIOGRAPHY

Al-Quran Aghnides, N P. (1981). An Introduction to Mohammedan Law, Lahore, Sang-e-Meel Publications.

Al-Saud Muhammad Al-Faisal (1979). The Glorious Quran is the Foundation of Islamic Education, In Aims and Objectives of Islamic Education; Jeddah, King Abdul Aziz University.

Bhattia, E,D. (1989). Studies in Islamic Law, Religion and Society, New Delhi, Deep and Deep Publications.

Chipa, A (1974). Beauty and Wisdom of the Holy Quran, Karachi, Sufi Textile and Printing Mills Ltd.

Hassan, A (1982). The Early Development of Islamic Jurisprudence, Islamabad, Islamic Research Institute.

Hossain, S.M.A (1979). Plea for a Modern Islamic University: Resolution of the Dichotomy, In Aims and Objectives of Islamic Education; Jeddah, King Abdul Aziz University.

Khan, M, H, U (1991). The Schools of Islamic Jurisprudence, Jurisprudence, Delhi, Kitab Bhavan.

Rahman, F (1966). Islam, London, Weidenfeld and Nicolson.

Rizwani, R, H. (1980). Islam a Code of Social Life, Karachi, Islamic Seminary.

Ullah, W (1982). Muslim Jurisprudence and the Quranic Law of Crimes, Lahore, Islamic Book Service.

UNIT NO 2

**PHILOSOPHICAL
FOUNDATIONS
OF EDUCATION**

Written By:

Dr. M. MAHMOOD HUSSAIN AWAN

Reviewed by:

Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

Philosophy, filios “ofy” is derived from two Greek words meaning Love of Wisdom. Philosophy has also been defined as “The science of things divine and human, and the causes in which they are contained”. Philosophy has been called the mother of the sciences”, and the science of sciences. Philosophy is really the study of all sciences, considering the relation of each to all the others, so it is known as the ‘queen’ and mother of them all. Herbert Spencer has defined philosophy “a system of completed and united knowledge. (Foster and Hughes, 1990)

The philosophy is also called pursuit of wisdom, the study of eternal truth, realities and general principles.

Socrates, Plato, Aristotle, Locke, Rousseau, Kant, Al-Farabi, Al-Ghazali, Al-Khaldoon, Dewey, Iqbal and others, all made significant contributions in the search of eternal truth and to find out answers to many complicated and important questions.

2. OBJECTIVES

After successful completion of the study material, hopefully you will be able to:

- discuss the basic concept, nature and scope of philosophy
- identify the need of educational philosophy
- discuss the following philosophical thoughts
 - i) Idealism
 - ii) Realism
 - iii) Naturalism
 - iv) Pragmatism
 - v) Essentialism

- vi) Progressivism
- vii) Reconstructionism
- analyse the relevance of the above mentioned philosophical thoughts with.
 - a) Religious and moral development
 - b) Intellectual development
 - c) Social and civil obligations

3. PHILOSOPHY AND EDUCATION

Every system of education embodies a particular philosophy resulting from particular concepts, from which it cannot be isolated. Lobo (1974, p.1) says, “education comes from two Latin words “E” meaning ‘out and ‘ducere’ meaning’ to lead”, naturally education is ‘drawing out’ or ‘bringing out’ the best of what a person is capable of”. The function of philosophy is creative. It is to state the value, to set the goals, to point out the direction and to lead human being to new paths to attain the true status of self. The philosophy emphasises on achievement of knowledge, sense of good and evil, whereas, the education is a supreme need of an individual to bring the above mentioned desirable changes. It must inspire us to be human in this most inhuman society. Philosophy is an essential aid to education. When we apply philosophical thinking to education, we actually practice philosophy in education or we work within the discipline of philosophy in education.

The philosophy of education determines the aims and objectives of education. The aims and objectives of education differ according to the human order as they are embedded in the stream of history like any other perishable product of ages. As there are different aims and objectives of education, so there are different philosophies of education. These philosophies of education can be understood only in relation to their time and place. The educationists emphasize the experiences of whole society not the individual. These experiences become the values and norms of one generation that are transmitted to another generation. It is the task of educational philosophy not merely to reflect the spirit of the age in

which we live but to lead. It transmits to other generation. This transfer is a very gentle and continuous process. An understanding of different perspectives of educational philosophy may help you to work out your own plan of action or philosophy.

The scope of philosophy in education is unlimited. It formulates the aims and objectives of education, to achieve the set aim and objectives, proposes specific curriculum and methods respecting the cultural norms and values. Philosophy of education occupies a central place in philosophical thoughts. Dewey, (1963, p.328) infact, once suggested that philosophy may even be defined as the “general theory of education”. Obviously teachers need to be prepared to defend what they are doing. To develop their own philosophy they need some knowhow of the philosophical thoughts.

If education develops capacities in the individual to enable him to control his environment, what conditions are favourable to the perfect growth of capacities? How can we avoid any danger of mis-direction towards wrong ends? What is the criterion for the educational worth of an experience? The aim of education in Islam is to produce a noble person. What is meant by noble in the tenets of Islam? How can such an individual be recognized? What would be the qualities of his knowledge, skills, and habits?

4. MAIN PHILOSOPHICAL THOUGHTS

For a teacher it is very important to know the thoughts of different philosophers, because without having a reasonable knowledge of the relevant philosophy one may not express his beliefs about education. Main philosophical thoughts are:

4.1 IDEALISM

Socrates (470-399 B.C) is the most honoured philosopher in the history of European philosophy. He gave a new turn from the crude fundamentally metaphysical nature of philosophy to predominantly humanistic. He emphasized

on self-realization so he thought that the best way to reform the society was to teach virtue based knowledge instead of pure religion. He believed that truth, beauty and goodness govern human conduct. Most of his work is known through the writing of Plato.

Plato (427-347 B.C) is the most devoted pupil of Socrates. He is known as the mouthpiece of Socrates. His whole work depicts the inspirations which he derived from the personality and teaching of his teacher.

Platonic idealism derives its origin from Socratic teaching, who expresses the essence of a thing, which makes a thing what it is , and yet something that is free from all particular qualities. This concept, or the idea, as Plato refers to call it, is a sort of an 'Ideal'. Plato drew the conclusion that all visible things in this supersensible world reflect invisible models or archetypes in pure form. Such as universal concepts of truth, goodness, justice and beauty are realities which are not limited by time and space. Idealism holds that the idea is perfect (ideal) and everlasting, and its visible reflection is imperfect and transitory. An ideal never remains a single idea, it ramifies into a large number of different ideas, they constitute a system known as an ideology. Thus, an ideal is surrounded by ideas during the course of its application to the various aspects of natural human activity. Thus, all knowledge to the idealist is the result of creative thinking or discovery, not invention by human mind. He believes that the images appear to our senses, are all shadows of the real world of ideas, an invisible, immaterial mental world. However, individual examples are imperfect symbols of universal and eternal ideas but not the ideal as Plato phrased it 'laid up in heaven'.

4.2 REALISM

The main assumption of realism is that, things can be known as they really are. As a matter of fact the embryonic philosophy of Plato was developed by Aristotle (384-322 B.C) into an educational theory, which was based on the assumption that the material not the 'ideational' world is the real thing. Aristotle does not reject the 'ideas' but he believes them as construct of mind attached to the physical objects in the environment. The idealists recognize the contribution of the mind to process of knowledge and admit that knowing is an activity.

Whereas, realists say that mind is distinct from the object of its knowledge; being independent of knowing. They define knowledge as a discovery and direct revelation.

Aristotle did not reject his teacher's conception of the existence of ideas, but he started with the visible world as the basic reality, viewing ideas as joined to things which appeals to common sense. To him thinking and knowing begin with one's sensation of objects in the environment. Therefore, there is hardly any object which may not be perceived. Being the historical predecessor of realism, Aristotle believes that mind does not make the world but rather takes it as it is. Realism is based on the reality of relationship. Thus, there is empirical knowledge that "whatever is", is a diversity; therefore, each thing has its own nature, which determines what it is and what it is to become.

The purpose of education as described by realists is to acquaint learners with the facts of the world so they can learn how to cope with it. From this point of view Aristotle recommended the compulsory education. Like his teacher Plato he is also concerned exclusively with the education of boys. He has a little view of female education.

4.3 NATURALISM

The desire to explain the development of society by the laws of nature or the ultimate explanation of all realities to be found in nature is called Naturalism. Naturalists believe that nature is the whole of reality. Everything comes from nature and returns to nature. Therefore, the children must be given experiences which fit their natural interests and impulses.

John Amos Comenius (1592-1670) and Jean Jacques Rousseau (1712-1778) as mentioned by Basset (1978, pp. 28-29) stressed that natural processes should be allowed to take their course in the classroom. By visualizing the individual differences the children must be permitted and encouraged to develop according to their own nature.

Rousseau enthroned feeling above intellect. We should trust our feelings not our minds. Naturalists believe that nature is the best teacher, all good comes from nature. In short, naturalists permit and encourage an individual to do what

comes naturally. Let us cast a hurried glance on the attempts of Rousseau, as discussed by Lobo.

We have already known some of the most fundamental characteristics of the naturalism. Since the ultimate nature and the fundamental characteristics of life remain the same, therefore, the aim of education is not only preparation for life, but participation in it according to the stages of human growth and development. Rousseau's most famous book the Emile (1762) tells a story of the education of a boy from infancy to adulthood. He divided these stages of growth as infancy, childhood, boyhood, adolescence and youth. As the requirements of education for each stage vary therefore, appropriateness of education for the particular stage must be kept in mind.

4.4 PRAGMATISM

Charles Sanders Pierce, William James and John Dewey in America, and F.C.S Schiller in England originated primarily pragmatism movement in philosophy. It is a polemic against absolute idealism. The absolutist's belief in the efficacy of the dialectic method for establishing knowledge and truth criticized by pragmatists. They say that the absolutist's conception of the world is far too abstract and remote from the world of concrete personal experiences very large in number, beyond imaginations and tangled with multifarious contradictions. The pragmatists, viewed idealism as a "monument of artificiality" a 'way of escape' from real world. We may thus assume that for the pragmatist, philosophy is not only intellectual pursuit but is also mostly related to human life and existence. They don't believe in ideas and beliefs which have no meaning to modify the conduct for decisive action of adjustment and readjustment according to the situation. That is why; the Dewey preferred to call it 'instrumentalism' or experimentalism.

In his point of view education is both process and product; it must be conceived as a continuing reconstruction of experiences. The study of following material will be very useful to understand the pragmatism and its contributions.

Dewey outlined three levels of an activity that would be used at the school for pre-school children. Firstly, he proposes exercises involving sensory organs

and development of physical coordination. Secondly, materials and instrument available in the environment. Thirdly, children need to be involved in the activities promoting creative thinking. He believed that education is a social activity and provides school special environment for simplifying, purifying and integrating the social experiences to understand the cultural heritage to deal with their constantly changing environment.

However, there is no doubt that Dewey's concepts of learning by experience and by solving problems influenced the course of education not only in United States but throughout the world.

4.5 ESSENTIALISM

In 1930s "Essentialism began as an organized philosophical movement within education. It was basically a conservative movement in reaction to extreme variant of progressivism'. The term itself had been suggested by educational philosopher Michael Demiashkevich (1935). It is said to be the swing back or break-down of 'perennialism' with some reservations. Obviously, the cultural heritage has a controlling interest in the educational process; over long periods of time, some things from this heritage lose their essentiality and new essentials or off springs of the previous essentials surface, which demand change. For example, once in sub-continent, the study of 'Persian' and 'Sansikrat' was formally thought essential to the making of an educated person. It is no longer so regarded.

Essentialists believe that all youngsters should be taught all those essential things that amature adult needs to know, as a useful member of the society. These essential things may change from time to time. Essentialists do not emphasise on 'Truths' constantly coming down from generation to generation. "Essentialism dwells on the practical aspects of life and feels that the school should waste little time on engaging youngsters "who will constitute tomorrow's society, "in reflective speculations. Schools should teach youngsters factual information which they are to learn and retain" (Armstrong, 1981 p. 219).¹ Essentialist place priority on essential subjects.

4.6 PROGRESSIVISM

Progressivism approaches the work of school from a separate perspective which is other that of idealism and realism. They view change as the essence of

reality. They believe in flexibility according to needs and interest of every pupil. They feel no single system may cater for the needs of students. Unlike idealist progressives do not believe that there are unchanged truths, therefore the experiences or activities framed should prepare them to accommodate to changing conditions. This view assumes that experience is primarily related to the nature of the student's experience, not to the nature of the external order. Thus the knowledge as a tentative explanation that may fit circumstances well and have practical significance is acceptable.

Progressivist, for the growth of individual's personality, offers the students, what is important to them to shape their individuality. Progressives view human being as basically good. Therefore, if people are allowed freedom, generally they will choose new, selected, and interpreted information, filter it into their minds and react with elements already there. It is assumed that it will turn out well for the people.

Progressives emphasise on conceiving youngsters' problems solving skills; for this purpose inductive approaches are particularly encouraged. Teacher may not provide learners with general explanation but requires them to use their own mind to work rather than the way the universe works.

4.7 RECONSTRUCTIONISM

Reconstructionism arose as a futuristic movement. They believe that society has been strained nearly to breaking point due to unnecessary expansion of atomic war gadgetories and wide spread public exploitation. These developments created adjustment problems to social, psychological and economic set up. The reconstructionists feel that the situation can be remedied by bringing great changes in educational system. To make the systematic adjustments to changing conditions revolutionary steps are proposed by reconstructionists. By devising the present educational techniques, they emphasise, on human resource development and a very effective institutional frame work which may build society afresh. Hence, it is imperative to have a team of qualified and trained manpower for the development of indigenous capability, rather than teaching out-dated information. The school should prepare youngsters to reconstruct their

society according to the change of conditions, to remain ahead in emerging situation. Reconstructionists favour the formulation and implementation of plans of action that are clearly directed towards the achievement of goals like human welfare and democratic decision making. There is an emphasis on practical approaches to moving the real society in the direction of reconstruction.

5. ACTIVITIES

1. “The republic” as its name implies, is a book on politics but it becomes a book on pedagogy as well”. Please enlist the peculiar feature of ‘Republic’ to support the view point.

2. a) Enlist the reading Idealist Philosophers:

- b) Enlist the qualities of a realist teacher:

3. Here is a draft table of activities, please propose activities according to the stages given below for this purpose.

<u>Stage</u>	<u>Proposed Activities</u>
Childhood	<hr/> <hr/> <hr/>
Boyhood	<hr/> <hr/> <hr/>

Adolescence _____

4. a) List the principles of pragmatism:

- b) Please write down the basic ideas of pragmatism in the following lines:

5. By this time you may well have concluded the notion of ‘essentialist’ education in the light of your own understanding. Please write down the essentials recently emerged discipline in our education system which may be considered as essential:

6. a) List the intrinsic values which influenced the progressivism:
i) _____
ii) _____
iii) _____
iv) _____
- b) Salient features of problem solving method are:
i) _____
ii) _____
iii) _____
iv) _____

7. a) Enlist the salient features of Reconstructionism:
- i) _____
 - ii) _____
 - iii) _____

6. EXERCISE

- Q. No. 1** Define philosophy and critically examine the relationship of philosophy to education.
- Q. No. 2** What do you understand by the term 'Idealism'? Please explain it.
- Q. No. 3** Explain the Characteristics of 'Realism'.
- Q. No. 4** How can Naturalist education fulfil the demands of rapidly expanding technological advancements?
- Q. No. 5** "Extreme individualism is anti-social, whereas individuals sacrifice their hopes for society? Discuss in the light of 'Pragmatism'".
- Q. No. 6** Discuss four cultural influences on 'Progressivism'.
- Q. No. 7** Describe the aims of education in 'Essentialism'.
- Q. No. 8** How Reconstructionism places emphasis squarely upon the ends of education? Please elaborate.

7. BIBLIOGRAPHY

Armstrong David G. & others P. (1981). Education An Introduction, New York, Macmillan Publishing INC.

Bassett T. Robert. (1978). Education for the Individual, New York, Harper and Row Publishers.

D. Forster Ellsworth & Laughlin Hughes James, ED. (1990). The New Education Encyclopedia, New Delhi, Akashdeep Publishing House.

Dewey John. (1963). Democracy and Education, New York, Macmillan.

Dewey John. (1974). *Ways of Teaching*, 2nd ed. Philadelphia: Lippincott.

Harry Schofield. (1982). *The Philosophy of Education: An Introduction*, Sydney, George Allen and Unwin.

Khalid Tanvir. (1975). *Education; An Introduction to Educational Philosophy and History*, Islamabad, National Book Foundation.

Radhakrishnan Sarvepalli, ED. (1953). *History of Philosophy, Eastern and Western*, London, George Allen and Unwing Ltd.

T. Lobo Anthony. (1974). *Educational Ideas and Their Impact*, Karachi, Rotti Press.

UNIT NO 3

**PSYCHOLOGICAL
FOUNDATIONS
OF EDUCATION-I**

Written By:

Dr. MUHAMMAD RASHID

Dr. MUHAMMAD JAVED IQBAL

Reviewed by:

Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

Learning basically depends upon human maturation and motivation. Human development stages largely relate to the interaction of learning and maturation.

Learning is a multisensory process which occurs as a result of some intervention with the environment. It not only occurs in the classroom but also takes place continuously in our lives through interaction and experiences. It is not something which is 'correct'. If a student misspells a word. It shows only that he has learnt wrong spelling but learning is there. Moreover, learning does not have to be deliberate or conscious. So the fact is that different schools of psychology present different definitions of learning but share a few common ideas. For example, every definition of learning uses the terms 'change and experience'.

