VIRTUAL UNIVERSITY OF PAKISTAN

Foundations of Education

EDU101

Course Handouts

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Lesson 01

INTRODUCTION TO FOUNDATIONS OF EDUCATION

Topic: 01 – Introduction:

Ideology is the common understanding and believes that people in a group have accepted by which to live their lives. Here Islamic ideology will be discussed in this course below because we are Pakistani and many people living here are Muslims.

Islamic Perspective:

"A continuous process that nurtures the natural potentials of human beings from the intellectual, behavioural, spiritual and physical aspects in an integrated and balanced manner so as to produce righteous human beings who will bring goodness to this world and hereafter."

Islamic Philosophers in this perspective:

According to the scholar 'Abd Halim Hj. Mat Diah', 1989:

"Islamic education is a process for all under the purposeful guidance of educators who will shape Muslims based on the teachings of Islam."

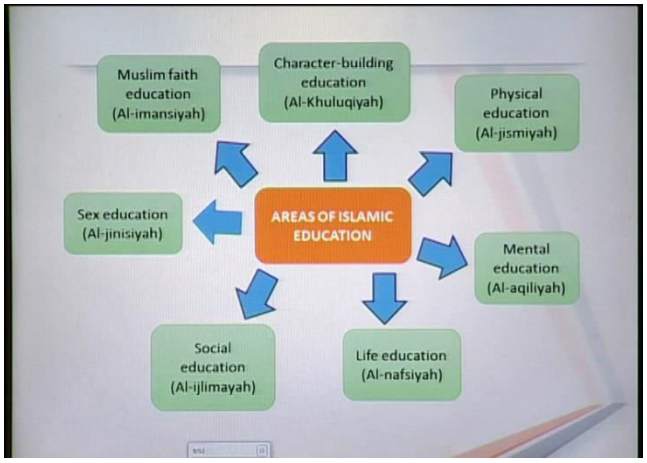
According to the scholar 'Abdul Halim El-Muhammady, 1993':

"The purpose of education is to produce the righteous individuals who are willing to take on the responsibility of the caliphs (successors of Prophet Muhammad) entrusted by Allah to lead us to happiness in this world and in the next."

Topic: 02 - Aims of educating people:

- To inculcate a noble character
- To educate the soul to be refined and perfect
- To teach students to do good, respectful and noble deeds
- To train students to be courteous and be good human beings
- To inculcate cleanliness, purity and sincerity as well as noble practices in students.

Topic: 03 - Areas of Islamic Education:



1. Character Building: Character building is the teaching of values and morals. How to lead a good life, treat yourself and others? Moral education is critical because it helps you to become a better individual, citizen and a better person in the long run.

2. **Physical Education:** We would like to have healthy and active people who are constructive contributors to the society. People who are slow, unhealthy and not well are not good contributors to the society. So, if we want individuals to live a healthy life, they must be physically fit. This encompasses sports, games, athletics and any other physical activity that people are involved in. What this all teaches them is sharing and cooperation because many sports are played in teams. Some sports are played as individuals events but most of them are not and so there is a lot of good learning that happens here.

Mental Education: It is the development of the mind and is the basis of education. How does an individual develop his capacity to think and use his brain? It happens when in education we make the individual be embedded in creative, natural and analytical thinking and thinking outside the box through activities that enable the individuals to solve problems, come to decisions, give their opinions and recommendations, share their ideas etc. only when we force students to think for themselves then this mental education proves to be meaningful and fruitful.

4. **Life Education:** Education is not a morning to afternoon activity, it happens outside the school and classroom also. It happens both formally and informally. Learning through other informal experiences such as gatherings and markets is also essential for young people. If you only limit education to what happens in a classroom, people will never learn as much because a classroom in its true sense is an artificial setting.
5. **Social Education:** We cannot live on our own alone. We will not be able to survive because we will not be able to do all everything for us, we need other people to help us in our life and so that social interaction is important. Social education teaches us cooperation, sharing, tolerance, listening, not only thinking about you but others as well. With the virtual world becoming more and more of a reality today and the world shrinking to a global village scenario, it is more important for the individuals today to be socially adapt at how to interact with individuals in your own cultural setting and other cultural settings.
6. **Sex Education:** This education is not in the sense of love and romance, this is the education of how you will deal with the individual of opposite gender. When you are with friends who are all girls and all boys, you behave differently. But when you are in mixed gathering, you behave differently. Sex education teaches you how to behave in such gatherings with the individual of opposite gender.
7. **Muslim Faith Education:** This really is religious education. We need people to understand what their religion helps them learn, understand and do. So in the Islamic perspective, it involves the teaching of Quran, Hadiths, dealing of the Caliphs and other Muslims, philosophers and all that should be taught to young people.

Topic: 04 - Islamic Philosophy-1:

Islamic Philosophers

1. **Ibnu Rushd (520-595 Hijrah)**
   He put many good and new ideas not only in the field of Philosophy but also in Medicine and Islamic Legislation.
   His great works:
   - Kulliyah fit-tibb: 16 volumes in general medicine
   - Foundations of Philosophy (Malbadil Falsafah)

2. **Al-Ghazali (1058-1111)**
   - Produced more than 400 literary works in Theology (Study of Religion), Philosophy, Science and Sufism (a mystic tradition within Islam)

   His great works:
   - Ihya al-Ulum al-Din: a broad field of Islamic Science, Jurisprudence, Logic, Sufism

Topic: 05 - Islamic Philosophy-2:

1. **Ibn Khaldun (1332-1406)**

- Major contribution was in the History of Philosophy and Sociology.
- Wrote about the History of the world.

His great works:
- Universal History

- Summary of the result (religion)

2. **Al-Frabi (870-950 AD)**

- Major contribution was in philosophy, Logic and Sociology
  His great works:
  - **Kitab al-ihsa al ulum:** explains the classification and principles of basic science.
  - **Kitab al-Musiqa:** a book on music

Information or Knowledge or Much More…..

- Our condition: "we are drowning in information and starving for knowledge."
- Hikmah is an abundant and huge gift of Allah. It shows us how to use the knowledge.

Lesson 02

IDEOLOGICAL FOUNDATIONS OF EDUCATION – 1

Topic: 06 - Concepts I (Ontological Concepts)

- The only ontological reality is God himself.
- God is external and the universe and man's existence is a reality but it is an apparent reality.
- The creation of the universe and man is not a futile thing but it has an aim.

Epistemological Concept

- The ultimate source of knowledge is revelation from God.
- The five senses and reason are also sources of knowledge but those should be under the theological teachings. (Theology: the study of the nature of God and religious belief.)

Topic: 07 - Concepts II (Axiological Concept)

- Since Islamic values are dependent on orders from God, so values have been devised by Almighty God, the creator of the universe.
- These are, therefore, permanent, eternal and heavenly.
- Whatever are the ways of passing or living our lives, these are accountable and good will be rewarded and vice will be punished.

There are four areas of philosophical inquiry:

- **Metaphysics:** concerned with questions about the nature of reality. In other words, metaphysics deals with the real. What is real? Everything that we see, touch, feel, hear, taste are all real. Everything in this universe is real. So, according to metaphysics, if everything was real then man should be involved in finding out about everything and that basically is education.
- **Epistemology:** concerned with the nature of knowledge. Now we can't study, learn or explore possibly everything therefore, what is the truth, what needs to be finding out from what exists? This differentiation is made in epistemology. It is humanly impossible to study everything. What I think is true is what I am going to teach. According to this area of philosophical inquiry, no two teachers even if they teach the same grade level and same subject matter will teach the same way. Because their beliefs and philosophies differ.
- **Axiology:** concerned with the nature of values (The moral learning). We want our children to develop their mind, body, spiritually but we also want them to develop morally. So, what moral basis exists? What values should we teach to our young people today? Values are universal. They ran across subject matters and discipline. Every teacher should be teaching values and morals, no matter what subject or grade level she is teaching to. For example, when a student cheats, a student is late or student is not in class with his/her homework, it is an opportunity for teacher to teach some values and teachers across disciplines could do that. Instead of simply relying that the Islamiyat teacher will teach all the values and morals.
- **Ontology** is the philosophical study of the nature of being, becoming, existence, or reality, as well as the basic categories of being and their relations.