The human learning is an open system which is highly individual and complex organic process that allows the individual not only to adapt to his environment but also to change and shape them in an infinite number of ways.

2. OBJECTIVES

After completion of this unit you will be able to:

- define learning
- differentiate between learning and maturation

3. LEARNING AND MATURATION

Childs' behaviour is influenced and modified by interaction of maturation and environment. Maturation sets limit within which learning can occur. Since maturational processes are at present outside teachers' influence and control, learning remains as the major variable over which we as teachers can have some influence.

3.1 Learning

Learning is a process in human behaviour, it occurs in everything we do or think. It plays a control role in language we speak, our customs, our attitudes, our beliefs, our goals, our personality traits, both adaptive, and maladaptive. Learning can be defined as relatively permanent change in behaviour which occurs as a result of practice or experience.

If we analyse this definition, we find three important factors or elements in it:

- 1) Learning is change in behaviour which may be for worse or better.
- 2) This change occurs through practice or experience thus distinguishing it from maturation
- 3) It is relatively permanent in its nature.

It may be considered as the resultant of an individuals' attempt to solve a specific problem. As a teacher, a manager, and a facilitator, we will be looking at learning in this way. Learning is a process in which the person (student, parent, yourself) interacts with the effective environment to produce a stable change in the behaviours. If we analyse this definition we will find these four crucial elements:

- i) Person
- ii) Interaction
- iii) Environment and
- iv) Behavioural change

These are four pre-requisites to learning. The challenge for us as teachers is to develop ways to answer the following questions raised by Worell and Stilwell (1981, p.225) in our classroom.

What is the appropriate learning strategy for this particular individual with the distinctive educational goal in the different environment? For example, which learning strategy will improve student driving skill? In our classroom activities, we assess and balance learning strategies, student characteristics, educational

goals, and uniqueness of classroom environment. This assessment can contribute in planning to facilitate a particular student or group behaviour change. This plan will be designed jointly and will challenge teachers abilities to manage, mediate, or facilitate a change for a classroom or a student in a sensitive manner. It is a fact that a teacher has to consider behaviour as well as behaviours. A person does not perform a single behaviour because people demonstrate a sequence of behaviours, often at the same time. Behaviour has a number of characteristics, understanding of these, facilitate, the classroom management, meditation, and learning process. The process of learning continues beyond the formal schooling. Worell and Stilwell (1981, pp.225-227) have listed characteristics of behaviour as:

- Behaviour of learning
- Behaviour is predictable
- Behaviour may be overt or covert
- Behaviour may be learned
- Behaviour may be appropriate or inappropriate
- Behaviour may be unlearned

3.2 Maturation

Development in its most general psychological sense refers to changes that occur in human beings from birth to death. This is applied to all those which occur in orderly and remain for a long time. A temporary change for example due to illness is not considered to be a development. Human development is broken into number of aspects.

Some of these may be:

- | | |
|------------------------|---|
| Physical development: | It deals with changes in the body. |
| Cognitive development: | It refers to changes the ways a person thinks. |
| Personal development: | It is used for changes in individuals' personality. |
| Social development: | It refers to changes in the way a person deals with others. |

Many of the changes involved in human development are simply result of growth and maturation. Maturation refers to the changes that occur maturely and spontaneously and are to a large extent, genetically programmed. Such changes are not usually affected by the environment but exception may be there, as maturation may be adversely affected by severe malnutrition or illness. Much of one's physical growth falls in this category of maturation. Other changes are brought with ones' interaction with the environment. Such changes comprise of persons' social development. But what about the development of thinking and personality? Most of the psychologists agree that both maturation and interaction with environment plays important role in these areas of development.

During the development, individual may or may not be learning new response patterns. Development includes what is learned from internal or external stimulation but also physical and structural changes that take place as growth proceeds towards maturity. Learning cannot occur until the appropriate physical structure develops.

It is important to note that before we proceed further that patterns of maturation for all children seem to essentially the same. However timing of development may vary. The pattern of learning to walk, for example is orderly sequence, i.e. creeping, crawling, standing-up, holding on to a chair or table, standing alone and walking- but exact time at which one will walk vary. Usually this time is about 15 months of age. If a child is very late in walk, his intelligence may be low but this is a complex matter. At the same time gifted children may be slow in walking if they lack motivation or not given chances to walk or overweight etc.

All parts of a human being does not develop and mature at the same rate. Growth follows a cycle where some areas develop more rapidly, some more slowly, and some stop or increase dramatically, all in short time.

3.3 Learning and Maturation

Maturation emphasises the influence of variables which are internal to the organism while learning always results from interaction with the environmental conditions. Learning is a change in performance as a function of practice and this is in the direction which satisfy the present motivating conditions of the individual cognition in human development. It is broad and inclusive concept that refers to the mental abilities involved in acquisition, processing, organising and use of knowledge. Major processes, that fall under these, are according to Mussan et-al (1984, p.219) detecting, interpreting classifying and remembering information, evaluating ideas, inferring principles, deducing rules, imaging possibilities, generating strategies, fantasizing and dreaming. The developmental psychologists ask two major questions in this regard.

- (i) What major changes in cognitive function occur as children grow?
- (ii) What factors, account for these changes?

There are two different theoretical approaches to these questions. First is piaget influential theory which is problem solving and gives attention to perception, memory, fantasy and dreaming. The second is usually called information process approach. This approach focuses on age changes in perception, memory, inference, evaluation, and use of rules.

It is a fact that maturation of brain cannot be separated from consequence of active experiences. Jean Piaget, mentioned four stages of cognitive development. These include:

Sensorimotor stage	0-18 months
Pre operational stage	18 months- 7 years
Concrete operational stage	7-12 years
Formal operational stage	above 12 years

These age limits are approximate but all children go through these. No child skips from sensorimotor stage to concrete operational stage. This is because each stage builds on, and is derivative of, accomplishment of the previous one. At

each stage, more different, more adaptive cognitive capabilities are added to what has previously been achieved.

3.4 Maturation and Learning in Human Infant

Human infant grows so rapidly that some patterns of behaviour emerge almost overnight. As infant cannot remove himself from restricted environment, it is relatively easy to control experimentally many of environment impacts which he might receive otherwise.

McGraw Theory of Maturation interprets that behaviour patterns of human infants are controlled by following developmental levels in neuromuscular maturation.

- 1) Behaviour mediated by subcortical or nuclear mechanisms.
- 2) Diminution of overt behaviour as a result of cortical inhibition.
- 3) Voluntary behaviour as cortical control centres more complete.
- 4) Smooth performance as various neural centres become integrated.

From these theoretical interpretations the following principles are drawn:

- 1) Training in any particular activity before neural mechanisms have reached a certain state of readiness is futile.
- 2) Exercise of newly developing function is inherent in the process of growth, and if ample opportunity is afforded at the proper time, specific achievements can be advanced beyond the stage normally expected.
- 3) Periods of transition from one type of neuromuscular organization to another are inherent part of development and are often characterized by disorganization and confusion.
- 4) Sports, regression, frustrations and inhibitions are an integral part of organic growth, and there is reason to believe that they also function in the development of complex behaviour activities.

- 5) Maturation and learning are not different processes, merely different facts of fundamental process of growth.
- 6) Evidence that a child is ready for a particular educational subject is to be found in certain behaviour signals, or behaviour syndromes, which reflect the maturity of neural mechanisms. (Thomposon, 1962, pp.115-116).

3.5 Maturation and Learning in Pre-school Aged Children

Human behaviour becomes more complex as age increases, maturational processes are more highly differentiated and environmental factors increase. All these make it difficult to identify the factors of maturation and learning as infant moves into pre-school age group. In our culture it is not possible to conduct environmental restriction experiments with older students which have sufficient duration so effects of maturation alone can be traced out.

A number of experts suggest that children go through critical period during which learning opportunities are specially effective and beyond which are less effective, innate releasing mechanisms become functional on maturational basis. If opportunities to learn during a given developmental period do not occur, children may fail to learn a given behaviour pattern.

3.6 Maturation and Learning in Elementary School Children

As children become older, individual differences in abilities are magnified, different rates of psychological growth result in larger absolute differences in achievement levels as children grow. This increasing divergence in abilities with advancing chronological age by itself a poorer and poorer criterion for approximating the maturational – experiential level of older children. As child becomes older, need for special scales becomes more and more apparent so that his developmental status can be determined in various aspects of psychological growth. This includes intelligence tests, social maturity, motor abilities, reading readiness, academic achievements, and emotional maturity etc. Such instruments measure a combination of maturational status and experimental background.

Because maturational status and result of previous learning have been so interwoven that maturation and learning cannot be separated, so a new term “Readiness” has been coined by the psychologists. Readiness means, that child is capable of successfully mastering the learning activity and this appears to be the most appropriate time to introduce a new experience.

The elementary school child’s development in different abilities makes provision for more learning. This versatility increase with increase in age allows the child to adjust with complex environment outside the home. But this greater latitude in learning raises a problem also that what learning experience will best promote the immediate and long term adjustment of the children to the demands of our Pakistani society.

4. ACTIVITIES

1. Select 10 students of your class, locate maturational differences among them.
2. Observe the students during recess. Find the events where you think that achievement is maturation based.
- 3.

5. EXERCISE

- Q. No. 1** Why Maturation is an important variable for psychological study?
- Q. No. 2** ”Training in any particular activity before the neural mechanisms have reached a certain state of readiness is futile”. Discuss.
- Q. No. 3** Practice is relatively more effective in certain types of activities when it occurs at high level of maturational level. Why? Enrich your answer with examples.
- Q. No. 4** Among development psychologists jean piaget has influenced the learning process the most. Write down the implications of his stage development theory on designing teaching with examples.
- Q. No. 5** Differentiate between genotype and phenotype.

6. BIBLIOGRAPHY

- Bloom, B.S. et-al. (1956). *Texanomy of Educational Objectives Handbook: Cognitive Domain*, New York, McKay
- Clifford, M.M. (1981). *Practicing Educational Psychology* Boston. Houghton, Mifflin Co.
- Drew, C.j. et-al. (1986). *Mental Retardation: A Life Cycle Approach* Third edition, Columbus, Merrill Publishing Company
- Groom, H. (ed). (1983). *Manual on Terminology and Classification in Mental Retardation*. Washington D.C American Association on Mental Deficiency.
- Hussen, P.H.et. (1984). *Child Development and Personality*, sixth edition. Harpr & Row Publishers.
- Joyce, B and Weil. (1986). *Models of Teaching*, 3rd edit. Engle-wood M.Cliffs N.J. Prentice – Hall.
- Kirk, S.A. and Gallagher, j.j. (1986). *Educating Exceptional Children*, Fifth edition. Boston. Houghton, Mifflin Company.
- Marlan, S.C. (1972). *Education of Gifted and Talented* Washington, D.C., U.S. Printing Office
- Messick, S. (1984). *The Nature of Cognitive Styles; Problems and Promise in Educational Practice*. Educational Psychologist.
- Reigeluth, C.M (ed). (1983). *Instructional Design Theories and Models: An Overview of Thier Current Status*. Hillsdley N.J; Elbaum
- Ripple, E.R. et-al. (1982). *Human Development*. Boston. Houghton, Mifflin Company.
- Slavin, R.E. (1994). *Educational Psychology*, Fourth edit. Boston: Allyn adn Bacon.

Skpungin, S. (ed). (1981). Guide Lines for Public School Programme Serving Vissually Handicapped Children Second edition. New York. American Foundation for Blind.

Stanley, J, (1979). Identifying and Nurturing the intellectually Gifted in George, W. et-al, Educating the Gifted: Acceleration and Enrichment. Baltimore: John Hopkins University Press.

Stein, M..K. et-al. Instructional Issues for Teaching Students at Risk in R.E. Slavin, N.L. et al. (Eds) (1994). Effective Programmes for Students at Risk, Boston. Allyn & Bacon.

Thorndike, E.L et-al. Intelligence and its Measurement: A Symposium in Tylar, K.E. (1969). Intelligence: Some Recurring Issues. New York: Van Nostrand Reinhold Company.

Wilson, John, A.R Et-al. (1974). Psychological Foundations of Learning and Teaching. New Youk. McGraw-Hill Book Company.

Woolfolk, A.E. & Nicolich, L.M. (1980). Educational Psychology for Teachers. Newjersey. Prentice-Hall. Englewood.

Worell, Juchith & Stilwell, W.E. (1981). Psychology for Teacher and Students, McGraw-Hill Company.

UNIT NO 4

**PSYCHOLOGICAL
FOUNDATIONS OF
EDUCATION-II**

Written By:

Dr. MUHAMMAD RASHID

Prof. Dr. MUHAMMAD JAVED IQBAL

Reviewed by:

Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

The children in the classroom differ in their physical, social, economic and academic background. The teacher has to encounter these differences in their teaching strategies. Individual difference may be cognitive, sensory and non-sensory. Besides these differences children may face behaviour problems, communication disorders and emotional problems. The school is particularly important for these exceptional children who need very special kind of assistance to become a productive member of the society.

Teacher assesses these individual differences by:

- Screening
- Diagnosis, classification and placement
- Instructional planning
- Pupil evaluation
- Programme evaluation

Learning environment for exceptional children vary from least restrictive (regular classroom) to most restrictive environment (residential/institutional). If the individual difference from norm is high, then teaching strategy may require the development of Individualized Education Programme (IEP).

2. OBJECTIVES

After completion of this unit you will be able to:

- demonstrate the ability to provide learning environment according to specific individual differences
- explain the role of psychology in instructional strategy.

3. INDIVIDUAL DIFFERENCES AND LEARNING

We are all aware of how children of the same age vary physically. Some are tall and thin, others are short and chubby, with lots of variations in them.

Variation is found also in intelligence, emotional maturity and social development.

Individual differences can create a problem for classroom teacher. If a third grade lesson is designed for a student having intellectual development of 8 years. What is presented to a child having cognitive abilities of 12 years or 5 years? Lesson becomes too easy or too difficult. At the same time a child with 8 years cognitive abilities may create emotional problems.

Each student who comes into the classroom has a particular background of learned experiences, special capabilities, and expectancies about school so each student reacts differently to teaching strategies and teachers personal style. Every student is unique individual with a particular set of reaction patterns. These are the variations in any given characteristics which we observe are called individual differences.

What is implication of these range of individual differences for learning? Many teachers use the normal curve of distribution to determine their instructional objectives and experiences for student learning. It means that most of the students will fall into the average range of achievements. Bloom (1956) describes a master learning approach in which learner is expected to meet a set of learning objectives. After assessing entry behaviours teachers adjust their objectives accordingly and provide such learning experiences so that objectives can be achieved.

The cognitive differences of the individuals have been described as cognitive style that may be related to learning. Messick (1976) has defined cognitive styles are the characteristics way of organizing and processing information and experiences. Although cognitive styles are classified as personality traits, they also reflect consistent differences in cognitive functioning and this reflects both differences in ability and personality.

Our schools are not well organized to deal with such differences. Usually children start with first grade at about same time, move one grade per year, use the same text books, follow the same curriculum and follow the same standards. Teachers usually forget the individual differences, become intolerant to the students who lag behind or move ahead.

So when students in the same classroom are remarkably different, it is difficult for the teacher to help them reach their potential without some assistance.

The development and use of tests and measurement can determine various levels of development. For a specific case, it can be diagnosed why a particular student is not progressing satisfactorily. If tests are administered to a population, we can see the inter individual differences in a school system, a state, a nation. Differences may be in the following areas.

3.1 Academic Performance

In any academic level, there is range of academic performance. Without introducing other dimensions, teacher faces three different groups:

- 1) Those performing at grade level
- 2) Those performing below grade level, this group requires remediation
- 3) Those performing above the grade level and this group demands greater challenge

3.2 Academic Aptitude

Individual differences are not only apparent in academic performance but also in academic aptitude. The measure of this aptitude can provide information to teachers about student population and how many students are performing below their potential.

Historically intelligence tests are used for academic aptitude. These measure development of memory, association, reasoning, classification and mental operations which are very important to learning. Those who score high on intelligence test usually do well in school.

3.3 Intraindividual Differences

The differences in the abilities within the child provide us information we need for individualized programmes. These programmes adapt to the strengths and weaknesses of the individual child. Intra individual differences can show up in any area: intellectual, psychological, physical, or social. For example child may develop physically according to norm but may not be able to relate socially to peers. For teachers, it is just as important to know the child's unique pattern of abilities and disabilities as it is to know how the child compares with other students.

- 1) Is there any discrepancy in the development?
- 2) Is this discrepancy in achievement?

Now let us study some of the major classes of individual differences in relation to physical and mental development.

3.4 Gifted and Talented

This group of individual difference is traditionally referred to people with intellectual gifts. Each culture defines giftedness in its own way but this type of person is blend of individual ability and societal need or reaction. Sidney Marland (1972, p.10) defined these as:

“Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programmes and services beyond those normally provided by the regular programme in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

- 1) General intellectual ability
- 2) Specific academic aptitude

- 3) Creative or productive thinking
- 4) Leadership ability
- 5) Visual and performing arts”

Lewis Termon, a professor of Psychology conducted a longitudinal study on characteristics of intellectually gifted students. His findings as reported by Kirk and Gallagher (1986, p.77) are:

Characteristics	Findings
Physical:	Above average in physique and health, mortality rate 80 percent that of average.
Interests:	Very interested in abstract subjects (literature, history, mathematics), broad range of interests.
Education:	Rates of college attendance eight times that of general population; achieved several grades beyond age level throughout school career.
Mental health:	Slightly lower rates formal adjustment and delinquency; prevalence of suicide somewhat lower.
Marriage-family:	Marriage rate average; divorce rate lower than average. The group’s children obtained an average IQ score of 133.
Vocational Choice:	Men chose professions (medicine, law) eight times more frequently than did the general population.
Character tests:	Less prone to overstatement or cheating; appeared superior on tests of emotional stability.

There are many ways to provide learning environment to the gifted children. Most of these are designed to provide chances for these children get together for a some time.

There are seven methods to change the learning environment and these are given below:

- 1) Enrichment classroom
- 2) Consultant teacher
- 3) Resource room pull-out
- 4) Community mentor
- 5) Independent study
- 6) Special class
- 7) Special school

Student acceleration is a method used by teachers for providing better learning environment. In this process, students are allowed to pass through educational system as quickly as possible. Stanley (1979) proposes these styles:

- Early school admission
- Skipping grades
- Telescoping grades
- Advanced placement
- Early college admission

3.5 Mental Retardation

In contrast to our earlier discussion, there is class of children who have significantly subaverage general intellectual functioning. Most common definition of this class of individual differences is by American Association on Mental Deficiency (AAMD)

“Mental retardation refers to significantly subaverage general intellectual functioning of existing concurrently with deficits in adaptive behaviour and manifested during the developmental period” (Grossman, 1983, p.1).

Students who score between-2 standard deviation and-3 standard deviations on intelligence scale are considered mildly mental retarded if they perform low social adaption also. If performance is below-3 standard deviation but who are capable of responding to test are said to be moderately retarded.

If we use I.Q. level then classification is as:

Mild I.Q. score of 50-55 to 70

Moderate I.Q score of 35-40 to 50-55

Severe and profound I.Q. Score below 35

The most distinguished ability of this group of children is their limited ability of cognition. The memory capabilities of children with mental retardation are deficient in comparison to their age rate. The deficiency is proportional to the mental retardation. Drew et-al (1986) concluded that retarded children are less able to grasp abstract concepts as proposed to concrete concepts when compared with children of normal intelligence. So deficiency in educational achievement is obvious. This deficiency is also due to general language deficiency which these students face.

Learning environment has been given special emphasis now-a-days. The major emphasis is on least restrictive environment and mainstreaming. There may be four types of environments for mentally retarded children:

- 1) Regular class
- 2) Resource room
- 3) Special class
- 4) Residential institution

But the question is, does the type of environment make a difference in the level of academic achievement, social adaptation, or cognitive development in mild and moderately retarded children? Unfortunately research answer is “does not make a striking difference in any dimension”. The impact of mainstreaming or

special class depends upon what type of disability or handicapping condition is involved. Usually children with behaviour disturbance problems seem to get benefit but children with mild mental retardation do less well in these settings.

3.6 Children with Visual Impairments

This term visually handicapped describes all degrees of visual impairment: from severe visual impairment to the total blindness. Major classification of visual impairment is:

<i>Classification</i>	<i>Level of Vision</i>	<i>Level of disability</i>
Low Vision	Severe	Performs visual tasks at a reduced level of speed, endurance and precision even with aids.
	Profound	Has difficulty with gross visual tasks; cannot perform most detailed visual task.
Blind	Near blind	Vision is unreliable – relies primarily on other senses.
	Blind	Totally without sight – relies exclusively on other senses.

(Source: Educating Exceptional Children by Samuel A. Kirk and James J. Gallagher p. 167 Houghton Moughton Mifflin Company Boston).

Many psychologists have tried to investigate the intellectual development of the visually handicapped children. Studies indicate:

- Blind children retain specific experiences as normal children do but their experiences are less integrated.
- Blind score about the same on scales of arithmetic, information vocabulary and numerical ability but less on comprehension and similarities.
- Vocabulary of blind tends to be limited towards definition, sighted children use richer meanings.

Theme of learning environment provision is to bring visually impaired children closer to normal by least restrictive environment. Spungin et-al (1981) proposed these type of services:

- Pre-school programme
- Teacher Consultant
- Itinerant Teacher
- Resource room
- Special Class
- Special School Programme

Mainstreaming remained part of educational programme in one or other form in this century. If we place blind children in the normal class the teacher of normal class will need assistance from consultant, resource room. This help will be required more when the number of visual impaired students increase or degree of impairment increases.

3.7 Children with Hearing Impairment

This group of children is somewhat heterogeneous. Several factors like degree of hearing loss, time at which hearing loss occurred and the type of loss are involved in this group of individual differences. Range of hearing loss comprises of mild, moderate, moderately severe and profound. Frisina as quoted by Kirk and Gallagher (1986, p.212) describes the physical and educational dimensions of hearing impaired persons as.

“A deaf person is one whose hearing is disabled to an extent... that precludes the understanding of speech through ear alone, with or without the use of hearing aid.

A hard of hearing person is one whose hearing is disabled to an extent... that makes difficult, but does not preclude that understanding of speech through ear alone, with or without a hearing aid”.

The second important factor is at what time hearing loss occurred i.e. pre-linguigual deafness, post linguigual deafness.

As deaf children usually score significantly below the grade level in school especially in upper grades, one has to think whether these children are cognitively deficient or not? It is a fact that learning problem stems from language difficulties not from cognitive disabilities:

For all children, cognition and language in dynamic interaction are probably most important factors in the learning process.

Teachers of deaf may differ on the methodology of early education, but all agree on importance of early education. The primary objectives of this may:

- To develop language and communication skills
- To give deaf children opportunities to share, play and take turns with other children
- To help the children use their residual hearing
- To develop readiness in basic language, reading, and arithmetic.

(Kirk and Gallager, 1986, p.233)

At elementary and secondary level, ideally mainstreaming of learning environment is recommended but mainstreaming at secondary level is difficult as deaf lag behind their age mates in grades.

3.8 Children with Physical Handicaps

This group of physical difference is one of the smallest size but most heterogeneous group. Some physical handicaps are very obvious but some are subtle. Some are result of disease but some are caused by injury. This group is very diversified but can be grouped into two categories. Physical disabilities or health impairments Physical disability results from a condition like cerebral or a spinal cord injury that interferes with the child's ability to use his or her body. Health impairments is comprised of physical conditions that affect a youngster's educational performance, including limited strength. Vitality or alertness due to chronic or acute health problems such as heart condition, tuberculosis, and

rheumatic fever, nephritis, asthma, sickle cell anaemia, haemophilia, epilepsy, lead poisoning, leukemia, or diabetes. Usually when a physical condition makes a student unable to participate in routine activities – the child is said to be physically handicapped. This does not mean that a child cannot learn but it places a special responsibility on teachers as they have to provide/manage the requisite learning environment so that objectives may be achieved.

Children with physical handicaps have many kinds of conditions. These children carry differences as well as similarities. Each usually affects one system of the body particular musculoskeletal system (muscles, bones, joints) or neurological system (brain, spinal cord, and nerves) or cardiopulmonary system (heart and lungs).

Physically handicapping conditions can stem from factors affecting pre-natal development, from later injury or from disease. The cause of condition and the age at which the condition develops influence the kind of problems that children with physical handicaps experiences.

As it is varied group, a variety of learning environment is used to meet the individual differences of the students. Individualization requires continuum of learning environment. This implies to provide opportunities of learning in regular classrooms, resource rooms, special classes, special schools, perhaps at home and hospital also according to their individual differences. As for curricular changes for children with physical handicaps who have normal intelligence the focus is on emotional adjustment, motor, health, and other selfcare skills. Students with only physical handicaps can achieve their potential in regular class because they share the same opportunities and experiences.

4. INSTRUCTIONAL STRATEGIES AND PSYCHOLOGY

Classroom is a world where uncertainty prevails as a teacher is never sure which student will show up. School day may be full of interruptions and unforeseen

events. To deal with these, teacher takes decisions and in this regard psychology helps the teacher especially in choosing the instructional strategy. These instructional functions are as:

- 1) Daily review and checking homework
- 2) Presentation
- 3) Guided practice
- 4) Correctives and feedback
- 5) Independent practice (seat work)
- 6) Weekly and monthly review

Educational psychology is social science which tries to explain teaching learning process. It tries to solve the problems involved in scientific basis. Teaching strategies are used to accomplish goals, i.e. desirable ends. Educational goals primarily deal with learning, memory and transfer of cognitive, social and moral behaviours. Due to increasing effectiveness, it is recommended that teacher should formulate objectives and goals within scientific problem solving framework and teaching strategies should be selected accordingly.

Effective instruction is more than effective lectures. Carroll (1983) describes teaching in terms of management of time, resources, and activities to ensure student learning. The model proposed by Carroll has five elements:

- 1) Aptitude: Students general abilities to learn
- 2) Ability to understand instruction: It is students' readiness to learn a particular lesson. This relates to abilities, but also to the knowledge of pre-requisite skills or information needed to understand the lesson.
- 3) Perseverance: The amount of time students is willing to spend on learning. Perseverance is mostly product of student's motivation.

- 4) Opportunity: The amount of time allowed for learning. Opportunity relates to the amount of time teachers spend on teaching a particular skill or concept.
- 5) Quality of Instruction: The effectiveness with which a lesson is actually delivered. Quality of instruction is high if students learn the material presented to them according to abilities and level of prior knowledge and skills.

Carroll discussed these elements in terms of (1) time actually spent on learning and (2) time needed to learn, and established following relationship.

Degree of Learning = f (time spent/Time needed).

Carroll mixes two kinds of elements: (1) those that are directly under the control of the teacher (2) those that are characteristics of student over which teacher has little control. Ability to understand instruction depends upon partly on the quality of the student and partly upon teacher. While opportunity (time) and quality of instruction are directly under the control of teacher or school.

To deliver effective lesson is the heart of teachers craft. Some aspects of lesson presentation are learned on jobs. But psychologists have studied the elements which contribute towards effective teaching. Effective teaching uses many methods and strategies. Teacher may use discovery, direct instruction, discussion, cooperative learning or other strategies.

There are times when the most effective and efficient way to teach students is direct instruction. In this teacher presents lesson information directly to students, structures class time in such a way that already clearly defined objectives may be reached efficiently. This strategy is useful when well defined subject matter is to be mastered. But not very appropriate when deep conceptual change is objective or exploration and discovery are objectives of instruction. A brief detail of the parts of direct instruction are as follows:

1. State learning objectives and orient students and lesson
2. Review pre-requisite
3. Present new material
4. Conduct learning prob
5. Provide independent practice
6. Assess performance and provide feedback
7. Provide distributed practice and review

Another method of instruction is cooperative learning. This refers to instructional methods in which students work together in small groups. There are many different approaches in these methods. Most of the methods involve students in four member mixed ability groups, but some use dyads while some use varying size of group.

An effective co-operative learning method is called Student Teams-Achievement Divisions (STAD). According to Slavin (1994, p.288) STAD consists of a regular cycle of teaching, cooperative study in mixed ability groups and quizzes, with recognition or other rewards provided to teams whose members most exceed their own past records.

Regular cycle of STAD activities are as follows:

- Teach: Present the lesson
- Team study: student work on work sheets in their teams to master the material
- Test: students take individual quizzes
- Team recognition: Team scores are computed on the basis of team members improvement scores, and certificates, a class newsletter or a bulletin board recognizes high scoring team (Slavin, 1994, p.288)

Dozens of instructional models/strategies are available. Bruce Joyce and Marsha Weil (1986) has listed 20 models but there are other models/strategies also.

5. COGNITIVE TEACHING STRATEGIES AND THE TEACHER

By these teachers can prepare students to learn new material by reminding them of what they already know. Teachers can use questions, can help students to develop linkage and recall new information. Detail of this is as:

(a) Making Learning Relevant/Activating Prior Knowledge

Effective teaching includes making learning relevant, prior knowledge elaborating, organizing of information and using question techniques. The eight instructional events as designed by Slavin (1994, p.266) are:

1. Activating motivation
2. Directing attention
3. Stimulating recall
4. Providing learning guidance
5. Enhancing retention
6. Promoting transfer of learning
7. Eliciting performance
8. Providing feedback

These eight events are paired with Gagne' Learning Phases:

1. Motivation phase
2. Apprehending phase
3. Acquisition phase
4. Retention phase
5. Recall phase
6. Generalization phase

7. Performance phase

8. Feedback phase

(b) Advance Organizers

It was developed by Ausubel. Advance organizers increase students' understanding of certain kinds of material. Methods that activate can be counterproductive if prior knowledge is weak or lacking. Researches on advance organizers has pointed out a principle that activating prior knowledge enhances understanding and retention.

(c) Analogies

Analogies like advance organizers can contribute in developing understanding of the students. For example, a teacher can introduce a lesson on human body disease fighting mechanism by telling on image of battle and consider it is analogy for the body's' fight.

(d) Elaborations

Elaboration is a process of thinking about material to be learned in a way that connects the materials to information or ideas already in the learners' mind (Reigeluth, 1983). The principle which elaborates the information is easier to understand, remember and apply. So students can be asked to think of connections between ideas or' relate new concepts to their lives. So elaboration is process of thinking about new material in a way that helps to connect it with existing knowledge.

6. ACTIVITIES

1. Design some acceleration and enrichment strategies for gifted children on a specific topic.
2. Mentally retarded children are usually low on intelligence. Think of five measures to help mild mentally retarded children while teaching arithmetic.

3. Analyse the causes of low academic achievement from low achievers of your class. Sensory deprivation may be one cause of low achievement. How a partial visually impaired child can be assisted in learning in normal class.
4. First step in Direct instruction is “to state learning objectives and orient students to lesson”. Translate this statement in written form keeping in view any topic of your interest and discuss its implications with your colleagues.
5. Enlist and discuss with your classfellows, the role of psychology in enhancing the level of learning.

7. EXERCISE

- Q. No. 1** Discuss critically any five definitions of intelligence
- Q. No. 2** Gifted children fall above 2 standard deviations on I.Q. curve. How a teacher can accommodate their individual differences in a normal class?
- Q. No. 3** Why mental retardation needs special adaption and support programme so that potential of these children may be optimized.
- Q. No. 4** Enlist the pitfalls of discussion strategy. ?
- Q. No. 5** Psychology helps teachers to make their teaching strategies effective. How?

8. BIBLIOGRAPHY

Bloom, B.S. et-al. (1956). *Texanomy of Educational Objectives Handbook: Cognitive Domain*, New York, McKay

Clifford, M.M. (1981). *Practicing Educational Psychology*. Boston. Houghton, Mifflin Co.

Drew, C.j. et-al. (1986). *Mental Retardation: A Life Cycle Approach*. 3rd edition, Columbus, Merrill Publishing Company

Groom, H. (ed). (1983). *Manual on Terminology and Classification in Mental Retardation*. Washington D.C American Association on Mental Deficiency.

Hussen, P.H.et. (1984). *Child Development and Personality*. 6th Edition. Harpr & Row Publishers.

Joyce, B and Weil. (1986). *Models of Teaching*, 3rd edit. Engle-wood M.Cliffs N.J. Prentice – Hall.

Kirk, S.A. and Gallagher, j.j. (1986). *Educating Exceptional Children*. 5th edition. Boston. Houghton, Mifflin Company.

Marlan, S.C. (1972). *Education of Gifted and Talented*. Washington, D.C., U.S. Printing Office

Messick, S. (1984). *The Nature of Cognitive Styles; Problems and Promise in Educational Practice*. Educational Psychologist.

Reigeluth, C.M (ed). (1983). *Instructional Design Theories and Models: An Overview of Thier Current Status*. Hillsdley N.J; Elbaum

Ripple, E.R. et-al. (1982). *Human Development*. Boston. Houghton, Mifflin Company.

Slavin, R.E. (1994). *Educational Psychology*, Fourth edit. Boston: Allyn adn Bacon.

Skpungin, S. (ed). (1981). Guide Lines for Public School Programme Serving Vissually Handicapped Children. 2nd edition. New York. American Foundation for Blind.

Stanley, J, (1979). Identifying and Nurturing the Intellectually Gifted. In George, W. et-al, Educating the Gifted: Acceleration and Enrichment. Baltimore: John Hopkins University Press.

Slavin, N.L. et al. (Eds) (1994). Effective Programmes for Students at Risk. Boston. Allyn & Bacon.

Thorndike, E.L et-al. Intelligence and its Measurement: A Symposium in Tylar, K.E. (1969). Intelligence: Some Recurring Issues. New York: Van Nostrand Reinhold Company.

Wilson, John, A.R Et-al. (1974). Psychological Foundations of Learning and Teaching. New Youk. McGraw-Hill Book Company.

Woolfolk, A.E. & Nicolich, L.M. (1980). Educational Psychology for Teachers. Newjersey. Prentice-Hall. Englewood.

Worell, Juchith & Stilwell, W.E. (1981). Psychology for Teacher and Students. McGraw-Hill Company.

UNIT NO 5

**SOCIO-ECONOMIC
FOUNDATIONS OF
EDUCATION**

Written By:

Dr. MUHAMMAD RASHID

Prof. Dr. MUHAMMAD JAVED IQBAL

Reviewed by:

Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

Education is obviously reflection of the social, cultural and political conditions prevailing outside. It reflects the society but it has within it the seeds of dynamics of change and thus can keep pace with the fast changing world. The schools thus are not blind followers of the dictates of the society but when it degenerates they can improve it and enthuse it with new vistas of thought and new horizons of desirable ideals.

The school has to give up its ivory tower isolation. It must be closely linked with the society. The starting point of educational reform must be the relinking of the school to life and restoring the intimate relationship between them which has broken down with the development of the formal tradition of education.

However, effort has been made in this unit to highlight the socio-economic foundation of education.

2. OBJECTIVES

After studying the unit, it is hoped that you will be able to:

- explain the concept of society and culture;
- identify the social conditions and their impact on education;
- discuss the economic conditions and education; and
- describe the relationship of politics with education

3. CONCEPT OF SOCIETY AND CULTURE

Society, according to Zais (1976) is:- “a collection of individuals who have organized themselves into a distinct group”. Zais also describes culture as, “a kind of social cement that consists of the characteristic like habits, ideals, attitudes, beliefs and ways of thinking of a particular group of people”.