Aims of Education

The aim education is to seek the will of God and to have the fear of Day of Judgment.

An individual should be made God-fearing so that he may become and prove a pious person for the society.

- Islam stresses material development provided it is according to the dictates of God.
- Islam stresses the welfare of human society.
- Islam holds the life of Prophet Muhammad (PBUH) as model for all human beings.

Topic: 08 - Curriculum

- Quran, Hadith and Fiqa have a prime place in the curriculum.
- Islam urges to conquer the universe and it includes sciences and technology, industry, banking, space science. Modern medical facilities and research in different fields.
- The study and pursuits of Physics, Chemistry, Mathematics and Computers should not turn an individual into a secular minded person.

Topic: 09 - Method of Teaching

- Islam does not confine itself to a particular method of teaching rather it encourages any method through which the students are able to understand the subject matter.
- According to Islamic philosophy any method may be adopted according to the need of a topical lesson.
- For example, problem solving, debate, research, experimental, demonstrative, lecture, practical, group or an individual method may be used according to the need of the topic.

Topic: 10 - The Teacher

- A teacher in the Islamic system of education holds a place of mother/father.
- He/she should be an exemplary individual and should have a high moral character.
- He/she should be an expert in his/her field of knowledge.

Lesson 03

IDEOLOGICAL FOUNDATIONS OF EDUCATION - 2

Topic: 11 - The Student

- A student should think his/her teacher is a spiritual father/mother and show respect to them.
- A student has the right to get the advice.
- Student should be an active participant in the classroom.
- It is the duty of every man and woman to get education.

Topic: 12 - The Institution

- Islam is against conservativeness and retrogression.
- It stresses the establishment of good schools and institutes which should have the facility for modern scientific and skilled education in addition to religious education.
- It should be able to give modern arts and humanities education also.

Topic: 13 - Administration/Management

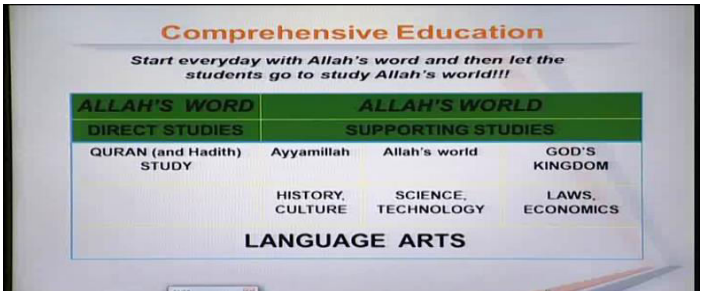
- According to Islamic philosophy, the orders of a supervisor or head of the institution in administrative matters should be carried out.
- Islam recognizes democracy and freedom but to a reasonable and suitable extent. It does not allow such freedom or democracy which is injurious or damaging for the administration of an institution.
- The different groups of students should NOT rule or influence the rule of the head of an institution.

Topic: 14 - Definition of Islamic Philosophy:

Al-Kindi	Al-Farabi	Ibn Sina
• Consists of 3 aspects: • Physics • Mathematics • Attributes of God	• Can be seen from 2 angles: • Theory – knowledge about existing things. • Practice – things that exist in action.	• Categorized into 2 types of knowledge: • Revelation of God delivered through messengers • The hereafter.

Topic: 15 - Comprehensive Education

- Allah's Word (Direct studies)
- Allah's World (Supporting studies)
- To live in Allah's World
- And handle it according to Allah's Word……
- To become true Khalifah….
- To get HIS PLEASURE



Comprehensive education means a complete picture. **Allah's word** is the Quran, Hadith, Fiqa, Teachings of the Prophet (S.A.W) are all Allah's word and direct studies. They won't change but they need to be taught to

generation after generation. It is important that as one generation leads into another, this word of God is not lost. So, religious education becomes a strong focal point of education under the Islamic perspective.

Allah's world which is supporting studies. God created the world and he created it in 7 days. He created it for man to use the world wisely. If we are to use the world wisely for our benefit and advantage, it is important that we understand what the world is made of and that really is an essence of this piece of comprehensive education. These supporting studies include:

Ayyamilla which is history and culture, tradition, geography will then leads to other Social Sciences.

Allah's World is science and technology. Allah's world is made up of matter and energy, and that is what science teaches wether its plant life, animal life, materials, energy etc . all that is created by God. We need to study it, harness its advantages to help us understand the world better and live a better life in the world.

God's kingdom includes laws and economics. These are given to us that how we do business, trading or banking. So you can see that education in Islamic perspective is very integrated and all this together will be you language arts. Because without language you won't be able to do any of this. So, Islam proposes a very comprehensive education system for all our students in which students learn what is unique for them, pleases them, interests them and become what they want to become in the future.

Lesson 04

PHILOSOPHICAL FOUNDATIONS OF EDUCATION – 1

Topic: 16 - Introduction

The Meaning of Philosophical Inquiry

"Whenever people choose to embrace, if their choices are made in a logical, rational manner, they are engaged in the process of doing philosophy".

Four specific areas of philosophical inquiry:

- Metaphysics concerned with questions about the nature of reality.
- Epistemology concerned with the nature of knowledge.
- Axiology concerned with the nature of values.
- Logic concerned with the nature of thinking and reasoning.

Topic: 17 - Tools of Philosophy-1

- Metaphysics is somewhat related to epistemology and asks the question "What is real?"
- Are the things that are real only the things that can be touched and measured?
- Behaviorists vs. existentialists.
- Epistemology- "How do we know what is true?"
- This is a live question today – Do we listen to standardized test results to determine how much students know, or read their portfolios?

Topic: 18 - Tools of Philosophy-2

- Axiology is the study of values; it asks the question of "What is good?" From axiology we arrive at an understanding of "What is good?"
- We get the ethics from the study of axiology.
- Logic has to do with thinking, reasoning and problem solving.
- Leeds to decision making.
- Thinking can be:

Inductive or Deductive

Topic: 19 - What is philosophy of education

- All teachers have a personal philosophy that colors the way they teach.
- Who they are or intend to be.
- Why they do or propose to do what they do.

Eric Berne's three important questions:

- Who am I?
- Why am I here?
- Who are all these other people and what do they want of me?

Philosophies of Education

Topic: 20 - Idealism

Ideas are the only true reality, the only thing worth knowing. Ideas are generated in the hand and these need to be translated as these are only thoughts. So, as people develop ideas, old ideas lead to newer ideas, lots of ideas and information is created and that brings us to know how many of these new ideas do we need.

Focus: Mind

Originators:

- ✓ Plato
- ✓ Socrates

Topic: 21 - Goal of Education

- ➢ Educators are interested in the search of truth through ideas rather than through the examination of the false shadowy world of matter.
- ➢ They encourage students to search for truth as individuals.
- ➢ Education is transformation: ideas can change lives.

Lesson 05

PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 2

Idealism

Topic: 22 - Role of Teacher

- Dealing with abstract notions through dialectic method and connecting analysis with action.
- Active, posing questions, selecting materials and establishing an environment to ensure the desired outcomes.
- A role model to be imitated by students.

Topic: 23 - Methods of Instruction

- Teachers active in students' learning.
- Through questioning, students encouraged to discuss, analyze, synthesize and apply what they have read.
- Lecturing but particularly using dialectic approach.
- Students encouraged to work in groups/ individually on research projects both oral and written.

Topic: 24 - Curriculum

Examining the roots of contemporary problems in the past (great literature/classics etc)

- Education at any level should teach students to think.
- Subject- matter curriculum
- Back-to-basics approach in education

"Perennialism" Related Educational Philosophy to Idealism

Topic: 25 - Perennialism

Focus: Teach ideas that are everlasting. Seek enduring realities which are constant, through great literature, art, philosophy, religion.

Key Proponents

- Robert Hutchins
- Jacque Maritain
- Mortimer Adler
- Allan Bloom

Topic: 26 - Realism

Reality exists independent of the human mind. World of physical object is ultimate reality. They say that reality is something that exists. The ultimate reality is the physical objects so everything that you can see, touch and feel is real.