Reynolds and Skilbeck (1976) argue that the idea of culture is rather elusive, that rather than being a thing it is a process.

They regard it as the field of interaction between (1) men's social relationships and conventions, (2) the symbolic forms available to them for focusing on and coordinating experience and (3) their systems of belief, value and actions".

Thus although 'society' and 'culture' are not the same thing, they are interdependent.

The word 'culture' has two distinct meanings. In popular usage it tends to refer to some sort of "high" culture, reflecting minority tastes in such areas as music, performing arts and literature. Thus a link is made with minority tastes, social position and elitism.

It is more technical usage, anthropologists and sociologists refer to culture in a descriptive but as far as possible, value-free way. They considered Culture, more than a collection of mere isolated bits of behaviour. It is the integrated sum total of learned behaviour traits which are manifest and shared by members of a society. A culture, as we have seen, defines an accepted way of life in a society.

Therefore, it suggests that such a way of life is preferred, or valued over any other. Cultural norms provide guidance to individuals about what they ought or ought not to do.

Nevertheless, it is hard to interpret the values of an individual, not to mention a society.

Are our values displayed in what we do, or what we say we believe in?

4. SOCIAL CONDITIONS AND EDUCATION

Education starts from the cradle and continues throughout life. It should enable an individual to sublimate the basic instincts and develop healthy attitudes towards life. The educative forces of the school exert active influence towards social control and change. The concept of democracy and word citizenship should

be fostered through education. Various agencies of education contribute to social change at various stage of life.

Family is the first unit of social life. Social experience in the family in early childhood proves a basis for the development of personality and culture. The family plays a great role in aiding or subverting the larger social process through effective or ineffective social control. Likewise, missions and cultural centres also play their roles in the process of social change and social control.

The mass media of communication, like public opinion, radio, press and television are the agencies of social change.

Social schools whether part-time or full time need to be started for training the cultivators who work in the fields and classes should be held in the evening or other suitable time so as to allow them to go on as usual with their daily routine work. Education for the rural population should cater to the demands of the various operations involved in efficient agriculture. The illiterate peasants can be trained in the task of mechanized cultivation, manuring and fertilization, as well as irrigation and other operations. Programs of social and civic education should be planned so that they are made conscious of their rights and obligations.

Education is expected to change the values and attitudes of the people and to create in them an urge or the necessary motivation for social change. It is generally believed that education will provide necessary training in skills and occupations and thus produce the needed competent personnel for manning the different specialized jobs in modern industrial, business, educational and research establishments.

Education is considered to be an important instrument of assisting people in knowing their weaknesses and enabling them to gain necessary knowledge in order to achieve progress in various spheres of their life in a systematic or consistent manner.

5. ECONOMIC CONDITIONS AND EDUCATION

Socio-economic condition of a country has a great bearing on the educational system of a country. Two points must be understood very clearly. The first is that schools are a part of society and not apart from it. Secondly schools can be understood only with an understanding of the society they reflect.

The relationship between education and society has been summed up by the International Commission on the Development Education (1972) as, “In our view, there is a close correlation simultaneous and delayed between changes in the socio-economic environment and the structures and forms of action of education, which we believe makes a functional contribution to historical movements. Moreover, it seems to us that through the knowledge it provides of the environment in which it operates, education may help society to become aware of its problems and provided that efforts are centred on training ‘complete men’ who will consciously seek their individual and collective emancipation, it may greatly contribute to changing and humanizing societies”.

The International Commission on the Development of Education (1972) has again observed, “The social demand for education is constantly increasing. Pupil on the one level strive for the level above. Parents generally want their children to have a higher degree of education than they had themselves. Education is regarded as the primary instrument in social mobility. In developing countries, university degrees and diplomas often take on the value of substitutes for titles and privileges customarily recognized in ancient feudal-style societies, whose social structures survived despite changes in regime. These considerations of prestige and form sometimes strongly influence the orientation given to educational systems and the resources allocated to different disciplines”.

It is hard to conceive of society developing without a renewal in education. This is valid for all societies of whatever type, whatever their

predominant doctrine and however, they envisage their future-whether reformist or revolutionary”.

In Pakistan, the upper middle class in approximately ten to fifteen per cent of the population may be found in this category. The children of this category also attend public and expensive schools. Similarly, the lower middle class. This class is represented by government subordinates, school teachers, shopkeepers etc. Their children generally strive very hard at school and often do very well in their performance. In many cases students coming from these families feel frustrated when they find that they are denied equality of opportunity in education and society also.

The condition of the lower classes are appalling. It is estimated that about 50% of the people belong to this category. Peons, domestic workers, sweepers, labours, petty craftsmen, landless farmers etc, come in this category. They live in over-crowded conditions, huts or temporary shelters. Their children usually study in schools, where there are no adequate building and furniture facilities.

Pakistani society demands admission and recruitment in educational institutions without discrimination not only on grounds such as class, colour, but also on sex. At present, a vast majority of 180 million Pakistani population live in rural areas. Educational facilities in rural areas are very less than the urban areas. Education of women in some areas is less than the urban areas. There is due need to put stress on the education of women.

A United Nations Report on community development points out that the key to success in community development lies in the “intelligent participation of women”. A woman who has benefitted from a well-planned functional literacy programme is clearly going to be an asset in moving her whole family unit forward on the road to socioeconomic emancipation. Also the failure to draw girls and woman into the educational mainstream poses a serious obstacle to socio-

economic development. On the other hand, the experience of technologically advanced countries give a clue to likely future developments. In fact, there are, already indications that women may be called upon to participate actively in a wide variety of jobs which must be done in a rapidly developing economy. It would, therefore, seem imperative to re-define the role of women in a developing economy in the context of the adaptive demands of modernization.

The Education Policy 1992 greatly stresses that one of the social objectives of education is to equalize opportunities enabling the backward or underprivileged classes and individuals to use education as a level for the improvement of their conditions. The policy suggested various reforms in this connection.

National Education Policy 1998-2010 also took note of the unproductive educational system and suggested a new educational pattern based on science and mathematics and work experience so that education should be modernized and productively increased and the educational system geared to the economy and manpower needs of the country.

6. POLITICS AND EDUCATION

Educational system operates in a political context. All major decisions are made by politicians, either nationally or locally and are part of complicated relationship between local and central government. The over-riding power of elected members of parliament and local councillors to decide the allocation of resources, the structure of school system, the procedures relating to the appointment and promotion of teachers, their pay and conditions of service have never been challenged as usually it is part of responsibility of government.

What is the role of education in society? For this, it is necessary to place education basically in political perspective. A perspective which demonstrates its ultimate purpose as reinforcement of established patterns of power. Political

scientists have not studied drastically the links between formal education and the political order. Obviously the future citizen is socialized into particular societal norms, and presumably he will act they dictate as long as his socialization has been successful and has the means to structure of his behaviour. In other words political socialization is not a neutral process, but it has cultural and ideological biases. This is a fact that politics and education has positive correlationship.

If socio-cultural forces influence the education, then ideological pressures determine the direction of the influence. According to Tapper and Selter (1978, p.3) the most significant linking of class, education and politics is found in that literature which describes the context within which behaviour is acquired as ideologically biased.

7. ACTIVITIES

1. Schools have to give up their ivory tower isolation. For this arrange a discussion among our five colleagues and record the recommendations.
2. Social experience in the family in early childhood provides the base for the development personality. Select two students of your class, observe their patterns of personality and establish cause and effect relationship between their pattern of personality and family experiences.
3. Society wishes to change itself through education. Observe the behaviour of students and examine whether education is contributing towards desired direction or not. Support your answer with observed events.
4. Socio-economic system of any culture influences the educational system. Survey the conditions of a part of your town and find out how this is affecting education.
5. Discuss and suggest some ways to improve internal efficiency of the educational institutions with the head of your institution.

8. EXERCISE

- Q. No. 1** Education is expected to change the attitude of people in a desired way. How can a teacher contributed in this regard?.
- Q. No. 2** Education is reflection of the social, cultural and political conditions prevailing in the society. How?
- Q. No. 3** Culture is “a kind of social comment that consists of the characteristic habit, ideals, attitudes, beliefs and ways of thinking of a particular group of people”. Discuss.
- Q. No. 4** Society and culture are inter-dependent. Why?
- Q. No. 5** Community development also depends upon intelligent participation of women. Suggest five ways of women participation in community development.
- Q. No. 6** Educational policy 1992 has criticized the unproductive educational system. Enlist the recommendations of this policy so that educational system can be modernized and made productive.
- Q. No. 7** Ideological pressures determine the direction of the influence of socio-cultural pressure. Elaborate with examples.
- Q. No. 8** By spending 2% of G.N.P. on education, can we evolve as an industrial country?. Support your answer with facts and logic.

9 BIBLIOGRAPHY

Davitz, J.R. & Samuel, B. (1970). Psychology of the Educational Process
New York. McGraw Hill Book Company.

Govt of Pakistan. (1992). National Education Policy, Islamabad. Ministry
of Education

Govt of Pakistan. (1998). National Education Policy (1998-2010), Islamabad Ministry of Education.

Hayes, L.D. (1987). The Crises of Education in Pakistan, Lahore., Vanguard.

Kneller, George F. (Ed). (1987). Foundations of Education, New York. John Wiley and Sons Inc.

Morris, Charles. (1976). The School and Cultural Development, Quoted in Zais, R.S. Curriculum: Principles and Foundations. New York. Harper and Row Publishers.

Muessing. (1976). Curriculum and Culture Sydne, Quoted in Zais R.S. Curriculum: Principles and Foundations. New York. Harper and Row Publishers.

Reynold & Skilbeck. (1976). Culture and Classroom,. London. Open Book Sarema, Swaroop. N.R. (1993). Philosophical and Social Foundations of Education, Mearut. R. Lall Book Depot.

Tapper, T & Salker B. (1978). Education and Political Order, London. Macmillan press Ltd.

Zias R.S. (1976). Curriculum: Principles and Foundations, New York. Harper and Row Publishers.

UNIT NO 6

AIMS OF EDUCATION

Written By:
Dr. MUHAMMAD RASHID
Dr. MUHAMMAD JAVED IQBAL
Reviewed by:
Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

A philosophy for aims, goals, and objectives is essential for an educational system. It provides direction to educational programmes. These are the outcomes expected from school.

Educational goals are reviewed continuously by the leaders and the stake holders in educational process as well as by the society in general. The scope of the entire education can be found in these goals. There are many conceptualization of educational goals. They may be ultimate goals or immediate ones. Ultimate goals are those goals which guide school experiences over long duration while immediate (proximate) goals are those that guide a school for relative short duration.

The process of learning is classified in different ways. For example cognitive learning process can be classified in terms of thinking (e.g. memory, generalization, discrimination, convergent thinking, divergent thinking) or by type of learning (e.g., acquisition, retention, transfer). The way in which categorization is made depends upon the learner and the situation.

Many theorists have attempted to identify specific types of learning and their component parts. This classification is known as taxonomy usually practised models are Bloom et-al, Gagne and Guilford. But most commonly practised model is of Bloom et-al. The purpose of taxonomy is not just to list but rather to enable the educator to identify precisely different kinds of objectives and to measure the success of learning outcomes.

Educational goals reflect to some degree a philosophical position. Each goal reflects philosophical, sociological and cultural peculiarities of the community and society. But usually discrepancy occurs between curriculum planning and curriculum implementation. Usually statement of goals and

objectives do not become operative in the classroom. For this, objectives are designed in operational terms and these are guided by aims and goals.

2. OBJECTIVES

It is hoped that, after studying of this unit, you will be able to:

- offer a reasonably precise definition of aims, goals and objectives.
- analyse objectives using Bloom's et-al approach.
- discuss process of stating behavioural objectives.
- highlight the influence of Report of Commission on National Education 1959 on our educational system.
- highlight the aim of National Education Policy, 2009
- summarise the aims of National Educational Policy, 1998-2010.

3. AIMS, GOALS AND OBJECTIVES

Teaching is a practical activity and like any practical activity it must have some aim or set of aims. Aim provides purpose to teaching, this is the kind of definition which allows us to talk about success or failure, quality, improvement etc. If sailing has no aim, then one might successfully sink. In the same way a clear conception of aims of education are necessary both for understanding of the enterprise and for assessing or designing any research on it. If we do not know the aim of education, how can we assess whether any person has been successfully educated, whether the way we are educating the children is effective and whether this is appropriate research or not. Quina (1989 p.38) defines as:

Aim: To intend, to determine a course, purpose, intention, plan.

Goal: The end towards which effort is directed. A condition or state to be brought about through a course of action.

Objective: Something towards which effort is directed, goal or object, boundary, limit”.

Aims refer to general statements that describe expected life outcomes based on some value scheme borrowed from philosophy consciously and unconsciously. They are not directly related with school. Aims are starting point and provide overall direction and guidance to education. They provide direction to policy makers at different levels national, provincial and local.

Curriculum goals refer to school outcomes as a whole, they are removed for immediate classroom assessment. So they lie in between middle of the aims-objectives and represent different aspects or major constituents of aim. So goals are derived from aims. An aim indicates the direction while a goal points the actual destination. Several goals may be derived from an aim.

Leonard and Utz (1974, p.88) mentioned that goals serve two main purposes.

1. They help us to put concepts in writing and indicate what the learners must know at the end of a course (terminal goals).
2. They help the teacher and other concerned to bridge the gap between and aim at a specific objective.

Gronlund (1978) believes that objectives should be stated first in general terms (understand, appreciate etc). The teacher should clarify the meaning of this objective by listing a few sample behaviours that would be acceptable as evidence that the student has reached the objective. Thus Gronlund's system is often used for writing objectives.

So aims are intention, the most broader concept, while goal is end, some what narrow, and objective is time limited end. Certain philosophers have exercised to make distinction between objectives, goals, purposes and aims, not to mention differentiating between, for example the aim conceived for target of the enterprise and the aim conceived of as the endeavour.

All educational programmes are based on aims, goals and objectives. Romiszowski (1981) refers to aims, goals and purpose as a general statement of intent, stated in in-put terms – for example, to teach History, to spread the gospel or in process terms – for example, to solve mathematical problems. The statements are not stated in a systematic way.

However, Davies (1976) makes a distinction between aims and goals. He states that aims “carry a greater probability that they will not be achieved, and there is almost an implicit feeling about them that they will somehow be very difficult to implement”. Likewise, the term “aims” is used to signify a statement providing direction to the educational enterprise at a level of specificity and detail which is intermediate between the limits indicated by the goals.

The “goals” as being general objectives express an observable strategy, that “represent an attempt to operationalise the thinking represented by aim, to make it more practical and less theoretical” (Davies, 1976); that is “goals” are inferred descriptions or hypotheses. However, in clear terms the “goals” signifies overall general “goals” that are designed to provide a global direction to educational enterprise as a whole. “Goals” are usually stated in broad comprehensive terms.

An objective is more specific and describes definite activities. It provides both the teacher and the student with a great deal of concrete help and direction. According to Bloom (1956), “objectives are not only the goals towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the construction and use of evaluative techniques”.

While discussing aims, goals and objectives, Goraha (1993, p.101) concludes that in Pakistan “aims being mainly concerned with the major stages of Education; while terms goals, was used to refer to overall statements of the

purposes of Pakistan education. On the other hand, most of the curriculum experts, and philosophers accept that aims are more general than goal.

The general point is that goals are useful guides for teachers and students but are not so specific in their nature as to design instruction or give much direction to the student learning. So more specific statements, instructional objectives are formulated for classroom situations. The development of instructional objectives is a necessary step in translating educational goals into reality.

Some instructional designers insist that learning objectives be stated carefully early in the planning, specifically right after the goal or statement of general purposes is formulated for a topic. Sequentially, this may be correct, but in actual practice it does not always work. While some writers can write their learning objectives immediately, many people cannot enumerate detailed objectives at this point. The reason is that their own thinking about what to include in the unit may not yet be clear. It is for this reason that the subject content and task analysis element is placed in the instructional design plan preceding the element of learning objectives.

Moreover, objectives have the following advantages in systematic instructional planning, and hence we need objectives, because:

- (a) Objectives form the framework for any instructional program built on a competency base, where student mastery of learning is the hoped for outcome.
- (b) Objectives inform students what will be required of them. By knowing what to expect, students can better prepare their work.
- (c) It helps the planning team to think in specific terms, and to organize and sequence the subject matter.
- (d) Objectives indicate the type and extent of activities that are required for successfully carrying out the learning.

- (e) Objectives provide a basis for evaluating both the students' learning and the effectiveness of the instructional program
- (f) Objectives provide the best means for communicating to your colleagues, parents and others what is to be taught and learned.

An instructional objective is sometimes called behavioural objective. This is according to Slavin (1994) a statement of skills, or concepts, students are expected to know it in the end of some period of instruction. Barrow and Milburn (1990) states behavioural objectives as aims or goals of instruction intended to change the observable behaviour of learners. Such objectives are pre-specified, they determine in advance the performances of students, strategies of teachers, and methods of students assessments in a particular course or a lesson. These often also indicate the conditions under which the desired change of behaviour occur and state the minimum standard of performance by which required behaviour is to be judged. Those who advocate the use of behaviour claim that there is difference between teacher stated goals and actual student achievement in the classroom. To improve instructional techniques, general educational goals should be broken into specific instructional objectives designed to elicit behavioural change that may be insured and monitored. For example, in place of general statement of aim such as "be able to solve problems in algebra" we write "be able to solve linear equations with two variables".

Another important reason for stating objectives sharply relates to the evaluation of the degree to which the learner is able to perform in the manner desired. Tests and examinations are milestone which tell the degree of achievements of goals to students and teachers. This is only possible if goals are clear to both (teachers and students). If it is not so, tests are irrelevant, unfair, and useless. For this writer or programmer must have a clear picture of his instructional intent. This will make him able to select test items those clearly

reflect the students ability to perform desired skills, demonstration of acquisition of desired information.

If objectives are clearly defined, and provided to students also, they can evaluate their achievement so can also organize their objectives.

4. QUALITY OF MEANINGFUL OBJECTIVES

An instructional objective, sometimes called behavioural objective is a statement of skills on concepts which students are expected to know at the end of some period of instruction. Typically an instructional objective is to be stated in such a way that it should make clear how objectives will be measured. So it is desired to be stated in the learner's behaviour. But how one should write it to maximize the probability of achieving it. What are the characteristics of a meaningfully stated objective?

An objective is meaningful when it conveys to the reader the intention of instruction. According to Mager (1962) objective is meaningful to the extent it conveys to other a picture (of what a successful learner will be like) identical to picture the writer has in mind. Since statement is collection of words and signs, various combination styles may be used, to express our intention. A meaningfully stated objective is that which succeeds in communicating our intention, the best statement is the one that excludes the greatest number of possible alternatives to our goal.

Unfortunately we use "loaded" words which are open to large range of interpretations, e.g.:

Words open to a

Range of interpretations

To know

To understand

To appreciate

To grasp the significance of

Words open to a

fewer interpretations

To write

To recite

To identify

To solve

To enjoy

To list

To believe

To compare

What does a teacher mean when he says to a learner to know something. Do you mean just to recite, to solve, to construct. It seems right to include words as ‘understand’ and ‘appreciate’ in a statement of objective. But this is not explicit enough to be useful until it indicates how teacher intends to sample the understanding or appreciation. This can be solved only if we indicate what the learner will be doing when understanding and appreciating is there. Thus the statement which best communicates the terminal behaviour is a desired one.

How we as teachers will write objectives which will describe the behaviour of the learner. There may be many schemes, one as proposed by Mager (1962) is:

- Identify the terminal behaviour.
- Try to define the desired behaviour further by narrating conditions, under which behaviour will occur.
- Specify the criteria of acceptable performance, how well the learner must perform to be considered acceptable:

5. TAXONOMIES OF OBJECTIVES

“The science of classification in general and any specific classification respecting its rules i.e. taxonomy of educational objectives”.

A taxonomy is a kind of hierarchical organization of knowledge. If one understands all the concepts of taxonomy, this understanding covers all aspects of that knowledge.

The relationship among the items of a taxonomy are hierarchical as there are superordinate, subordinate and coordinate concepts in taxonomies. There are other hierarchies which are not based on inclusive relationship.

Blooms’ Taxonomy:

Bloom and his fellow researchers published a Taxonomy, educational objectives (cognitive domain) which influenced the practice of education to a

large extent. Bloom and his colleagues categorized objectives from simple to complex, or from factual to conceptual. These are actually logical in nature. Bloom (1958) details the cognitive domain as:

(A) **Cognitive Domain**

1. **Knowledge**

It is the ability to memorise, recall or otherwise repeat information presented earlier. It is the lowest level in this taxonomy.

For example: list the main tools required to wire a three-way switch.

2. **Comprehension**

It is an ability to interpret or restate the information or the knowledge.

For example: Describe the purpose for each of the three wires used in connecting a switch.

3. **Application**

Application is an ability to use or apply knowledge, information, theories, principles or laws to new situations.

For example: Sketch the procedure used when wiring a three-way switch.

4. **Analysis**

It is an ability to divide complex knowledge into its separate parts and to recognise the relationship of those parts.

For example: Calculate the lengths of wire needed in connecting a three way switch to a junction box.

5. **Synthesis**

It indicates the ability to bring together separate elements of knowledge to form new patterns or whole.

For example: Collect all materials needed to carry out the wiring of a three-way switch.

6. **Evaluation**

Evaluation means the ability to make judgements or appraisals based on

knowledge or given criteria.

For example: Evaluate the quality of three-way switch connections with that of a standard product.

B. Affective Domain

For making distinctions between affective behaviours, Krathwohl designed affective domain of objectives. In this domain, interests, attitudes, values, and appreciation are included. Following is short version of this taxonomy.

1. Krathwohl (1964) has organized the affective domain as:

Receiving

The lowest level begins with the student merely receiving stimuli and passively attending to it. It extends to his more actively attending to it. Examples: a student listens attentively to an announcement of a forthcoming meeting for the formation of an ecology action group.

2. **Responding**

Willing to react to an event through some form of participation.

Example: the student attends the ecology action group meeting. Further be able to reply, answer, following, approve, obey, find pleasure in, etc.

3. **Valuing**

Willing to accept an event through the expression of a positive attitude.

Example: the student helps the group to formulate plans and draw up a list of activities in which to engage. He/she will accept attain, assume, support, participate, continue, etc.

4. **Organisation**

When encouraging situations to which more than one value applies, willingly organises the values, determines the inter-relationship, and accepts some as dominant – i.e. more important to the student.

Example: when the next meeting of the group is scheduled, the students decide to attend, rather than viewing a television program that interests the student or attending a school athletics event. It means that the student will

be able to organise, select, judge, decide, identify with, develop a plan for, weigh alternatives.

5. **Characterisation**

The highest level in the taxonomy is the student's organisation of the values into a system which is a characterisation of himself. It consistently acts in accordance with values the student accepts and incorporates the behaviour as a part of his or her personality.

Example: to continue an active participation in the ecology action group program for many years. The student believes, practices, continues to, carries out, becomes part of his or her code of behaviour.

(C) **Psychomotor Objectives**

These objectives involve physical performance or skill. This domain was not presented by Bloom et-al. But can be adapted to physical activities. Harrow, Simpson and others described this taxonomy for psychomotor objectives. The main elements of Harrows' taxonomy are as:

1. **Reflex Movement**

These include involuntary muscle responses to stimuli. Such movements are instinctive and not learned. For example, stiffen, extend, flex, or stretch arms and legs.

2. **Basic Fundamental Movements**

Body movement patterns are developed during early life. They build upon reflex movements and are basic to all normal psychomotor activities: Examples: crawl, walk, run, jump, reach and grasp.

3. **Perceptual Abilities**

Observing and interpreting stimuli in the environment to which a person is exposed, requiring a movement for adjustment. Perceptions involve kinaesthetic awareness, like a change in body balance, visual or auditory discriminatin, tactile or sense of touch discrimination and coordination of eye-hand and eye-foot movements. Examples of such movements are turn, bend, balance, catch an object, kick a ball, perform a simple dance.

4. **Physical Abilities**

These include endurance, strength flexibility and agility of movements. Highly skilled movements cannot be developed without a satisfactory foundation in these abilities. Examples: endure physical activity for a long time, make quick motions, stop and restart a movement and moving of heavy objects.

5. **Skilled Movements**

Performing complex actions efficiently. Actions are normally based upon basic fundamental movements and use both perceptual abilities and simple, compound or complex physical abilities which with practice result in skilled movement performed with ease and proficiency. Examples: play a musical instrument, use a hand tool, assemble parts, operate a vehicle, adjust a machine.

6. **Non-discursive Communication**

Physical movements that communicate feelings which are both reflective and learned. They include expressive movements like posture, gestures, facial expressions, and interpretive movements that are aesthetic or creative in form. Examples: changes in facial expression, physical expressions of emotions and feelings.

In short, Taxonomy is not perfect both logically and empirically, still it is useful and helpful for teachers. It organizes thinking in far better way than when teachers do not use taxonomy. This practical gain nullifies the criticism.

6. AIMS AND CURRICULUM

Any instructional system becomes increasingly efficient when teachers think what is to be taught. This means that there is positive relationship between effectiveness of an instructional scheme and educator's concern that the right goals are being sought. Educators at levels are concerned with curriculum. Curriculum is defined by different experts in different ways because they have different perception of what curriculum should be. Some see it as a list of subjects

to be studied. Others think it as an entire course content while some visualize it as set of planned learning experiences.

Where does curriculum document come from? Naturally it is the reflection of culture. In a society like ours, decisions regarding curriculum development process reflect the competing forces which intend to influence future generations.

In curriculum process the first phase is the selection of aims, goals and objectives. One of the major difficulties of curriculum process is the translation of general aims to specific objectives of the classroom. The aims are expected outcomes expressed as patterns or categories of behaviour. These are kinds of behaviour which the educator hopes the students will exhibit as a result of the education they receive.

Classroom teachers are not usually involved in formulating aims and goals for curriculum. One exception is that a teacher who becomes a part of subject syllabus committee contributes in formulating goals. A teacher is principally concerned with interpretation and translating goals in operational objectives i.e. when organizing and carrying out learning experiences. It is important while writing objectives to reflect upon the functions they would serve. Firstly objectives provide direction to the curricular activity and to anyone interested in educational process such as students, teachers, administrators, parents, etc. If learner and teachers know what is expected of them, it is more likely that they may struggle to achieve it.

Secondly, a function of objective is to provide base for a rational and logical curriculum planning. If teachers are aware of what is expected from learners, they are able to plan appropriate content, learning activities and evaluation strategies. Such an approach is clearly superior than any haphazard approach to the selection of curriculum experiences.

Thirdly an important function of objective is to provide a base for student assessment. Assessment is a necessary activity, but its true value is frequently over looked. In simple terms, assessment is valuing the students on stated objectives. The functional value of objectives must be kept in mind while stating them.

6.1 General or Unit Objective

These are guide for preparing a unit or selection of curriculum. For example, a typical unit would cover a term, a semester or a year. General objectives represent a translation of goals into a more specific direction for action. But these are more general than instructional objectives. A unit/lesson may have four to five objectives and these indicate the nature of that course. Typically, a curriculum such as syllabus will have a list of general objectives following from previously stated goals and teachers have to translate these into specific classroom action.

6.2 Specific or Instructional Objectives

We as teachers when prepare objectives for a lesson, are actually writing instructional or specific objectives. These are precise statements which relate to small time and content, manageable by us. These are derived from unit/lesson objectives or sometimes from goals.

6.3 Behavioural Objectives

These are intended outcomes of learner's observable behaviour and are outcomes of instruction seen in terms of student's behaviour. According to Mager (1962) criteria for writing behavioural objectives are:

1. A description of student observable, terminal behaviour (observable behaviour).
2. A statement of important conditions under which the behaviour is to occur. (Conditions)
3. A definition of the standard of acceptable performance (standard).

6.4 Features of Effective Objectives

Here question arises what are the features of effective objectives? This is an important question because objectives play a vital role in curriculum development.

Characteristics of effective objectives as listed by experts are:

1. Comprehensiveness

Objectives should cover aims and goals which these objectives represent. Aims and goals provide broad purposes, while objectives provide specific intentions to cater this. Objectives must be comprehensive.

2. Consistency

Alongwith comprehensiveness, objectives should be consistent with each other as well with the aims from which they come. They must also have positive correlation with each other. Usually confusion arises within schools when objectives are developed without consideration of school goals or aims.

3. Attainability

Objectives must be attainable. While designing objectives, one must consider the level of student's competency, time, resources so that objectives of the curriculum may be attained.

4. Suitability

Curriculum developers agree that objectives must satisfy the student's needs. What are their needs? Are the developed objectives suitable to their needs? Are the objectives suitable to learners maturation? Are the objectives suitable to learners social set up?

5. Validity

Objectives must represent the reality they support. Objectives should state what we want them to state. This criterion is important when applied to assessment of students learning. What is measured is indeed a part of the curriculum?

6. **Specificity**

Objectives must be understandable to all concerned, for this, statements of objectives should be free of ambiguity. If objectives lack specificity, they are to be misunderstood.

7. **Measurability**

As you are aware, the criterion of determining the quality of an educational institution depends very much on the extent to which it achieves the objectives it has set for itself. The objectives must be translated into specific and operational definitions.

8. **Unambiguous**

The objectives should have their exact, real and true meaning. If the objectives are clearly defined, then the students know exactly what they are trying to do. However, the objective should be unambiguous.

Idealists, naturalists and realists all agree that education has always had aims which are outside the education process. According to them, education is growth.

Educational aims in Islam are perfect as educational ideals. They according to Siddique (1986), p.25) perform these normative functions as:

1. Give direction to the educative process and determine the role of teacher.
2. Motivate the students to accomplish through and determine the character and direction of their experience.
3. Provide the educator with a criteria of evaluating the educative process.

(i) **Objectives of Educational System as Determined by Commission on National Education (1959)**

This report contains the following objectives:

- To reorient and reorganize the education in Pakistan

- To meet the individual and collective needs and aspirations of the people of the country.
- To equip all the people to lead productive public lives and full personal lives according to their talents and interests.
- To play a fundamental part in the preservation of the ideals which led to the creation of Pakistan and strengthen the concept of a nation.
- To strive to create a sense of unity and of nationhood among the people of Pakistan.
- To create a social welfare state according to our concept of justice and brotherhood.
- To provide training to a leadership group in engineering, skills of government, and commercial development.
- To fulfil the need for scientists, engineers and technicians.

(ii) **The Education Policy 1972-1980**

This policy has enlisted these objectives:

1. Ensuring the preservation, promotion and practice of the basic ideology of Pakistan and making it a code of individual and national life.
2. Building up national cohesion by promoting social and cultural harmony compatible with our basic ideology through the conscious use of the educational process.
3. Building up and nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality: an individual able to comprehend fully the nature of technical and social change and having deep concern for the improvement of society.

4. Mobilizing the youth for leadership roles through participation in programs of social service and environmental improvement, and by inculcating in them the dignity of labour.
5. Eradicating illiteracy within the shortest possible time through universalisation of elementary education and massive adult education program.
6. Equalizing access to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically handicapped children and adults in all areas in general and the backward areas in particular.
7. Designing curricula relevant to the nation's changing social and economic needs compatible with our basic ideology and providing a massive shift from general education to more purposeful agro-technical education.
8. Providing a comprehensive program of studies through the integration of general and technical education and by keeping options open for transfer from one course of study to another.
9. Providing academic freedom and due autonomy to educational institutions within the framework of national objectives and requirements.
10. Ensuring active participation of teachers, students and representatives of parents and the community at large in educational affairs.
11. Generally promoting the welfare, dignity and sense of responsibility of teachers and students.

(iii) **National Education Policy (1979)**

“Educational policy reflect aspirations of a nation and embody principles of actions derived from philosophic choices considered most suitable for

achievement of goals” is the opening sentence of this policy. Aims are provided under the “National Aims of Education and their Realization”. While introducing aims, policy states that aims should be consistent with national faith, ideology and aspirations. So these aims are being listed here:

- a)** To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fairplay.
- b)** To create awareness in every student that he, as a member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- c)** To produce citizens who are fully conversant with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- d)** To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.
- e)** To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national effort.
- f)** To impart quality education and to develop fully according to their capacity, each individuals potentialities, through training and

retraining and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.

- g)** To provide a minimum acceptable level of educational literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in total national effort.
- h)** To create interest and love for learning and discipline among the young and to ensure that every student is imbued with the realization that education is a continuous and a life-long process.
- i)** To promote and strengthen scientific, vocational and technological education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.

(iv) National Education Policy (1992)

First chapter of this policy is devoted to ‘content and conceptual framework’. It has recognised that efforts were made in 1959, 1972 and 1979 but financial resources, poor appreciation of educational priorities, inadequate delivery system and population pressure remained barrier to the full execution of desired change. National Education Policy 1992 has listed the following aims:

1. To ensure the preservation, promotion and practice of the basic ideology of Pakistan and making Islam a code of individual and national life for the purpose of reformation of the society, its development and national cohesion.
2. To stimulate creative interest in the study of man and nature, and to build up and nurture the total personality of the individual so as

to make it dynamic, creative, critical and capable of facing the truth as it emerges from the objective study of reality, and to enable the youth to earn an honourable living for themselves and contribute to the development of the country.

3. To mobilize the youth for national service through participation in programs of social service and environmental improvement, to inculcate in them respect for the dignity of labour, and to develop in them a sense of beauty, grace and harmony.
4. To equalize access to education through provision of special facilities for (a) women, (b) poor and (c) mentally retarded and physically handicapped children and adults in all areas in general and backward areas in particular.
5. To eradicate illiteracy within the shortest possible time through (a) universalization of primary education, and (b) a massive adult education program.
6. To redesign curricula relevant to the nation's changing social and economic needs and providing a massive shift from general education to more purposeful agro-technical, scientific and professional education.
7. To provide academic freedom and due autonomy to higher education institutions within the framework of national objectives and requirements.
8. To ensure the active participation of teachers, students and representatives of parents and the community at large in educational affairs.
9. To promote the general welfare, dignity, status and sense of responsibility of teachers, and students and to encourage

professionalism as well as ensure accountability of the academic community.

10. To create in people a capacity for self-learning and self-reliance so that their learning process continues throughout life.
11. To obviate ethnic prejudices and superstitions, discourage consumerism, fanaticism and sectarianism, and to promote national cohesion.
12. To emphasize and promote research in higher education institutions.

(v) National Education Policy (1998-2010)

This policy is framed in the perspective of historical developments, modern trends in education, training and emerging requirements of the society in terms of National integrity and socio-economic development. Chapter 2 of this policy details the aims, and objectives of the policy. Here are the objectives of the policy (pp.6-8)

1. To make the Quranic principles and Islamic practices as an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practising Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.
2. To achieve universal primary education by using formal and non-formal approaches to provide a second opportunity to school drop-outs by establishing basic education community schools all over the country.
3. To meet the basic learning needs of children in terms of learning tools and contents.