Focus: Body

Originator: Aristotle

Topic: 27 - Goal of Education

- Develop intellectual abilities
- To equip students with information to understand current events (Tabula Rasa)

Tabula Rasa means a blank slate

Lesson 06

PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 3

Realism

Topic: 28 - Role of Teacher

- Having a social grounding in science, math and the humanities
- Relying on test scores to place students (competency testing of students with various methods)
- Readily adopting new technology
- Enabling students to learn objective methods of evaluating the works above
- Teacher's responsibility is to teach skills and disciplined knowledge
- Teacher should be competent in a specific subject matter
- Teacher presenting ideas in a clear and consistent manner and demonstrating that there are definite ways to judge works of art, music, poetry and literature.

Topic: 29 - Methods of instruction

- Lecture, question and answer (formal ways of teaching)
- Inductive and scientific reasoning
- Competency-based assessments as a way of ensuring that students learnt what they are being taught
- Emphasis on critical reason aided by observation (our experiences) and experimentation
- Stressing, precision and accuracy in math, science, social studies and writing
- Emphasizing realistic novels such as Oliver Twist, Great Expectations, For Whom the Bell Tolls etc. to give life's laws and principles and such novels are the keys for students to reach the ideal world through material world

Topic: 30 - Curriculum

- Curriculum consists of the basics- math, science, reading etc.
- Attention is given to didactic and object studies in education (use of pictures, TV, videos in educational process)
- Use of objects in education (Montessori)
- Emphasis is on subject matter (highly organized and systematic in approach)

Criticism

Empirical facts always subject to change

Topic: 31 - Essentialism

Related Educational Philosophy to Realism

Focus: Teach the common core, "the basics" of information and skills (cultural heritage) neede for citizenship. (Curriculum can change slowly)

Key Proponents

- William Bagley
- Arthur Bestor
- E.D. Hirsch
- Chester Finn

- Diane Ravitch
- Theodore Sizer

Topic: 32 - Pragmatism

Universe is dynamic and evolving. Purpose of thought is action. Truth is relative. The key term here is evolving which means that when you evolve you change. So, when you change, nothing can be permanent. Things change, nothing is permanent is the pragmatism approach.

Focus: Experience

Originators

- Pierce
- Dewey

Topic: 33 - Goals of Education

- Primary goal of education is growth
- Education should not be looked upon merely as schooling and the acquisition of academic subject matter but as a part of life itself
- School should balance the needs of the society and community on the one hand and the needs of the students on the other
- Helping people direct, control and guide personal and social experience (self actualization)
- Schools should foster habits of thought, invention and initiative
- Education should promote our true individualism (self-directed learning)
- Education has a moral influence and should play a vital part in helping us become the kind of moral persons who are interested not only in promoting our own growth but also in promoting the growth of others

Lesson 07

PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 4

Pragmatism

Topic: 34 - Role of Teacher

- Applies democratic methods
- Classroom is a community of learners
- Teacher encourages, offer suggestions, questions and helps plan and implement the courses of study
- Teacher is facilitator no authoritarian
- Teacher writes curriculum and must have a command of several disciplines to create and implement curriculum

Topic: 35 - Methods of Instruction

- Problem solving. experiential learning, inquiry methods, field trips, projects (not all students can learn in the same way-vary strategies)
- Formal instruction is abandoned (flexible methods are used) moveable chairs, freedom in class etc.
- Lockstep, rote memorization of traditional schools are replaced with individualized studies
- Action-oriented education (activity oriented approach to curriculum)
- Learning in groups and individually

Topic: 36 - Curriculum

- Learner centered curriculum
- Pragmatist curriculum is composed of both process (experience) and content (knowledge)
- All academic and vocational disciplines in an integrated and connected way
- Problem centered learning/project method: such approaches to curriculum start with a central question, core/problem. Students attack the problem in diverse ways according to interest and need. They work independently or in groups. They evaluate their growth and development.
- Child interest to be considered in the curriculum. Varied needs, interests leading to different curricula.

Topic: 37 - Progressivism

Related Educational Philosophy to Pragmatism

Focus: ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience3 and student centered.

Key Proponents

- John Dewey
- William Kilpatrick

Topic: 38 - Reconstructionism Critical pedagogy: Analysis of world events, controversial issues and diversity to provide vision for better world and social change.

Focus: Freedom

Originators

- George Counts
- J. Habermas
- Ivan Illich
- Henry Giroux

Topic: 39 - Goal of education

- Education is an activity liberating the individual from a chaotic, absurd world.
- Individuals are responsible for consequences. Individuals should be given credit for the creation of concepts like peace, truth and justice. So, focus is n humans and their ideas.
- Good education would encourage individuals to ask such questions: "Who am I?", "Where am I going?", "Why am I here?"
- AIM: to make the world better.
- Good education is one that"
  - ✓ Emphasizes individuality through intellectual journeys so that we can see and understand ourselves.
  - ✓ Helps individuals to examine the abnormal/corrupted side of life, the irrational as well as the good side. (life/death, wars, peace …..)

Lesson 08

PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 5

Reconstructionism:

Topic: 40 - Role of the Teacher:

- Emphasizes individual choices (there is no common way of viewing the world).
- Teachers must take risks; expose themselves to resistant students; and work constantly to enable their students to become 'wide awake'.
- Due to greater experience and knowledge, it is the teacher's responsibility to develop an educational environment that promotes awareness of the past and present, and of the future possibilities.
- Teachers help students become sensitive to human possibility and understand that they themselves are both necessarily and fully determined by the past (every present is conditioned by the past) but every present is pregnant with future possibilities for change and new direction-individuals can change the future.

Topic: 41 - Methods of Instruction:

- Stressing individual freedom.
- Empowering students to make choices about what and how they will learn.
- Buber "I-thou approach"- Student and Teacher learn cooperatively from each other in a non-traditional, nonthreatening friendship. (posing questions, generating activities, and working together).
- Educational methods which help teacher in rediscovering the excitement of learning and opening up a whole new world of possibilities for students.
- Students become more articulate and capable of comprehension and self-expression with the help of teacher's approach.

Topic: 42 - Curriculum:

- Stressing arts and literature, little emphasis is given on math and science.
- The humanities are considered because they deal with the essential aspects of human existence, such as the relations between people, the tragic side of human life as well as the happy, the absurdities as well as the meaning.
- Through humanities, try to awaken modern individuals to the dangers of being swallowed up by the megalopolis and runway technology (wide awaken)
- Do not have definite rules about what the curriculum should compromise. Believe that the Student-In-Situation making a choice should be the deciding factor. (Curriculum from the standpoint of the learner rather than as a collection of discrete subjects).

Related Educational Philosophy to Reconstructionism:

Topic: 43 - Existentialism:

Focus:

- Reality is subjective, within the individual. Individual rather than external standards.

Key Proponents:

Sartre
Kierkegaard

Topic: 44 - Eclecticism:

- There is a way of dealing with all the various models.
- Eclecticism is not a philosophical system or model, but rather is the synthesizing and personal interpretation of various models to draw out the best components for you.
- Thus, you pull the best from various models in an effort to build your own statement of personal philosophy.

Lesson 09

PHILOSOPHIES OF EDUCATION

Topic: 45 - Humanistic School-1:

- Show respect to students
- Considerations of students' needs, expectations, feelings, values.
- Accepting students as they are

Topic: 46 - What things happen in a humanistic classroom?

- Active learning strategies
- Conflict resolution
- Incorporating whole class

Topic: 47 - Characteristics and beliefs of humanistic approach:

- **Meaning:** intellect distinguishes humans from animals
- **What is reality?** Humans have potential and innate goodness
- **Nature of Humanness:** Autonomy, dignity, and freedom are sacred.
- **Educational aim:** Individual potentiality; self-actualization
- **Educational Methods:** Facilitation, self-direction; team work
- **Educational content:** Any curriculum is a vehicle for meeting needs
- **Main criticism:** Important societal goals can be missed
- **Key proponents:** Maslow, Knowles, Elias/Merriam, Tough

Topic: 48 - Programs/Practices-1:

- Individualized instructional process
- Learning projects
- Sensitivity training
- Teacher effectiveness training
- Active listening

Topic: 49 - Programs/Practices-2:

- Conflict resolution
- Invitational learning
- Values clarification
- Moral education
- Multiethnic educational approaches

Topic: 50 - A Comparison:

Education	School
❖ Broad	❖ Specific
❖ Take place anywhere anytime, anyplace	❖ Particular location; limited definition
❖ Behavior change processes	❖ Place for education collective body of pupils
❖ Lack of formalization	❖ Formalized
❖ No assessment processes	❖ Assessment
❖ Non-official	❖ Official
❖ Lack of system	❖ Systemic
❖ No need for certified person	❖ Certified person
❖ No specific time limit for learning	❖ Compulsory period for attendance

Lesson 10

PHILOSOPHIES OF EDUCATION (APPLICATION) - 1

Topic: 51 - Idealism/Perennialism:

Axiology:

- Values, ethics, and athletics.
- Changeless
- Determined by the very nature of reality

Logic:

How we think? Inductive and deductive.