4. To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access to every child. The imbalances and disparities in the system will be removed to enhance access by increasing the number of middle and secondary schools.
5. To ensure that all the boys and girls, desirous of entering secondary education, get access to schools.
6. To lay emphasis on diversification so as to transform the system from supply-oriented to demand-oriented. To attract the educated youth to the world of work at various educational levels so that they may become productive and useful citizens and contribute positively as members of society.
7. To make curriculum development a continuous process and to make arrangements for developing a uniform system of education.
8. To prepare the students for the pursuit of professional and specialized education.
9. To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels.
10. To develop a viable framework for policy, planning and development of teacher training programs, both in-service and pre-service.
11. To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.
12. To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education

(TVE) graduates by moving from a static, supply-based system to a demand-driven system.

13. To popularize information technology among children of all ages and prepare them for the next century. To emphasize different functions of computers as a learning tool in the classroom. To employ information technology in planning and monitoring of educational programs.
14. To encourage the private sector to take a percentage of poor students for free education.
15. To institutionalize the process of monitoring and evaluation at all levels. To identify indicators of quality and to adopt corrective measures during the process of implementation.
16. To achieve excellence in different fields of higher education by introducing new disciplines/emerging sciences in the universities, and transform selected disciplines into centres of advanced studies, research and extension.
17. To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

The mission of the objective is to transform Pakistani nation into an integrated cohesive entity so that Pakistan can compete the challenges of 21st Century.

(vi) National Education Policy (2009)

Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, employment patterns and general global environment require policy responses. The National Education Policy 2009 was an attempt to address such changes. The aims and objectives of the policy are:

1. To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
2. To play a fundamental role in the preservation of the ideals, which led to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.
3. To create a sense of unity and nationhood and promote the desire to create a welfare State for the people of Pakistan
4. To promote national cohesion by respecting all faiths and religions and recognise cultural and ethnic diversity.
5. To promote social and cultural harmony through the conscious use of the educational process.
6. To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.
7. To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen.
8. To aim at nurturing the total personality of the individual: dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.
9. To raise individuals commitment to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in society for the common good.
10. To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs

and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.

11. To improve service delivery through political commitment and strengthening education, governance and management.
12. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.
13. To enable Pakistan to fulfil its commitments to achieve Dakar Framework of Action, Education For All goals and Millennium Development Goals relating to education.
14. To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.
15. To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/marginalized groups and special children and adults.
16. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programs.
17. To enable an individual to earn his/her to make informed choices in life.
18. To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-driven and preparing the students for the world of work.
19. To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.

20. To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.

7. ACTIVITIES

1. Select a topic from any text-book, develop objectives for students and teachers on this topic. Discuss their differences with your colleagues.
2. Make a list of “loaded words” usually used in writing objectives. Visit office of any educationist of your area, record his opinion on these “loaded words”.
3. “Every person organizes his life around a set of goals”. Ask any five students their goals and visualize whether their efforts are towards their goal or not?
4. Visit Executive District Officer (Education) of your District, interview him to assess the efforts of his office to achieve objectives of Education Policy 1998-2010.

8. EXERCISE

- Q. No. 1:** Discuss different types of cognitive learning
- Q. No. 2:** Analyze the aims of education proposed by Fourth World Conference on Education 1982.
- Q. No. 3:** Differentiate between aims and goals and provide examples for each.
- Q. No. 4:** Objective is more specific and describes definite activities. Enlist implications of objectives on classroom teaching.
- Q. No. 5:** Why “the words open to a fewer interpretations” in objectives are referred by educators?
- Q. No. 6:** Objectives and evaluation are interlinked together. Elaborate.

- Q. No. 7:** Discuss the main theme of objectives proposed by commission on National Education, 1959.
- Q. No. 8:** Write a comprehensive commentary on the objectives of Education Policy 1972-80.
- Q. No. 9:** “..... and making Islam a code of individual and national life for the purpose of reformation of the society its development and national cohesion” Suggest some measures to translate this objective into action.

9. BIBLIOGRAPHY

Ahmann, J.S. & Glock, M.D. (1967). Evaluating Pupil Growth, Principles of Tests and Measurement. Third Edit. Boston. Allyn and Bacon, Inc.

Barrow, Rand Milburn. (1990). A Critical Dictionary of Educational Concepts. Second Edit. New York. Harvester.

Belkin, G.S. and Gray, J. (1987). Educational Psychology. Dubuque, Iowa. WmG. Brown. Company Publishers.

Bloom, S.B. Et-al. (1956). Taxonomy of Educational Objectives. New York. David McKay Company, Inc.

Burn, R.W. (1977). New Approaches to Behavioural Objectives. (2nd edit). Dubuque, Iowa. Brown.

Davis, I.K. (1971). Management of Learning. London, McGraw Hill.

Erfan, N. And Valie. (1995). Recommendations of the Four World Conference on Islamic Education and the Muslim World: Challenge and Response. Islamabad. Institute of Policy Studies.

Gage, N.L. & Berliner. (1964). Educational Psychology. Third Edit. Boston. Houghton, Mifflin Company.

Goraha, M.A. (1993). Aims, Goals and Objectives in Ahmed, Z. (Course Development Co-ordinator) Curriculum Planning and Evaluation. Block 1. Islamabad. Allama Iqbal Open University.

Government of Pakistan. (1959). Report of the Commission on National Education. Karachi. Ministry of Education.

Ministry of Education. 1972. Islamabad. The Education Policy.

Ministry of Education. 1979. Islamabad. National Education Policy and Implementation Program.

Ministry of Education. (1992). National Education Policy. Author.

Ministry of Education. Islamabad. (1998). National Education Policy. Author.

Gronlund, N.E. 1970. Starting Behavioural Objectives for Classroom Instruction. London. The MacMillian Company.

Hamilton, R.J. (1985). A Frame-work for the Evaluation of the Effectiveness of Adjunct Questions and Objectives. *Review of Educational Research*, 55.

Harrow, A.J. (1972). *Taxonomy of the Psychomotor Domain*, Columbus, OH. Collegiate Publishing, Inc.

Krathwohl, P.R. (1964). *Affective Domain. Taxonomy of Educational Objectives. Handbook*. New York. Davi McKay.

Klausmeier, H.J. (1985). *Educational Psychology. Fifth Edition*. New York. Harper & Row Publishers.

Lawton, D. (1986). *Curriculum Studies and Educational Planning*. London. Hodder and Stoughton.

Leonard, L.D and Utz, R.T. (1974). *Building Skills for Competency Based Teaching*. New York. Harper and Row.

Mager, R.F. (1962). *Preparing Instructional Objectives*. California. Fearrow Publishers.

Print. M. (1993). *Curriculum Development and Design. Second Edition*. Austerlai. Allen and Unwin.

Quina, J. (1989). *Effective Secondary Teaching*. New York. Harper & Row Publishers.

Seddon, T. (1983). The Hidden Curriculum: an overview. Curriculum perspectives 3.1.

Siddiqui, B.H. (1986). Education: An Islamic Perspective. Islamabad & University Grants Commission.

Slavin, R.E. (1994). Educational Psychology. Fourth Edition. Boston Allyn and Bacon.

Taylor, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago. University of Chicago Press.

Webb, R.B. and Sherman. (1989). Schooling and Society. Second Edit. New York Mamillan Publishing Company.

Wheeler, D.K. (1967). Curriculum Process. London. University London Press.

Wiles I. And (1989). Curriculum Development. A Guide to Practice Third Edit. Columbus. Me Publishing Company.

Zais, R.S. (1976). Curriculum: Principles and Foundations. N. York. Harper and Row Publishers.

UNIT NO 7

**HISTORICAL DEVELOPMENT
OF EDUCATION IN PAKISTAN**

Written By:
M. MAHMOOD HUSSAIN AWAN
Reviewed by:
Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

The education system as it prevails nowadays in Pakistan did not come into being abruptly. It has its roots in the cultural heritage of the sub-continent which spread over more than a thousand years. In our indigenous system of education, there were some glorious aspects of religious education which fashioned in the sub-continent before the British rule. Maktabas, Madrasas and Dharamshalas were dominating educational institutions. The aim of education was to inculcate the spiritual and moral values. The children were prepared to live a good and useful social life according to the demands of that era. Moreover, the vocational aims also occupied an important place alongwith the spiritual aim.

Most of the madrasas, colleges and maktabas were attached with mosques. The medium of instruction was mostly Persian because it was the court language. Arabic and Sanskrit were the sacred languages of Muslims and Hindus were also given due attention. In 1829, Urdu as a medium of instruction was introduced in the institution of Nawab Itimad-ud-Daullah of Lucknow. The first effort to introduce the foreign system of education by East India Company was through missionaries. Bible was translated in Indian languages to attract Indian's towards Christianity. Many colleges were established with the aim to prepare a body of individuals for discharging public duties and promotion of European literature and science among the natives of India. The education which once started with missionaries as a means of spreading Christianity, entered its phase of final development in the form of Macaulay's Minutes of 1835. Then Wood's despatch 1854, Hunter Commission 1882, Sutherland Commission 1917, Hartog Committee 1929, Abbot and Wood Report 1937 and Sargent Report 1944, all tried to bring many changes in the education system of sub-continent. All these missions and committees failed to introduce the educational system according to the social needs of the people of the Sub-continent. However the degree thus awarded may

be considered as a passport to enter the government service. By the Grace of Allah Almighty, the Pakistan attained independence in 1947, a new era started in the history to introduce their own values and ideals of life. There was a need to establish an educational system according to national needs and the aspirations of Muslims. The nation felt that the educational system introduced by the exploiters be reconstructed within a short time. Great changes been introduced but the sacred aims and objectives through education could not be materialized. In this unit, we will study in detail the historical development of education in Pakistan.

2. OBJECTIVES

After careful reading of this unit, it is hoped that you will be able to:

- describe the development of education in Pre-Pakistan period.
- discuss the progress of education in the period;
 - a. From 1947 to 1958
 - b. From 1959 to 1971
 - c. From 1972 to date
- identify the main reforms through educational policies
- point out the major constraints in achieving the educational aims.

3. PRE-PAKISTAN PERIOD (712 A.D. TO ONWRD)

Education during the Muslim rule in the sub-continent was given a very high priority. Educational opportunities were offered not only to man but to women also. The ruler/king during this period, too, took great interest in the spread of education among the people. They offered liberal contributions in terms of money and other resources both for teachers and students either residents and day-scholars, arrangement were also made for the free education of the poor. The teachers were sincere and devoted to their duties. There were intimate harmonious

relations between teachers and the students. That was really a brilliant period as far as the advancement of knowledge and education was concerned.

The Muslims ruler were sincere, courageous, committed and industrious people. When these traits of character gradually slackened in them, they started living an easy life, their intellectual progress and learning habits came to a standstill, many un-Islamic practices became part of their life. Even the innovations in religion against the spirit of Islam were included in regular prayers. Moreover the conservative elements did not accept the changing new horizons of advancements in science and technology. Thus the Muslims could not keep pace with those emerging technologies and guard against the intellectual exploitation of Western Civilization. These were the main factors responsible for declination of Muslims.

The foreigners, i.e. the French, the Portuguese and the British who reached the sub-continent for the purpose of trade and commerce indulged in politics and finally, the Britisher, with their will to struggle and by using their tactics achieved the power and established their rule in India. The Marhatas, and Sikhs' became the chief oppressors of the Muslims.

In these circumstances to save the Islamic values and cultural heritage some reformers came in the forefront who tried their best for re-awakening Muslim society. Among these were the Shah Wali Ullah, his descendants and disciples. Later on the reform movements were continued by Haji Shariat Ullah and Syed Ahmad Shaheed. Apart from these Darul-Aloom Deoband, the Anjuman Himayat-ul-Islam and the Aligarh College rendered valuable Educational services to the Muslim nation.

4. PERIOD FROM 1947-1958

Many good and useful things had been done since the attainment of independence in 1947 to 1958. It was a new era with new hopes of bringing

revolution according to the needs and aspirations of new born nation by the Pakistani themselves. At the time of independence the situation of education and the condition of educational institutions were not encouraging. As described by Hayes (1987 PP. 8-9). “At that time the citizens of the new country was about 90% illiterate and there was only a handful of educational institutions which were grossly inadequate for the needs of the country. Pakistan received only two of the 21 Universities of undivided India, one located in each there were 29,000 primary schools out of a total of 39,000. The ratio was reversed at the secondary level as the West wing had 5500 out of 9,000 schools”. He further states that “the two least populated and economically underdeveloped provinces- NWFP (now renamed as Khyber Pakhtoon Khawa) and Baluchistan-had little more than 100 primary schools each. There were very few secondary schools and only one intermediate college. The country as a whole came away with 83 colleges, three engineering colleges, 108 teacher training schools and 71 assorted technical, industrial and agricultural institutions”.

However, inspite of other crucial problems faced by the new state, education was given the priority. An “All Pakistan Educational Conference was convened in November, 1947 to consider the educational needs of an ideological state consisting of Muslim majority, desirous to practice their lives according to the teaching of Islam.

According to Iqbl (1977) p. 61), the Conference under the presidentship of Fazal-ur-Rahman, then Education Minister recommended as follows:

- a. The educational system should be inspired by the Islamic ideology, emphasizing among many of its characteristics those of universal brotherhood, tolerance and justice.
- b. Free and compulsory education should be introduced for a period of five years, which should be gradually raised to eight years.

- c. Primary schools could be co-educational or otherwise according to local needs.
- d. A comprehensive scheme should be prepared for the re-organisation of technical education suited to the economic needs of the country and the peculiar genius of our people:

An overall review of educational reforms recommended by the conference to make the educational system much appropriate with the national needs, reveal that the objectives envisaged could partially be accomplished for various reasons. It was again felt that education needs reconstruction. During the period under review, continuous efforts to rightly organize the education were made. Some programmes of expansion, reorganization or reform were proposed and implemented. The development of science education, and scientific research and the promotion of agro-tech education were emphasized.

Unfortunately these recommendations lay buried in the papers and least projected in the educational field. The system retained as it was created by the British. Tanvir (1975.P-162) noted the causes as “The factors responsible for this state of affairs were the defects in the policies themselves, weakness in its procedure of implementation and the defective methods of teaching.

5. PERIOD FROM 1959 TO 1971

In 1958 Muhammad Ayub Khan Chief of Army Staff took over the government and established martial law in the country. The then president M. Ayub Khan formed commission on National Education in 1959.

The commission presented its report in 1959, which for the first time clearly defined the aims and objectives of our educational system. These aims and objectives as summarized by Iqbal (1977), p-69) were as follows:

- a. To meet the individual and collective needs and aspiration of the people

- b. Development of vocational abilities and training for leadership
- c. Preservation of the ideals which led to the creation of Pakistan
- d. A sense of patriotism and national integration to be developed
- e. Formation of character

Consequently, during the Second Plan (1960-65) many new institutions were created. These include text book board, pilot secondary schools, comprehensive schools, educational extension centres, board of technical education and equipment design centres, Bureau of education for research and data collection, institutes of education and research, agricultural and engineering universities.

After the 1965's war with India the political opposition to Ayub Khan, the then president, increased, which led to his downfall. The period from 1969 to 1971 was Pakistan's very crucial time. The political uncertainty aroused which resulted in the creation of Bangladesh and effectively dismembered Pakistan in December, 1971.

The commendable work in education sector during this period was the educational proposals of Air Marshal Noor Khan which according to Iqbal (1977. P-76) emphasis on the academic freedom of teachers, decentralization of administration, raising the status of the teaching profession and accelerated investment of human, financial and physical resources in National education enterprise.

6. PERIOD FROM 1972 TO DATE

The Pakistan People's Party (PPP), assumed in December 1971, Mr. Z.A. Bhutto became the Prime Minister of Pakistan. According to PPP's radical election manifesto Mr. Abdul Hafeez Pirzade then Federal Minister called a conference to reorient the Vice-Chancellors, representatives of associations

teachers, students and experts about the reorganization of educational system from top to bottom to meet the needs of the time. On the basis of recommendation, new education policy was designed and announced in March 1972. The provision of education was included in the constitution (1973) of Pakistan.

Objectives of the Education policy 1972 are given below:

1. Preservation, promotion and practice of the basic ideology of Pakistan
2. Building up national cohesion by promoting social and cultural harmony
3. Building up the total personality of the individual
4. Mobilizing the youth for leadership
5. Eradication of illiteracy
6. Equalizing access to education
7. Designing curricula relevant to the changing social and economic needs a massive shift from general education to more purposeful agro-technical education
8. Providing academic freedom to educational institutions

In 1992, the then government framed National Education Policy 1992. The main thrust of the policy were:

- (a) In restructure the continuing education system on modern lines in accordance with the principles of Islam so as to create a healthy, forward looking and egalitarian society.
- (b) To improve the quality of education and intensity research activities in the universities, especially in the modern fields of science and technology.

In 1998, the Prime Minister asked the Ministry of Education to prepare “National Education Policy”. The specific objectives of the policy were:

- a. Attaining acceptable level of literacy by universalization of basic education.
 - b. Arranging for providing quality education.
 - c. Encouraging private investment in education.
 - d. Making education purposeful and job oriented.
 - e. Ensuring the quality of higher education.
 - f. Reforming the examination system.
 - g. Evolving an effective decentralized management.
 - h. Creating relationship between supply and demand of teachers.
 - i. Raising the quality of teacher education.
 - j. Achieving universal primary education by using formal and non-formal approaches.
 - k. Making curriculum a continuous process.
 - l. Developing technical and vocational education in the country.
9. Participation of teachers, students and the representatives parents and the community in educational affairs
 10. Promoting welfare, dignity, and sense of responsibility of the teachers and the students.

7. ACTIVITIES

1. a) Following were the main features of Islamic education in the sub-continent:

b) List the three aims of British education system in the sub-continent:

c) List the name of disciples of Shah Wali Ullah who took active part in reform movements:

2. a) The major reforms brought by the recommendations conference were:

- i) _____
- ii) _____
- iii) _____
- iv) _____

b) List the bodies recommended by the conference to co-ordinate educational policies throughout the country:

- i) _____
- ii) _____
- iii) _____
- iv) _____

3. a) List the basic objectives for education indicated in the 1979 policy

- i) _____
- ii) _____
- iii) _____
- iv) _____

- b) The commission on student's problems and welfare gave the following recommendations:
- i) _____
 - ii) _____
 - iii) _____
 - iv) _____
4. a) List the features of elementary education as proposed by the Education Policy 1972-80:
- _____
- _____
- _____
- b) The notions of Islamization include the following changing in curriculum:
- _____
- _____
- _____
- c) Social Action Programme focuses on the following aspects:
- _____
- _____
- _____

8. EXERCISE

- Q. No. 1:** Discuss the salient features of Islamic education.
- Q. No. 2:** "Education system introduced by East India Company in the Sub continent was an effort to introduce Christianity only" Elaborate.
- Q. No. 3:** Discuss the awakening movements in Muslims of the sub continent during the British Period.

9 BIBLIOGRAPHY

Govt of Pakistan. (1988). Seventh Five Year Plan 1988-93. Islamabad, Planning Commission.

Govt of Pakistan. (1993). Seventh Five Year Plan 1993-98. Islamabad, Planning Commission.

Govt of Pakistan. (1997). Economic Survey 1996-97. Islamabad Planning Division, Economic Adviser's Wing.

Hayes, D, Louis. (1987). The Crises of Education in Pakistan. Lahore, Vanguard Books Ltd.

Khalid, Mrs Tanvir. (1975). Education: An Introduction to Educational Philosophy and History. Second Ed. Islamabad, National Books Foundation.

Quddus, N.J. (1990). Problems of Education in Pakistan. Karachi, Royal Book Company.

UNIT NO 8

MODES OF EDUCATION

Written By:
M. MAHMOOD HUSSAIN AWAN
Reviewed by:
Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

The very first learning of a person takes place in his family environment. He learns habits, attitude, skills and new things by listening, observing and doing in informal situation first by living among the family members and then from his environment he interacts with. This learning deliberately does not take place in a formal situation. Such learning is generally called informal education. This natural learning is usually the result of social and physical surroundings in which an individual lives. Most of one's education takes place unconsciously in an incidental manner.

When "education is deliberately planned, chosen and employed by the community for the welfare of its coming generations", it is called formal education. (Tanvir, 1975, p.5). It encompasses the existing structured school, college and university system. There are certain other modes of education like Non-formal Education (NFE) and Distance Education (DE). For better understanding, we will discuss each mode separately.

2. OBJECTIVES

After studying of the unit, it is hoped that you will be able to:

- differentiate among different modes of education like formal, informal, nonformal and distance education.
- analyse the situation of education in the country.
- identify the processes and problems involved in the modes of education.
- explain the different roles played by the above mentioned modes of education.

3. INFORMAL EDUCATION

Family is the main source of informal education. Apart from the family, the peer group, siblings, community and professional organizations etc., are the source of informal education and children learn a lot through this mode without making much conscious and deliberate effort. The cultural values, knowledge and skills are diffused from one generation to another in an informal and un-organized manner. Through this mode an individual acquires and practices experience within the frame of the community he lives. Tanvir (1975, p.4) says “An individual is not always conscious of his learnings. A child, especially, learns many things, habits, attitudes, skills, ways of thought and behaviour of which he is unaware”. Thus the whole community teaches him. He learns how to get along with his fellow beings just by living among them. His behaviour is so shaped according to society’s norms of which he is un-aware. Development of an individual’s personality of which he or she is capable, assumes meaning only in social setting. The individual is the end and these social institutions are the means. Rousseau’s philosophy of Naturalism as mentioned by Tanvir (1975) pp. 93-95) lays great stress on fullest possible social welfare and development through social institutions by promoting conducive natural atmosphere to the child.

This mode of education is seen among primitive people. When there was no school and education was largely a matter of observation or imitation and to a large extent un-conscious. On significant occasions and festivals in the family or tribe the legends and history of the tribe helped the young to learn obedience, respect and norms. Aim of education was much the same as it is recognized in our most modern era i.e. to survive and live complete life. All educational efforts and activities were organized to preserve the individual’s life. Even in modern scientific area most part of pre-school education falls in the form of informal education. That is why the maximum opportunities are provided by the family

physical, moral, intellectual and spiritual growth of a youth. At this stage it would be better to refer to Coombs (1973) quoted by Rashid (1989, p.20) as;

“By informal education we mean, the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment-from family and neighbours, from work and play, from the market place, the library and the mass media. Through informal education, for example, a child acquires a substantial vocabulary at home before going to school, a daughter learns child care and cooking from helping and observing her mother, a son picks up occupational skills from his father and children and adolescents learn from their peers”.

4. FORMAL EDUCATION

Formal Education is the Education imparted by educational enterprises prevalent throughout the world chosen and employed by the community, under set rules and regulations for the welfare of its individuals. This education is given in schools, colleges and universities and other similar institutions, which are established with the aim to modify the behaviour and to shape the personality of a child in a more desirable form. The consciously structured education is imparted through the process of formal instruction. This mode of education is deliberately planned and has a well-defined systematic curriculum.

As the learner in this system is conscious of his learning outcomes, so he puts concerted efforts to derive full benefit out of it, to achieve the desired aim. The chief characteristics of formal education system are three dimensional process which includes teacher, taught and social setting or environment i.e. the institutions. At this stage, it looks appropriate to have a brief description of forces

which lead to the present formal system of education. The formal system of education now-a-days passes through many stages. The religious beliefs and practices perhaps, were the initiatives which gave birth to experts in instruction. The specialist in religion, the medicine and magicians were thus likely to be the first professional teachers or the superior intellectuals, responsible to instruct the young. As societies grew more complex their social needs increased, which created demand for skill-mix to run the affairs of the state both religious and political increased. The schools were established to keep abreast with these needs of the community. Curricula were also developed accordingly. Later, these early schools grew to centers of learning. The writers, scientists and scholars were attracted to impart knowledge. More specialized schools were established and a revolutionary departure from elite's to common man, a policy of equal educational opportunities for all were formulated. Ultimately the education became the responsibility of the state.

Now you could surely aware the salient features of formal education i.e.:

- i) Planned with a particular end in view,
- ii) Limited to a specific period,
- iii) Has a well-defined and systematic curriculum,
- iv) Given by specially qualified teachers, and
- v) Observes strict discipline.

Coombs (1973) as quoted by Rashid (1989 p, 19) clearly defines the concept of formal education as:

“By formal education we refer, of course, to be hierarchically structured, chronologically graded ‘Educational System’ running from Primary School through University and including, in addition to general academic attitudes, a variety of specialized programmes and institutions for fulltime technical professional training”.

According to Tanvir (1985, p.5) “formal and informal education are not contradictory but rather they are supplementary to each other. They take place concurrently at every stage of life. None of the educational agency is strictly limited to either one of these two types”.

5. NON FORMAL EDUCATION (NFE)

To reconcile with the rapid growth and improvement of educational standard quantitatively and qualitatively, NFE is engaging the foremost attention of all nations of the world. The natural outcome of the profusion and emergence of modern knowledge influenced the educational trends to use education as a social, political and economic tool for survival. Educational systems of the countries reflect the quality and development of nations. It attracts people to acquire new knowledge and skills, particularly in science which doubles itself every decade. Under these conditions, the experts in pedagogical sciences are always exploring the new venues of education for pacing with the demands and challenges of the future. The very obvious and prompt response to this demand is to expand the system of education or to find out the alternate of formal system.

It was realized that the global changing circumstances demanded abrupt changes in the formal system but due to its structural frame work it failed to fulfil the roles recognised above. Naturally, the growing minds do not wait for the system to modify, therefore, it gave birth to international movement which manifested itself in different ways in different nations according to their own cultural, political and economical factors.

The word “non-formal” is derived by using the pre-fix “non” to formal. It is usually written NFE. Coombs (1973) in Rashid M. (1989. P.21) visualizes the NFE as:

“Any organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objective”.

Non formal education is one of the recent international educational movements which emerged from the idea of general improvement of the people to meet their social and economical needs.

6. DISTANCE EDUCATION

As “the term of distance education is used to describe various forms of study at all level”. (Rashid 1990, p.17). Therefore, to understand distance education, we must break open the memory banks of history and see how it came into existence as a system.

Its origin can partly be traced to the historical distinction between teaching and accreditation. Some institutions merely registered as private candidate, examine them and accredit them. This is one particular pattern of provision and perhaps the earliest correspondence tuition. It is still operative in a number of countries. The concept of distance education has been grown from the correspondence education. It covers the various forms of study at all levels, e.g. for technical and vocational education, adult education, recurrent education and life long education. Then the question arises why the term distance education came into being? Categorically, correspondence is associated exclusively with the written word whereas, the present days technology has supplemented the written word. Thus, distance education uses one or more media; the correspondence lesson, the sound cassette or tape lessons by radio, television, CD and internet.

Sometimes, particularly in the USA, independent study is used as a synonym. According to Moore (1975 p.5),

“all those teaching methods in which, because of the physical separateness of the learners and teachers, the interactive as well as preactive phase of teaching is conducted through print, mechanical or electronic devices” is called ‘telepathic’ (distance) teaching.

Holmberg (1977 p.9), while considering correspondence education as distance teaching says:

“correspondence education is now-a-days often a synonym of distance education, use of multi-media programme as well as courses based on the printed and written word only”.

As we all know, education is a process of living through a continuous reconstruction of experience by acquiring knowledge, attitudes, values and skills. It helps people to manipulate with the environment successfully. The shift from teacher centred education to the behaviour of learners, the pupil centred approach has emerged. A generation of teachers has emerged who know how to facilitate independent self-directed study in a better way. The new communication devices very rightly accepted the responsibility to respond to this demand efficiently. Distance education provides learners with the efficient exposition by means of multi-media, for the skills they need.

The required information is communicated through appropriate media either print, electronic, mechanical or other devices, according to learner’s demand who wishes to improve knowledge, and skills. Distance education provides opportunity for those who had terminated their study due to any reason and those who are desirous to enhance their professional education or skills. Moreover, distance learner may continue his learning according to his circumstances. In Pakistan, there are thousands of individuals who could not attain the desired level of education for some reasons, through the formal system

of education. They are the major clientele of distance education system. Allama Iqbal Open University Islamabad is the main institution catering for their needs.

7. ACTIVITIES

1. a) Identify the factors to be considered essential for informal learning:

- b) List below the salient features of informal education:

2. Please list below the causes of introducing Non-Formal Education (NFE) Programs in Pakistan:
 - i) _____
 - ii) _____
 - iii) _____
 - iv) _____
 - v) _____
3. a) Devise a definition of “distance education” of your own:

- b) Enlist salient features of distance education:

8. EXERCISE

- Q. No. 1:** Distinguish between formal & informal education system
- Q. No. 2:** Describe the effective role played by informal education
- Q. No. 3:** What steps would you like to suggest to strengthen the present system of formal education.
- Q. No. 4:** What useful role NFE can play for socio-economic development in Pakistan.
- Q. No. 5:** Describe the objectives and salient features of Distance Education.
- Q. No. 6:** What useful role nongovernmental organizations can play for the promotion of distance education.

9 BIBLIOGRAPHY

- Bhattia, A. K.K. (1985). Principles of Education, New Delhi, Klyani Publisher.
- Gafoor.A. (1990). Non-Formal Education in Pakistan, Islamabad, Academy of Educational Planning & Management.
- Janet, BN Koul. Distance Education: A Review, New Delhi, Gandhi National Open University. (1991).
- Tanvir. K. (1975). Education: An Introduction to Educational Philosophy and History Karachi, National Book Foundation.
- Khan. ii. (1991) Ed. Distance Education Some Readings, New Delhi, Amer Prakashan.
- Sarfraz. K & Brenna, (1990). Non-Formal Education, Myth of Pancea for Pakistan, Islamabad Mr. Books.
- Rashid, M. (1989). Study Guide on Advanced Course on Non-Formal Education, Islamabad, Allama Iqbal Open University.

UNIT NO 9

**PROBLEMS AND ISSUES OF
EDUCATION IN PAKISTAN**

Written By:

Dr. M. MAHMOOD HUSSAIN AWAN

Reviewed by:

Dr. FAZAL-UR-RAHMAN

1. INTRODUCTION

Education is the vital source of change in the social structure, economy, manner and morals of a nation. Education being an essential contributor to economic development and main source to overcome development related problems and it accelerates the flow of willingness among people to acquire skills. It assists them to achieve knowledge of new techniques and methods of economic growth, according to social, political and technological changes. Therefore, countries continue to rank education at the top priority in social development plans. The developing countries particularly place even more emphasis on education to strengthen capabilities and self-reliance, at the national, sub-national and grass root levels for the creation and use of various development related changes.

Like most other developing countries, there is considerable emphasis on education in Pakistan. Education system presently operating in Pakistan has a number of stages. The first being the primary stage spread over five years, children aged 5-9 years are normally enrolled. This primary education is followed by three years middle stage and two years secondary stage. Then the intermediate or higher secondary stage which is usually part of college education. To obtain Bachelor's degree further two years education is required or four years higher education is required after ten years or secondary education. An additional one year study is required for obtaining an Honour's degree. To do Master, two years study after Graduation or one year after Honour's degree is required. Besides there is a traditional religious system of Islamic education catering education in accordance with teaching of Quran and Sunnah. In addition to the above, facilities for professional and vocational education have also been created at large throughout the country, which includes engineering and agricultural universities, agricultural and medical colleges and teachers training institutes. Keeping in view the incapacity of formal education system to meet the growing needs of the country, Allama Iqbal Open University was established in 1974, as an institution of non-formal education and distance learning. It provides educational facilities to those who because of any reason could not continue their education in formal

system and desirous to complete or to keep themselves abreast with the latest professional and emerging technologies or skills. Since its independence in 1947, despite the bitter experiences of the past and the resources constraints, Pakistan tried its best to expand and improve the ever widening gulf between fantasy and reality. Although, these efforts and resulting development have had a positive impact on raising standard of education, they have also contributed to various development related problems and issues. Such as un-satisfaction with the quality and effectiveness of what currently occurs in education system, resources constraints, difficulties of implementations, rapid population growth, lack of commitment, resistance to change and political interferences etc;

2. OBJECTIVES

After studying of the unit, hopefully you will be able to:

1. Identify the problems and issues relating to
 - a. universalization of Primary Education
 - b. literacy
 - c. population Education
 - d. environmental Education
 - e. female Education
 - f. islamisation of Education
 - g. discipline on Campus
 - h. special Education
 - i. drug Education
2. Appreciate the relationship of the above with the:-
 - a. socio-economic development
 - b. human resource development
 - c. development planning
3. Suggest some possible solutions to the problems and issues of education in Pakistan.

3. UNIVERSALIZATION OF PRIMARY EDUCATION

Universal provision of schools implies that every child in the age group 5-14 be brought on the rolls of school or school facilities provided to all children at an easy access. The Universal Declaration of Human Rights, passed by the United Nations General Assembly in 1948, states that “Everyone has the right to education”. The First All Pakistan Educational Conference (1947), established universal compulsory schooling as a Primary national objective. The Commission on National Education 1959 further supported this objective with the observation that “In those countries where a marked increase in national wealth had taken place. Progress could be dated from the time when schooling was made compulsory”. (p.169).

Primary education is the foundation of economic, social and cultural development of nations. That is why the qualitative expansion and quantitative improvement on the primary education is stressed.

The education policy (1972-80) anticipated UPE upto classes 8th for both boys and girls by 1984. National Education Policy (1979) suggested UPE by 1992 through mobilization of community resources including mosques, factories, civic buildings etc. Seventh Five Year Plan 1988-93 emphasized Universalization of Primary Education through Non-Governmental Organizations (NGO's) and Non-Formal Education Programs. In pursuance of Education Policy, 1992-2010 a Ten Year National Literacy Plan has been developed to raise the literacy level up to 70% by the year 2003.

However, all efforts in this direction seemed to fail so far. Although, more and more financial and physical resources were made available. The campaigns with various incentives were undertaken but they all show an un-appreciable success. Thus the resources invested went in un-productive exercise.

The main factors due to which the desired targets are yet to be achieved are:

- a. Ignorance and illiteracy among the adults,
- b. lack of confidence and cooperation among the school, local community and authorities;
- c. resources constraints.
- d. very fast growth of population
- e. lack of proper supervision and evaluation system

To minimize the effects of the above factors and make up campaign a success, following may be taken into consideration;

- a. the confidence in utility of education be created;
- b. expenses or cost be compensated
- c. introduction of interesting and need oriented curricula
- d. use of existing facilities
- e. promotion of non-formal system/functional literacy
- f. co-operative and friendly attitudes
- g. incentives;
- h. flexible time schedule, admission around the year,
- i. zero stagnation
- j. delivery of instructions in local language

4. LITERACY

Pakistan ranks among the poorest nations of the world. One of the factors responsible for this is the under development of its human resources. Literacy is the only possible solution to acquire technical and analytical skills. UPE may be a traditional solution to wipe out illiteracy from the country. Keeping in view, the national needs, our economic progress depends on quality of education at all

levels; any investment in the development of human resources is bound to repay high dividends.