- Rationality, especially deductive thought is developed by studying classics and through the Socratic dialectic

Topic: 52 - Applications to Education:

Metaphysics:

What is real? Does it have meaning?

The meaning of life is the search for unchanging truth found in the collective wisdom of the great books.

Epistemology:

Knowledge and knowing---- What is truth?

Truth and knowledge are changeless, revealed through guided reflection and in literature of the classics.

Topic: 53 - Role of the teacher under Idealism and Perennialism:

- Teacher is expert of content knowledge
- Passes on to next generation the accumulated wisdom of the past

The student:

- Is there to learn what is taught

Topic: 54 - Realism-Essentialism Application to Education:

Metaphysics:

What is real? Does it have meaning?

- What are relevant are what helps an individual lives well and what benefits humanity.

Epistemology:

Knowledge and knowing --- What is truth?

Truth exists in the classics and modern science. Students must learn process and content. Knowledge is gained through the interaction of experiences and rational thought.

Topic: 55 - Realism/Essentialism:

Axiology:

Values, ethics and athletics

Determined by the natural order of things. Values exist in the best of culture.

Logic:

How we think? Deductive and Inductive.

Rationality is best developed through interplay of deductive and inductive thinking.

Topic: 56 - The teacher:

- Teacher is expert of content knowledge.
- Teaches essential knowledge
- Maintains task-oriented focus

The students:

- Is there to listen and learn

Lesson 11

PHILOSOPHIES OF EDUCATION (APPLICATION) - 2

Topic: 57 - Pragmatism/Progressivism:

Applications to Education:

Metaphysics:

What is real? Does it have meaning?

Reality is in flux and ever-changing, so meaning is in the context of the individual, who is a "problem-solver."

Epistemology:

- Knowledge and knowing---- What is truth?
- Knowledge is gained via individual experience. Truth is individually defined so that emphasis is on learning how to learn.

Topic: 58 - Axiology:

- Values, ethics and athletics.
- Determined by each individual in interaction with his/her culture, based on the shared values of the community or culture.

Logic:

- How we think? Deductive and Inductive
- Emphasis is on inductive thinking and problem solving

Topic: 59 - The teacher's role:

- Teacher is facilitator of student learning; provides resources for students' problem-solving abilities. Develop students' problem solving abilities. Helps students to do what they want to do.

The student:

- Learns by doing and discovering

Topic: 60 - Reconstructionism/ Existentialism:

Applications to Education:

Metaphysics:

- What is real? Does it have meaning?
- Reality is stable; the meaning of life is derived primarily through self-development away from society.

Epistemology:

Knowledge and knowing---- what is truth?

Knowledge is gained through sensory experiences and interaction with one's environment.

Topic: 61 - Axiology:

- Values, ethics and athletics
- Determined by the individual

Logic:

- How we think? Deductive and Inductive
- Emphasis is primarily on inductive thought, because learning starts with experiences and moves to hypothesis.

Topic: 62 - The teacher:

- The teacher responds to the learner's requests for knowledge, does not initiate learning in the students.

The Student:

- Is naturally good and must be protected from the evils of society.

Lesson 12

POSTMODERNISM

Topic: 63 - Modernism:

- God, reason and progress
- Progress is based upon knowledge, and man is capable of discerning objective absolute truths in science and the arts.
- Modernism is linked to capitalism-progressive economic administration of world
- Modernization of 3rd world countries (Imposition of Modern Western values)

Language and truth:

- People are the same everywhere.
- There are universal laws and truths
- Knowledge is objective, independent of culture, gender etc.
- Language is a man-made tool that refers to real things/truths
- I have a discernible self
- The self is the center of existence

Topic: 64 - What is postmodernism?

- Postmodernism means literally 'after the modern era'. The modern era was the time of certainty and stretched from the 18th century to the late 20th century.
- Post modernists believe that this era was far more predictable than the times we live in today, e.g. jobs were for life and class was major source of identity.
- Since around the 1970's we have been living in times characterized by risk and diversity.
- Consequently, this has had huge implications for education.
- Continuation of modernist view
- Does not mourn loss of history, self, religion, center
- A term applied to all human sciences ---anthropology, psychology, architecture, history etc.
- Reaction to modernism; systematic skepticism
- Anti-foundational

Topic: 65 - Postmodernism: Basic Concepts

Life just is:

- Rejection of all master narratives
- All "truths" are contingent, cultural constructs
- Skepticism of progress; anti-technology bias
- Sense of fragmentation and decentered self
- Multiple conflicting identities
- Mass mediated reality
- Language is a social construct that "speaks" and identifies the subject.
- Knowledge is contingent, contextual and linked to POWER
- Truth is pluralistic, dependent upon the frame of reference of the observer
- Values are derived from ordinary social practices, which differ from culture to culture and change with time.

Topic: 66 - Postmodernism (Critical Theory):

- An educational philosophy contending that many of the institutions in our society, including schools, are used by those in power to marginalize those who lack power.
- History/Classics examined for power issues, struggles of marginalized groups.
- Criticized for using schools for political purposes.

Topic: 67 - Postmodernism and Knowledge:

- Societies that have computer knowledge are at the forefront in the transformation process to postmodernity.
- Advancing technology has a direct effect on knowledge (economically powerful nations have exerted their will on less-developed nations).
- Knowledge and power are the two sides of the same question: Who decides what knowledge is, and who knows what needs to be decided?

Topic: 68 - Postmodernism: Proponents

- Fredrick Jameson
- Jean Baudrillard
- Michel Foucault
- Jacques Derrida
- Gilles Deleuze
- Felix Guattari

Postmodernists:

The hope of Postmodernist:

- The deconstruction of foundational views will lead to a recognition and acceptance of a pluralistic worldview.
- Create a truly global civilization

Lesson 13

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 1

Topic: 69 (Psychological Foundations of Education: Introduction)

What is psychology?

Psychology is the scientific study of mental functions and behaviors including:

- Perception
- Cognition
- Behavior
- Emotion
- Personality
- Interpersonal relationships

Topic: 70 (What is Psychology-1)

The major theories of learning have been classified into three groups:

1. **Behaviorist Theories:**
- Focuses on stimulus response and reinforcers
- Studies conditioning, modifying or shaping behavior through reinforcement and rewards
2. **Cognitive Theories: Topic: 71**
- Focuses information processing in relation to the total environment
- Studies developmental stages, understanding, multiple forms of intelligence, problem solving, critical thinking, and creativity.
3. **Phenomenological and Humanistic theories: Topic: 72**
- Focuses on the whole child, their social, psychological and cognitive development
- Studies focus on human needs, attitudes, feelings and self awareness.

Topic: 074 (Edward Thorndike)

Thorndike is said to be the Father of Modern Educational Psychology and founder of Behavioral Psychology.

- Started his research with animals using stimulus-response (Classical Conditioning) and develop the idea of Connectionism.
- In 1928 – Thorndike conducted his first major study with adults

Edward Thorndike's Connectionism:

- Defined learning as a connection or association of an increasing number of habits. More complicated associations means higher levels of understanding.
- Three laws of learning

Lesson 14

THREE LAWS OF LEARNING

Topic: 075 - Three Laws of Learning-1:

1. **Law of Readiness:**

- Often misinterpreted as educational readiness
- Deals with attitudes and focuses on "Why Should I do This?"
- If nervous system is ready, conduction is satisfying and lack of conduction is annoying.

Topic: 076 - Three Laws of Learning-2:

2. **Law of exercise:**

- Strength of connections is proportional to the frequency, duration and intensity of its occurrence.
- Justifies drill, repetition and review.
- Seen today in behavior modification and basic skill instruction.