The term literacy is viewed differently by different writers. However, the 1963 census of Pakistan defined it as “the ability to read, a simple letter in any language with understanding”. This definition is the simplest and easy to understand. Element of writing was added further to the criterion of literacy in 1972. The 1981 census definitions of literacy emphasized both reading and writing abilities.

According to 1981 census the rate of literacy varies from region to region as well as on the basis of sex. In 1988, one who could read a newspaper and write a simple letter (age + 10) was treated as literate. Literacy rate population and GDP Growth can be seen in this table:

Literacy Rate – Population and GDP Growth			
Year	Literacy Rate	Change by Percentage Point	Population Growth
1996	40%	13	2.47
1997	42.2	13	2.45
1998	43.6	14	2.42
1999	45.0	14	2.34
2000	47.1	21	3.40
2001	49.0	19	2.05
2002	50.5	15	2.00
2003	51.6	11	1.94
2004	54.0	15	1.90

Source: Federal Bureau of Statistics The Population Growth: for fiscal year.

Since 1947, many efforts have been made to achieve the desired literacy level by the government and NGO’s. The annual development plans and education policies suggested and recommended several strategies and handsome

funds. During the 1970-78 it was envisaged to set up advisory councils for promotion of literacy both at Federal and Provincial level. It recommended National Education Corps. The Fifth Five Year Plan 1978-83 proposed expansion of television literacy campaigns to start adult literacy programmes by encouraging public and private sector. In 1982, a Ten Year National Literacy Plan (1982-92) to make 40 million person literate was envisaged. In 1981 (Literacy and Mass Education Commission (LAMEC) was established to promote literacy in the country. In 1991, the LAMEC was converted into National Education and Training Commission (NETCOM). Instead of all these efforts the target could not be achieved because of;

- a. lack of means to continue literacy campaign,
- b. lack of motivation and enthusiasm;
- c. lack of financial resources;
- d. language and script;
- e. lack of incentives.

These problems may be overcome by:

- a. initiating fund raising schemes by adults themselves
- b. by finding and adjusting literates in better jobs
- c. by introduction of money generating projects/vocations
- d. providing financial support to literates
- e. by establishing separate female centres, particularly in rural areas.
- f. by accommodating the local needs
- g. by involving the students.

5. POPULATION EDUCATION

Pakistan's population has been growing at a very fast rate since its independence. As described by Abdul Hakim (1995, p.1) "the population of

Pakistan was 32.5 million in 1947 and in 1995 it stands at 130 million, indicating nearly four times addition since 1947". It is now estimated as 180 million.

The population education implies population awareness. It is a concept of being aware of the increase in population and its future consequences. To aware the younger generation particular and the public in general, about the factual knowledge of population growth on country's economy, the magnitude of problem of population and its implications need to be known to every person, so that they come forward and make their own observations and decisions to shape their opinion about population growth and its consequences. Population studies helps to understand the population dynamics and educate the people about consequently increasing population. It makes us realize that population brings an increase in the already increased expenditure of family, community country and the World. Population education enhances the knowledge about the quantity and quality of population and need to keep it in desired limits for development and proposes rational measures to check the problems arising out of rapid growth of population. At this stage it would be an interesting experience to have a look on the following table to visualize the situation of population growth in Pakistan.

Table 13.1 Population Growth (1983 to 2004)		
Mid Year	Total Population (Million)	Growth Rate (%)
1983	90.30	2.99
1984	92.96	2.95
1985	95.67	2.90
1986	98.41	2.86
1987	101.18	2.82
1988	103.99	2.77
1989	106.84	2.73

1990	109.71	2.69
1991	112.61	2.63
1992	115.54	2.60
1993	118.50	2.56
1994	121.48	2.51
1995	124.49	2.47
1996	123.87	2.47
1997	126.90	2.45
1998	129.97	2.42
1999	133.01	2.34
2000	135.90	2.20
2001	140.36	2.06
2002	143.17	2.00
2003	145.95	1.94
2004 (E)	148.72	1.90

E Estimates

Source: Population Census Organization & M/o Planning & Dev. Division.

An analysis of the situation highlights that problems arising out of rapid growth are affecting every aspect of human life. Threats resulting from population growth are:

- a. it is threat to economic growth
- b. insufficient food for more and more people
- c. affects the economic standard of masses
- d. creates social problems
- e. over crowdedness is a threat to national resources

To check or tackle these problems, significance and need of population education is very obvious.

6. ENVIRONMENTAL EDUCATION

It goes without saying that environmental education is a global issue of great concern. As far as Pakistan is concerned we are losing our national income due to environmental degradation. The area covered by soil and water logging degradation has increased which is a great threat for agricultural productivity. The availability of fresh water has declined. The high growth rate which increased the population ultimately increased use of wood for fuel, it resulted in low-crowned density of forests. Naturally, the live stock grazing in the forest has been shifted to other fodder. The over exploitation of ground water is another acute problem for an agriculturist country like Pakistan, where production may badly be affected. Moreover salinity and nutrient depletion are also responsible for decrease in agricultural production.

All around us, there is population suffocation, crowded noisy markets and transportation. If you have ever travelled by car or roads leading to Lahore, Sheikhpura, Faisalabad and Sialkot, you might have seen sewage waste water in tons. The refineries, petrochemicals, fertilizers and all other industrial units are adding to pollution because of not having any system for wastage or dirt. Moreover, the municipal solid waste has multiplied while the collection, transportation and disposal of it is very improper. All this is extremely unscientific and dangerous. Even in the capital city Islamabad the situation is horrible. The sea shores, the sea creatures are under the dilemma of environmental pollution.

To keep the public aware of gifts of nature and their health maintenance one should be aware of the friendly manners conducive to environment so that the generations to come may enjoy the natural gifts and blessings of Allah in their full swing. For this purpose environmental education is proposed to be an important leap to know the significance of environment and the ways to make it more neat, clean and friendly.

7. FEMALE EDUCATION

The recent researches indicate that investment in education enhances the overall social and economic benefits. In particular, women education is an important tool for addressing cultural and social problems. Countries that have committed themselves for investment in female education have been enjoying sustainable development in all other social initiatives.

Since the creation of Pakistan in 1947, many challenges have arisen throughout the last sixty five years, but none perhaps more serious than literacy particularly the female literacy.

There is consensus among the policy makers and planners to prevent this potential resource by putting more efforts and allocating more funds. Article 25(2) of the constitution of the Islamic Republic of Pakistan (1973) says “There shall be no discrimination on the basis of sex alone”.

After the independence several proposals were made, all education policies and efforts of the commissions on education set targets for female education describing the conceptual framework for the National Education Policy which could not be fully achieved. The question arises why was the target not achieved? Either the targets were over ambitious or sincere efforts were not made.

Female education, despite considerable interest in the broad social benefits, has been facing a fundamental dilemma.

It is not simply a matter of social values, but economic, cultural, religious political and historical circumstances also supplement it. All these factors hindering the female education are inter dependent and are operating equally.

But the chief cause is confusion and error in interpreting the terms vocational training and education. The female education generally is taken as more training to run the house which includes cooking, sewing, interior home decoration, child rearing, care of husband and manners to deal with guests and

relative according to local traditions. Moreover the religious leaders, tribal and rural customs discrimination from male counter parts are also prominent factors mostly influencing the female education success.

8. ISLAMIZATION OF EDUCATION

In 1947, the Muslim majority in India got their desired homeland as an Islamic State, Pakistan. Islam lays great emphasis on the acquisition of knowledge. To get knowledge is declared as the prime duty of every Muslim male and female, irrespective of the sex. Parents are bound to send their child to maktab. Pakistan being a Muslim state must aim at installing the moral and religious training of its people regardless of age and sex according to the teaching of Islam.

Pakistan is an ideological state. Our constitution declares that Islam shall be the state religion. Indeed, all affairs of the country must be inspired by the ideology which lies at the root of its creation. The ideological commitment to the Islamic way of life is ever emphasized by our religious leaders and politicians. Even the educationists proposed to lead life according to Islamic teaching because Islam takes care of lives here below and then, prepares its followers for real life to come.

Unfortunately, in our country, which is constitutionally declared to be founded upon religious principles, Islamization of education is still to be determined. The main hindrances to it are thought to be the political and economical elite who have been experimenting on Islam and the heritage of 200 years of British rule. However, in Zia's regime efforts were made to encourage education according to the ideology of Islam.

9. DISCIPLINE ON CAMPUS

Regardless of one's limitations, the prime purpose of life is to live successfully. For this purpose one uses one's potential for the survival of the received acknowledgement from others. In such measuring education nurtures the potentialities of individuals. This acknowledgement or identification either positive or negative have some time created discipline problem on campuses.

Such problems of student indiscipline on campuses have been occurring practically in every country. Naseem (1990, 247) says "the true role of student is a disciplined life with a steadfast devotion and dedication to their studies but there is always a grave danger of overshooting the mark". The records of universities are filled with clashes. These clashes may be between students and students, students and professors, students and university administration, students and other town folks or against the government. Sometimes students showed staying power, mainly by providing support to revolutionary movements for example, during Pakistan Movement, the student's movement against Ayub Khan's and Bhutto's reigns performed as active foes. They were so involved that some writers consider them as virtually initiators of those movements.

Students' rebellion against established authority have occurred practically in every country with significant university communities.

To regain their identity many turned to a deeper, more organised activism and devoted to political action. Being nation's conscious students they mounted massive protests for the national issues. Such movements even shook the foundations of rulers.

Uprising against the old ills or differences often had deep underlying causes. Such as overcrowded classrooms and miserable hostel conditions, against system of education, examination or administration because of their behaviour or the amount of freedom of students. Students generally have a privileged status

that gives them freedom and prerogatives in background, outlook, and environment which often builds up a sense of community among the students. Even their sense of alienation from their faculties and society set them off as a unique culture group.

Following are the main causes of indiscipline of campuses.

- Aimless education, most students are just negotiating for degrees or passing days uselessly.
- Lack of devotion and dedication to their studies due to social and financial problems.
- Lack of standard of academic priorities.
- Indiscipline during the academic sessions.
- Absence of sense of direction in academic life.
- Institutions do not have the useful courses which fulfil students psychological needs.
- Their occupational marketability is overlooked.
- Lack of channelizing the energy of students positively.
- Lack of interest of parents to teach discipline to their children.
- Lack of intimacy of the parents which effects upbringing of the children properly.
- The wrong concept of freedom.
- Lack of professionalism and devotion in teachers.
- Uncertain political environment or political instability.
- Students inclination to different political parties.
- Students are misused by the so called leaders and politicians.
- Wrong concept of students union.
- Lack of calm atmosphere in educational institutions.
- Lack of coordination among teachers and students.

- Lack of prognosis of students social and intellectual organization.
- Lack of re-orientation and re-construction of thoughts.
- Unawareness about cultural and social norms.
- Negative effects of mass media.

10. SPECIAL EDUCATION

During the last three decades there has been a great inclination in most developed and developing countries to an increased recognition of the rights of those who need special attention or help because of their unique requirements or significant physical or intellectual difficulties.

Norris (1986, p.1) labelled these individuals as “Exceptional”. Kirk (1986, p.5) defines the exceptional child as a child who differs from the average or normal child in (1) mental characteristics, (2) sensory abilities, (3) communication abilities, (4) social behaviour, or (5) physical characteristics. These differences must be to such an extent that the child requires a modification of school practices or special educational services to develop to the maximum capacity”.

The exceptional population below the determined performance level at a particular age is usually labelled as handicapped persons. Handicap, as defined by Williams (1988, p. 93), is a “general term for the effect of intellectual, social, emotional or physical disabilities preventing individuals from living a normal life and in particular hindering children from learning in the normal education environment”. He categorised these children as “blind, partially sighted, deaf, partially deaf, delicate, diabetic, educationally subnormal, epileptic, maladjusted, physically handicapped and those with speech defects”.

Special education as defined by Williams (1988, p.185) “Education intended for children with special needs, i.e. children who, for various reasons, cannot take full advantage of the curriculum as it is normally provided” These are usually children who are physically handicapped, who have learning difficulties or show emotional and behavioural disorders” ---- this education is broadly used

and considered as separate education, it is now more usually interpreted as techniques for enabling all children to have access to as normal a curriculum as possible”.

Since the International Year for Disable Persons IYDP (1981), United Nations declaration of 1983-92 as the Decade of the Disabled, and year 1993 declared as SAARC Year of Disabled, there has been a constant drive towards establishing infrastructure for education and training of the children having disabilities.

Laeq Mirza (1994, p.vii) a Director National Institute of Special Education while commenting on data regarding handicapped children says “No authentic nation-wide survey has been conducted in Pakistan so far”. However, a National Committee Report for International Year of Disabled Person (1981, p.4) “International computation of the percentages to the total population as used in western countries of the world as well as by the United Nations, especially WHO, being 10% for all types and categories of disabled and 2% for severely disabled itself have lately been used to compute figures for the disabled in Pakistan for purposes of planning and decision-making”. It further mentioned the population of disabled persons in Pakistan by sex and area as under:

(In millions)

Area	Total	Male	Female
All Pakistan	132352279	68873686	63478593
Total Disabled	3293155	191,705	1,374,450

Source: Population Census Organization (1998).

The Population Census Organization (1998) published the ratio of disabled person as 2.49% for persons suffering from severe disabilities in Pakistan.

Visualizing significance of the problem, specific programme for care, education and training of disabled were undertaken by the government from the

very creation of Pakistan, but the most positive and developmental climate is seen in the early eighties.

11. DRUG EDUCATION

A rapidly increasing abuse of drugs especially in youth is adversely affecting our nation psychologically, economically. Socially, morally and medically. The situation is becoming more serious for socio-economic set-up of society. The use of drugs not only affect the development of the country but is a serious threat to an individual's health and gives rise to social and financial repercussions as well.

In Pakistan addiction was unknown before seventies, except a very small proportion of population, a few elderly people, and the drugs being used had no serious effect on health. But during the last 15 to 20 years the number of addicted increased by many times. Now people belonging to all regions of Pakistan either urban or rural, all walks of life, rich or poor, male or female illiterate and literate, educated and highly educated, are addicted to drugs. A larger number of the incremental addicts throughout the world have been found to be on Heroin.

Heroin is the most injurious, costliest and widely used drug. Its few doses take hold of user, who loses his will power, self control and even his senses. It would not be an exaggeration to say that an addicted is so demoralized that he may be used for any illegal and ill-mannered action for demand of drugs especially heroin.

Apart from the drug use, drug trafficking is big problem in Pakistan.

It demands collaborative, integrated efforts and multi dimensional approaches to disseminate information and create awareness about preventive and rehabilitative measures. This nevertheless, requires involvement of youth and voluntary organizations, professional and medical associations, industrial sector, government and non-governmental organizations and the media, together with parents, families, educational administrators, town or city officials, religious

leaders, political leaders and social workers. An effective mechanism from the grass root level i.e. the union councils, tehsil or town committees be effectively instrumented for developing adequate models of prevention, treatment and rehabilitation program.

12. ACTIVITIES

1. Keeping in view the available resources in your locality, draw a viable plan for UPE and discuss it with the people you want to involve.

2. a) List the strategies proposed in the National Education Policy, 1992 to enhance the Literacy rate to 70% by the year 2002.

b) Outline the information you would like for eradication of illiteracy from Pakistan by the year 2015.

3. List down the various steps taken by our government to introduce population education.

4. a) Enlist the main hindrances in promotion of female education in Pakistan.

b) Give suggestions to remove the above mentioned hindrances:

-
-
-
5. Enlist the main objectives of Islamisation of education in Pakistan
-
-
-
6. Prepare a plan for education of handicapped children in normal schools and discuss it with your colleagues.

8. EXERCISE

- Q. No. 1:** What efforts have so far been done by the Government of Pakistan to achieve the targets of UPE?
- Q. No. 2:** Describe the role of literacy in relation to social and economic changes.
- Q. No. 3:** Our performance looks all the more unsatisfactory regarding population education when compared with other developing countries of SAARC, why? Please suggest measures to improve it.
- Q. No. 4:** Discuss the need for environmental education.
- Q. No. 5:** How female education contributes to human development for improving capabilities?
- Q. No. 6:** Whichever way we measure the noise, the Islamization of education in Pakistan is still on papers. Discuss.
- Q. No. 7:** Narrating the brief background of discipline on campus, please suggest measures to improve the situation.
- Q. No. 8:** Describe some modalities of how to educate drug prevention.
- Q. No. 9:** Discuss the significance and need for Special Education in Pakistan.

9 BIBLIOGRAPHY

Abbasi, M. & Ghulam, (1992). School Curricular Intervention in Prevention of Drug Abuse. Islamabad, Allama Iqbal Open University.

Ahmed, Z. (1993). Concepts of Population Education, (Unit-4). Islamabad: Allama Iqbal Open University.

Asian Development Bank. (1994). Education of Women in Asia, Proceeding of the Regional Seminar, (1st Ed), Manila, Agrodey Canada Inc.

Bhatti. M. A. et-al. (1986). Primary Education Improvement: Desired Measures. Islamabad, National Education Council.

Briceno. SS. & Pitt, B. C. Ed. (1988). New Ideas in Environmental Education New York, Croom Helm in Association with Methuen Inc.

Ghafoor, Abdul & Arshad, Khan. (1994). Literacy Efforts in Pakistan, Islamabad.

National Institute of Population Studies. (1996). Population Growth and Socio-Economic Development in Pakistan, Islamabad.

GOP & UNESCO. (1994). Report on National Workshop on Universalization of Primary Education, for Disadvantaged Population Group In Pakistan, Islamabad, Primary and Non-Formal Wing, Ministry of Education.

Louis, D. H. (1987). The Crisis of Education in Pakistan: Lahore: Vanguard Books Ltd.