Topic: 077 - Three Laws of Learning-3:

3. **Law of Effect:**

- Responses that cause satisfaction, strengthen connections and discomfort weakens connections.
- Justifies use of rewards and punishments, especially Skinner's Operant Model.

Topic: 078 - Thorndike's Influence:

Thorndike and other followers believed that rote memorization does not necessarily strengthen connections.

- There has to be some sort of meaning associated with it in order to be transferred to other situations.

Thorndike broke the traditional thinking about the hierarchy of subject matter.

- One subject was no more important to meaningful learning than other.
- Until then, maths and science were seen as more important to teaching structure.

Lesson 15

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 2

Topic: 079 – Ivan Pavlov

- Pavlov was the first behaviorist to demonstrate Classical Conditioning.
- He is best known for his experiment with salivating dogs

Classical Conditioning:

- Eliciting an unconditioned response by using previously neutral stimuli.
- Unconditioned stimuli create reflexes that are not "learned," but are instinctual.
- Neutral and unconditioned stimuli are introduced at the same time. Unconditioned stimuli are gradually removed, and the neutral stimuli elicit the same reflex.

Topic: 080 – Pavlov's Dog:

- ❖ **Pavlov's experiment with salivating dogs best demonstrated the principal of Classical Conditioning.**
- ❖ **Dogs were trained to salivate at the sound of a bell**
- Dogs naturally salivated with food. (Unconditioned response)
- A bell (neutral stimuli) was rung every time the dogs were fed over a period of time creating the association/connection of bell with food.
- After time the dogs salivated at the sound of the bell alone.

Topic: 081 – James Watson

- ❖ **Watson took Pavlov's findings to another level.**
- ❖ **Emphasized that learning was observable or measureable, not cognitive**
- ❖ **Believed the key to learning was in conditioning a child from an early age based on Pavlov's methods.**
- ❖ **Nurture vs nature**
- Watson's theories strengthened the argument for the influence of experiences as opposed to genetics.

Topic: 082 – B. F. Skinner

- ❖ B. F skinner was one of the most influential American Psychologists.
- ❖ He began his research with rats at Harvard and pigeons during WWII.
- ❖ His work led to the development of Theory of Operant Conditioning.
- The idea that behavior is determined or influenced by its consequence.
- ❖ **Respondent vs Operant behavior**
- **Respondent behavior** is the elicited response tied to a definite stimulus.
- **Operant behavior** is the emitted response seemingly unrelated to any specific stimuli.

Topic: 083 – Operant Conditioning-1

- ❖ Types of reinforcers (stimuli)
- **Primary –** Stimuli fulfilling basic human drives such as food and water.
- **Secondary –** personally important such as approval of friends or teachers, winning money, awards or recognition. Secondary reinforcers can become primary. Due to the wide range of secondary reinforcers, Skinner referred to them as generalized.

Lesson 16

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 3

Topic: 084 – Operant Conditioning-2

- ❖ **Operant behavior will "extinguish" without reinforcement.**
- Positive reinforcement – presenting a reinforcing stimulus.
- Negative reinforcement – removing/withdrawing a stimulus or reinforce but it is not punishment.

Topic: 085 – Operant Conditioning-3

- ❖ **Operant behavior will "extinguish" without reinforcement.**
- Punishment – presenting harmful stimuli (rejected by Skinner because he felt it inferred with learning)
- "Reinforcers often strengthen behavior"
- "Punishment is used to suppress behavior"

Topic: 086 – Operant Conditioning-4

- ❖ **Desired operant behaviors must be reinforced in a timely manner. Delay of reinforcement hinders performance.**
- ❖ **By selecting, which behavior to reinforce, we can direct the learning process in the classroom.**
- ❖ **Learners can acquire new operant's.**
- As behavior is shaped, new and more complex concepts can be introduced and desired behavior again reinforced.
- "Education is what survives when what has been learned as been forgotten"

Topic: 087 – Albert Bandura

- ❖ **Bandura contributed to the understanding of learning through observation and modelling**
- He showed that aggressive behavior can be learnt from watching adults fighting, violent cartoons or even violent video games. Passive behavior can also be learnt from watching adults with subdued attitudes.
- Repeated demonstration and modeling is used by coaches in various sports, military endeavors, and is also used in the classroom setting to model and practice desired behaviors

Topic: 088 – Robert Gagne

- ❖ Gagne's hierarchy of learning notes the transition from behaviorism to cognitive psychology.
- ❖ The hierarchy of learning is an arrangement of 8 behaviors ranging from simple to complex.
- ❖ He also describes 5 observable and measureable learning outcomes.
- ❖ **The hierarchy of learning is an arrangement of 8 behaviors ranging from simple to complex.**
- The first five behaviors are Behaviorist, the nest 2 are both behaviorist and cognitive and the last (highest form) is cognitive.

  The hierarchy suggests a "bottom-up" approach to learning where general principles/concepts must be learnt before advanced learning can take place.

Lesson 17

GAGNE'S HIERARCHY OF LEARNING

Topic: 089 – Gagne's Hierarchy of Learning-1

1. **Signal learning (behavioral)** Classical conditioning – response to a signal. Students have to be trained what a signal means and what they are required to do. It is very similar to what Pavlov was trying to do. So, this is learning by association
2. **Stimulus response: (behavioral)** Operant Conditioning – response to a given stimulus. This is the learning through reinforcement because your behavior is reinforced.

Topic: 090 – Gagne's Hierarchy of Learning-2

3. **Motor chains (behavioral)** Linking two or more stimulus responses connections to form a more complex skill
4. **Verbal association (behavioral)** Linking two or more words or ideas

Topic: 091 – Gagne's Hierarchy of Learning-3

5. **Multiple discriminations (behavioral)** Responding in different ways to different items in a set.
6. **Concept (Behavioral - Cognitive)** Reacting to stimuli in an abstract way

Topic: 092 – Gagne's Hierarchy of Learning-4

7. **Rules (behavioral - Cognitive)** Chaining two or more stimulus situations or concepts
8. **Problem solving (Cognitive)** Combining known rules/principles into new situations to solve a problem

Topic: 093 – Robert Gagne's Learning outcomes-1

❖ **Five learning outcomes (observable and measureable)**

1. **Intellectual skills:** "knowing how" to organize and use verbal and mathematical symbols, concepts and rules to solve a problem.
2. **Information:** "knowing what" – knowledge and facts

Topic: 094 – Robert Gagne's Learning outcomes-2

3. **Cognitive strategies:** "learning strategies" needed to process information
4. **Motor skills:** Ability to coordinate movements.

Topic: 095 – Robert Gagne's Learning outcomes-3

5. **Attitudes:** feelings and emotions developed from positive and negative experiences.

Mental operations needed for each outcome differ. Gagne's Instructional Events lead into cognitive psychology.

Classroom Implications Under Gagne's theory, the teachers need to observe and relate lessons to students interests so it is easier for the students to understand. Teachers then need to gain attention and this can be done by showing PowerPoints, diagrams, videos, etc. to help inform the students of what they will be learning. The teacher will then present the stimulus and this can be done by demonstrating how to perform the task(example: how to create a diagram). The teacher will be there for guidance and then will assess the performance of the students.

The students will be active listeners and will learn how to perform various tasks. The student will have established an interest and will use their prior knowledge to perform a new task. The students will complete the task and then give feedback as to what they have learned. The students will then be able to apply their new acquired skills into their everyday lives on their own so they can actually have a learning experience.

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Lesson 18

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 4

Topic: 096 – Cognitive Psychology

Replaced behaviorism as dominant philosophy in 1960s

1. **Criticism of behaviorism:**
   Did not explain
- language and learning
- why people respond differently to the same stimulus
- reinforcement can reduce motivation

2. **Popularity of newly discovered theories of Piaget and Vygotsky in the 50's and 60's**

Topic: 097 – Cognitive Psychology: Basic Characteristics

- Focus on how individuals process information
- Emphasis on memory (storage, retrieval, types) chunking can aid working memory, which is limited. Successful learners transfer information to long term memory --- "infinite" in capacity.

Topic: 098 – Behaviorism vs Cognitivism

Attribute	Behaviorism	Cognitivism
Behaviors	The end in themselves ---the only observable truth	Evidence pointing to brain activity --- learning
Activation of prior knowledge	Irrelevant	Essential
Teachers role	Provide stimulus	Prepare environment

Topic: 099 – Cognitive Psychologist (Maria Montessori)

Rationale for including her:

- Authors do not place her with progressive child-centered. Approaches --- Lack of "free-play" vs. freedom within structure
- Opposed behaviorist focus only on "doing" but focused also on looking and listening
- Focus on how sensory stimulation from the environment shapes thinking

Topic: 100 – (Maria Montessori's Legacy)

What she did:

- ❖ Psychiatrist Clinic at the University of Rome --- taught "difficult" children to read at a normal level.
- ❖ 1906 asked to start a progressive school for slum children of Italy --- Casa dei Bambini (Children's House)

Why she was important?

- ❖ Pioneer of child advocacy --- for exceptional children, low SES children.
- ❖ Discuss Tyler and Taba's Traditionsl vs. Progressive study (1920 ---- 30% HS)
- ❖ Modern Irony --- Expense of Montessori School.

Lesson 19

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 5

Topic: 101 – Jean Piaget

- Swiss Psychologist (Pestalozzi)
- America noticed in the 50's and 60's
- Text reminds us that his theories are not fact, and should be taken as "suggestive"
- **Influenced:** Tyler, Taba, Bruner, Kohlberg and Many More!!
- **Tylor** --- various assessment
- **Taba** --- Too many facts, not enough connections
- **Bruner** --- stages like Piaget, but are revisited to develop in complexity
- **Kohlberg** --- moral stages

Topic: 102 – Jean Piaget Cognitive Developmental Stages-1

1. **Sensorimotor:** Lasts from birth to 2 years

The child:

- Uses his senses and his increasing motor skills to explore the environment
- Begins to use language to imitate and represent the environment

Egocentric:

- The child is aware only of himself and his own likes, dislikes, and wants
- He cannot see other people's perspectives

Topic: 103 – Jean Piaget Cognitive Developmental Stages-2

Assimilation:

- To incorporate new ideas into an existing schema (or concept) i.e. ball

Accommodation means:

- To adopt old schema (concept) and develop new schema for interacting with it.
- When a child adapts his/her existing ideas to fit new understandings.

Assimilation
(Filing information in an existing schema)
+
Accommodation
(Changing schemata to fit new information)
=
Learning

Examples of Acquisitions

- Trial-and-error experimentation: Exploration and manipulation of objects to determine their properties
- Goal-directed behavior: Intentional behavior to bring about a desired result
- Object permanence: Realization that objects continue to exist even when removed from view
- Symbolic thought: Representation of physical objects and events as mental entities (symbols)

Topic: 104 – Jean Piaget Cognitive Developmental Stages-3

2. **Preoperational:**

- Lasts from 2 – 7 years
- The child can speak and print words
- His memory and imagination develops
- His thinking is often not logical
- Much egocentric thinking occurs
- He learns that symbols represent something else;

Examples of Acquisitions

- Language: Rapid expansion of vocabulary and grammatical structures
- Extensive pretend play: Enactment of true-to-life or fanciful scenarios with plots and assigned roles (e.g., mommy, doctor, Superman)
- Intuitive thought: Some logical thinking based on "hunches" and "intuition" rather than on conscious awareness of logical principles (especially after age 4)

Topic: 105 – Jean Piaget Cognitive Developmental Stages-4

3. **Concrete Operational:**

- Lasts from 7 – 11 years
- The child has the ability to do simple math and measurement, with manipulatives
- He begins to understand cause and effect
- He can think about real, concrete things in systematic ways, but cannot understand abstract concepts
- He is no longer egocentric (he can now understand other people's points of view)

Topic: 106 – Jean Piaget Cognitive Developmental Stages-5

Concrete Operational: Conservation means

- The amount, weight, volume, and number of things stay the same even when the outward appearance of objects or groups is changed. For example, a short glass of water is the same amount as a tall glass half full of water.

Lesson 20

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 6

Topic: 107 – Jean Piaget Cognitive Developmental Stages-6

Concrete Operational: reversibility means:

- An action can be undone or reverted to its previous state
- A ball of clay can be made into a clay bowl but it can be reformed into a ball of clay

Examples of Acquisitions

- Distinction between one's own and others' perspectives: Recognition that one's own thoughts and feelings may be different from those of others and do not necessarily reflect reality
- Class inclusion: Ability to classify objects as belonging to two or more categories simultaneously
- Conservation: Realization that amount stays the same if nothing is added or taken away, regardless of alterations in shape or arrangement

Topic: 108 – Jean Piaget Cognitive Developmental Stages-7

4. **Formal Operational:**

- He is able to use logic and abstract thinking
- He questions previously accepted thoughts, ideas and values

Schema theory explains:

- Importance of accessing prior knowledge
- Why cognitive dissonance strategies work

Examples of Acquisitions

- Reasoning about abstract, hypothetical, and contrary-to-fact ideas: Ability to draw logical deductions about situations that have no basis in physical reality
- Separation and control of variables: Ability to test hypotheses by manipulating one variable while holding other variables constant
- Proportional reasoning: Conceptual understanding of fractions, percentages, decimals, and ratios
- Idealism: Ability to envision alternatives to current social and political practices (sometimes with little regard for what is realistically possible in a given time frame)

Topic: 109 – Lev Vygotsky-1

- Russian Psychologist
- The West published in 1962
- Theory of socio-cultural development
- Culture require skilled tool use (language, art, counting systems)

Topic: 110 – Lev Vygotsky-2

Explained complex learning through **Guided Participation**
Explained things that are taught rather than discovered (reading, writing etc.)

A way to "share the thinking load."
- Helping a novice accomplish a complex task
- Assisting can be physical or mental and come from adults or peers
- **Scaffolding:** where the more knowledgeable other provides some type of structure.

Topic: 111 – Lev Vygotsky-3

- Vygotsky developed the theory of the **Zone of Proximal Development (ZPD)**
- The distance between where a learner is at developmentally on their own and where a learner could be with the help of a **more knowledgeable other.**
- **A more knowledgeable other** can be an adult or a peer, helping a learner in this way is to **scaffold** their learning. Scaffolding occurs through the process of internalization… mediated by language.

Lesson 21

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 7

Topic: 112 – Lev Vygotsky-4

Scaffolding: "role of teachers and others in supporting the learner's development and providing support structures to get to the next stage or level."

In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.

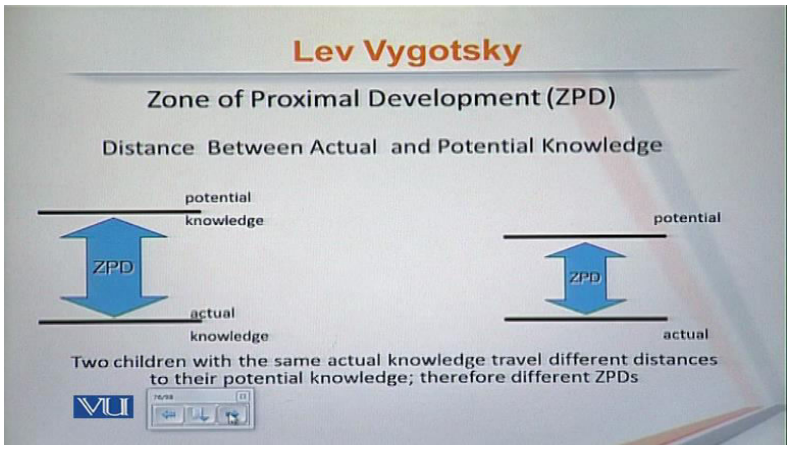
Scaffolding:

- Provides support
- Extends the range of what a learner can do
- Allows the learner to accomplish tasks otherwise impossible
- Used only when needed.

Topic: 113 – Lev Vygotsky-5

Scaffolding example:

An example of scaffolding in the classroom setting could include a teacher first instructing her children on how to write a sentence using commas and conjunctions. As the week goes on, she has her students practice writing these sentences with peers, gives students feedback and eventually has the kids to complete this skill without her guidance.



- The Zone of Proximal Development (ZPD) is a distance between a student's performance with help and performance independently.
- Learning occurs in this zone
- Is the idea of scaffolding one of building on existing knowledge or providing assistance in the ZPD?

Topic: 114 – Lev Vygotsky-6

Vygotsky and School:

- Emphasized social learning
- We can often complete harder tasks with someone else than we could alone.
- Collaborative learning, group presentations, group work.
- Zone of Proximal Development
- The teacher considers how much scaffolding to give a student to help them learn.
- A push for "authentic learning"
  Learning is tied to the context it is in.

Topic: 115 – Lev Vygotsky-7

General Principles of Cognitive Development:

- Children actively construct knowledge.
- Social interaction supports cognitive development.
- Cognitive development involves relating new information to the prior knowledge.
- Children think in qualitatively different ages.
- A child's readiness affects how well a task can promote cognitive development.
- Cognition and language are closely intertwined.

Topic: 116 – Piaget Vs. Vygotsky

	Piaget	**Vygotsky**
Emphasis	Discrete hierarchical stages of the individual	Modelling and guided learning
Which outcomes first social learning (chicken) or development (egg)?	Development	Social learning

Lesson 22

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - 8

Topic: 117 – Phenomenology

- Phenomenology examines pattern of subjective experience and consciousness
- Focus upon a systematic reflection on and investigation of the structures of consciousness: Realist concepts can be examined scientifically.
- Based solely on consciousness
- Individuals will be influenced by others, but not same experience
- Views social world as multiform structure
- Inner subjectivity
- Group understanding/unity

Topic: 118 – Husserl's contributions to Phenomenology

- Every certainty be questionable
- Believed scientific method and naturalistic thinking was overvalued and, "not important to understanding behavior based on consciousness."
- In short, can conduct a science of perceptions
- Consciousness is where you will find 'true' meaning behind actions
- Time consciousness: past events influence one's present consciousness/perception
- In turn, allows unbiased 'time' to be cohesive to draw perceptions
- Perception was based on retention and memory
- What one "sees" is based on the past memories and reflection

Topic: 119 – Schutz's contributions to Phenomenology-1

- Must accept own existence and other's existence
- Must reflect/observe others experience and relate/find understand from own experience
- Can observe own experiences only in the past, can observe 'yours' as they take place.
- Leads to individuals coexisting, or having each consciousness intertwined.

Topic: 120 – Schutz's contributions to Phenomenology-2

- We will see our actions as single act, not natural view of two separate persons.
- "Growing old together"
- Each act is influenced by others, but not the same experience
- Example: movie level of enjoyment
- Therefore, experience shared but consciousness is unique
- This shared experience lead us to our social world
- Allows understanding of 'united individualism'
- Can perceive same world and understand others with similar experiences/subjective meanings
- Leading to social relationships or, "mutually related acts of consciousness"

Topic: 121 – Schutz's contributions to Phenomenology-3

- Social scientist should act as observer to detach self and biases

Stock of knowledge: As observer, researcher must draw from own experience to, "fill in blanks". Individuals must also do this while interacting. World is constructed by social group/life experiences and allow them to create proper behaviors/actions

- **Phenomenology:** Reality versus our experience of reality. Or put another way: the distinction between things themselves and our experience of them
- **For example:** the hammer? A common tool – As what do we experience this hammer? It is many things to many people. Such as to a carpenter it is a tool; to a retailer it is merchandise; to a killer it is weapon; to a lecturer it is a prop, to my friend it is a nuisance; to a communist, it is a symbol.

Topic: 122 – Common Threads of Phenomenology

1. In order to gain the knowledge of the world we must examine experience.
2. To achieve this in a fundamental way, we must avoid all existing preconditions to our understanding of experience: Scientific, Historical, Aesthetic
3. A desire to enhance the richness and vitality of everyday lived experience.
4. A fear and avoidance of the kind of thinking that results in the doubting of the existence of the 'outside' world.

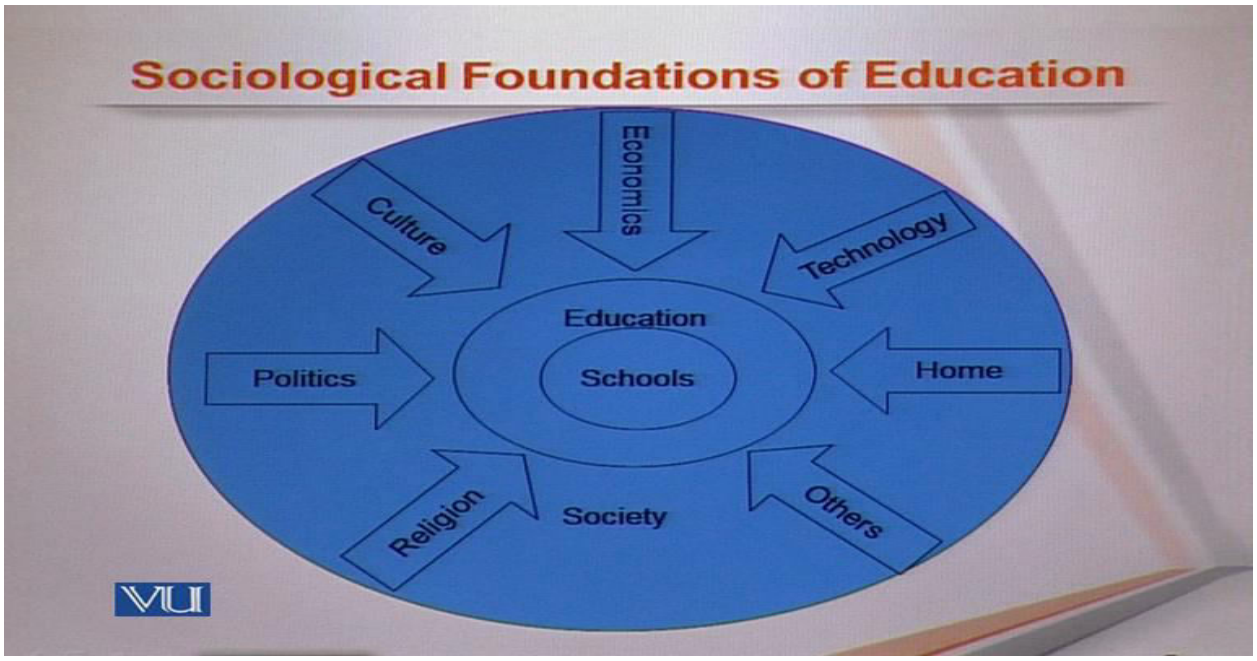
- Allows us to understand or "see" how social structure develops
- Break down individuals, 'actors' and view why these actions are formed.
- Explain how perceptions are gained, molded, and then used in everyday life.
- Explain the limitations of a positivist approach to science
- Provides a methodological solution to a scientific investigation of realist concepts.

Lesson 23

SOCIOLOGICAL FOUNDATIONS OF EDUCATION - 1

Topic: 123 – Sociological Foundations of Education: Introduction

Schools exist within society, not apart from society, and not without social context. Because schools and other educational institutions survive in the society so it is important to look at how society impacts what happens or should happen within schools and educational institutions. In addition to that it is important to know other salient features that affect schools within society.



Topic 124 – A Dynamic and Changing Society:

As society continues to change it is important for school and people incharge of education specially at the policy level to look into that what needs to be change, how often it needs to be changed and the change must happen in a timely manner.

Society as a Source of Change:

- Society changes rapidly.
- Sometimes education cannot cope up with the fast changing society
- Making the "Preparing for students for the world of Tomorrow" difficult.
- Think about what we (society) have today that we didn't have last year, or five years ago, or even ten years ago.
- Schools as Agents of Change
- Knowledge as an Agent of Change

Topic: 125 - Schools as Agents of Change:

Sometimes ago, when we talked of literacy, we talked of the 3Rs only which was reading, writing and arithmetic. Those 3Rs have gone; focusing today on only those 3Rs will not help our students. Literacy today is more than simply being able to read, write and being able to do simple quantitative skills. Today we talk off:

Cultural literacy
Scientific literacy

Computer literacy
- Technological literacy
- Electronic/media literacy
- Information literacy

If all this literacy has to be taught, it has to come down to the school level. And therefore, schools have to be agents of change.

- Dealing with diversity
- Diversity of culture
- Impact of globalization
- Race, class, gender
- How do schools deal with this?

Knowledge as Agents of Change:

Has knowledge grown? Of course it has, thought of when you went to school and what you are teaching your students is not the same.

Explosion of knowledge: Quantity of the material has increased, not sure about the quality but certainly the quantity of the material that a teacher is expected to teach is increased and that will keep on happening. Knowledge will increase when new information is created.

What knowledge is of most worth? All the information is not needed by anyone, how much of that new information are we going to give to our students.

Organizing knowledge, subject-centered: Because of the growth of knowledge, knowledge has been organized into subjects e.g. English, physics, mathematics etc.

Areas of knowledge: Now there is a need to guide the students in areas of knowledge that which areas are of their keen interest.

Topic: 126 – Sociological Foundations of Education: Main elements

- Theories about the relation between school and society
- Whether schooling makes a major difference in individual's lives
- How schools influence social inequalities
- How school processes affect the lives of children, teachers, and other adults

Topic: 127 – Individual Actions

Individuals can take one of the two types of actions. In society, the reasons you behave in a particular way is because an external force makes you do it. For example, you could not pass the red signal; you have to stop because following the rules of presence of police makes you do it. This is known as **"determinism"** (Determined by external forces)

The other way is shaped by the individuals **"Voluntarism".** You behave in a particular way because that's the way you know the right way to behave and this is known as voluntarism. You voluntarily behave in a particular manner not because an external force is demanding to behave in a particular way. Mostly if observed in a society, determinism takes the upper hand, most individuals behave in society because they know if they don't the consequences will not be good.

Sociological perspective recognizes free will within the context of the power of external circumstances.

Lesson 24

SOCIOLOGICAL FOUNDATIONS OF EDUCATION – 2

Topic: 128 – Sociological Foundations of Education: Theoretical Perspectives

- **Functional Theories:** stresses the interdependence of the social system, how well the parts are integrated with each other.
- **Emile Durkheim:** education in all societies of critical importance in creating moral unity, social cohesion, and harmony . . . moral values are the foundations of society

Topic: 129 - Functionalists

- Assume that consensus is the normal state in society and conflict represents a breakdown of shared values.
- Educational reform is to create structures, programs and curricula that are technically advanced, rational, and encourage social unity.

Topic: 130 – Conflict Theories-1

- Social order is based on the ability of dominant groups imposing their will on subordinate groups through force, cooptation, and manipulation.
- The glue of society is economic, political, cultural, and military power.
- Ideologies legitimate inequality and unequal distribution of goods as inevitable outcome of biology or history.
- Whereas functionalists emphasize cohesion, conflict theorists, emphasize struggle in explaining social order.
- Karl Marks is the intellectual founder of conflict theories.

Topic: 131 - Conflict Theories-2

- The "Achievement Ideology" of schools disguises the real power struggle which correspond to the power struggles of the large society.
- Educational expansion best explained by status group struggle . . . educational credentials such as college diplomas primarily status symbols rather than indicators of actual achievement to secure more advantageous places in employment and social structure.
- **"Cultural capital"** passed on by families and schools . . . schools pass on social identities that either help or hinder life chances.

Topic: 132 – Interactional Theories

- Primarily critiques and extensions of functional and conflict perspectives
- It is exactly what one does not question that is most problematic at a deep level e.g. how students are labeled "gifted" or "learning disabled"
- Speech patterns reflect social class backgrounds and schools are middle-class organizations, disadvantages working class children.

Topic: 133 – Effects of Schooling on Individuals

Schooling should have three effects on individuals

- Knowledge
- Attitudes

  Employment

Education and mobility, the "civil religion" . . . education amount vs. route . . . for the middle class, education may be linked to mobility but or the rich and the poor, it may have very little to do with it.

Inside the Schools:

- Schools from an organization point of view . . . effects of school size.
- Curriculum expresses culture.
- Tracking in public schools, rarely in private schools.

Topic: 134 – Teacher Behavior inside classroom

- A teacher has 1000 interpersonal contacts with students each day
- Difference of teacher expectations for different students . . . based on what?
- A teacher at any given time performs multiple roles; instructor, disciplinarian, bureaucrat, employer, friend, confident, educator . . . can lead to "role strain"

Student Peer Groups and Alienation:

- Students in vocational programs and headed towards low status jobs most likely to join a rebellious subculture.
- Average 12 years old has seen 18000 television murderers.
- Four major type of college students: careerists, intellectuals, strivers, unconnected.
- Schools are far more than collections of individuals; they develop cultures, traditions, and restrains that profoundly influence those in them.

Education and inequality:

Income differences becoming wider, the Pakistani society is turning into a "bipolar" society of great wealth and great poverty and ever shrinking middle class.

The following must be eliminated from the society in order to bring equality:

- Inadequate schools
- Tracking
- De facto Segregation
- Gender discrimination

Lesson 25

BERNSTEIN'S AND LABELLING THEORY

Topic: 135 – Bernstein's Theory

- Bernstein talks about **code** which is a regulatory mechanism that determines what happens where? In education, he talks of two things; curriculum and pedagogy.
- **Code** refers to a "regulative principle which underlies various message systems, specially curriculum and pedagogy."
- The group of experts gets together and put the curriculum. Then another group of experts get together and transfers that curriculum into the textbooks. And then the teacher teaches. So, with the same textbook teachers will teach differently.
- Curriculum defines what counts as valid knowledge . . . pedagogy defines what counts as valid transmission of knowledge and evaluation defines what counts as valid realization of knowledge on the part of the taught.
- Bernstein's work on pedagogic discourse is concerned with the production, distribution, and reproduction of official knowledge and how this knowledge is related to structurally determined power relations.
- The schools reproduce what they are ideologically committed to eradicating.
- Changes in the division of labor create different meaning systems and a code . . . incorporates a conflict model of unequal power relations.
- Such functioning does not lead to consensus but forms the basis of privilege and domination.

Topic: 136 – Understanding the School Process

- Origins of social expectations have been attributed to such diverse variables as social class, physical appearance, contrived test scores, sex, race language patterns, and school records.
- Labeling theory as an explanatory framework for the study of social deviance appears to be applicable to the study of education as well. We have to stop labeling students, if a child is slow in doing a task and needs more time, teacher must provide him sufficient time to perform a task. By doing so the student may perform better. The problem is that teachers are not willing to give extra time to the students that they need, simply to show to the teacher that he /she can do it. So, with this diverse variables that a teacher use in order to design expectations for students coupled with labeling that they do is what puts most students at a disadvantage, that should be stopped.

Topic: 137 – Labeling Theory-1

- The labeling approach allows for an explanation of what, in fact, is happening within schools.
- Over time, the consequences of having a certain evaluative tag influence the options available to a student within a school.
- Labeling theory is interested in *why* people are labeled and who it is that does the labeling.
- Deviance is a social judgment imposed by a social audience.
- How does a community decide what forms of conduct should be singled out for this kind of attention?
- Social control can have the paradoxical effect of generating more of the very behavior it is designed to eradicate.

  Deviance is functional to clarifying group boundaries, providing scapegoats, creating out-groups who can be the source of furthering in-group solidarity. In other words, if

teachers expect students to misbehave, then that's the way they should be treated as a normal expectation in a classroom. Every individual is not going to behave appropriately.

- "The first dramatization of the 'evil' which separates the child out of his group . . . plays a greater role in making the criminal than perhaps any other experience . . . he now lives in a different world. He has been tagged. The person becomes the thing he is described as being."
- "The secondary deviant . . . is a person whose life and identity are organized around the facts of deviance." It is teachers who use labels such as "bright" or "slow".

Topic: 138 – Labeling Theory-2

- School achievement is not simply a matter of a child's native ability, but involves directly and inextricably the teacher as well.
- Race and ethnicity are powerful factors in generating teacher expectations.
- High expectations in elementary grades are stronger for girls than boys.
- Expectations teachers hold for students can be generated as early as the first few days of school and then remain stable from then on.
- "If men define situations as real, they are real in their consequences." Self-Fulfilling Prophecy
- The higher one's social status, the less the willingness to diagnose the same behavioral traits as indicative of serious illness in comparison to the diagnostic given to low status persons.
- The teacher expectations are not automatically self-fulfilling.

Topic: 139 – Processing Social-Educational Priorities

- What should be a school priority?
- Education for All; child-centered, activity-centered, experience centered.
- Focus on Academically Talented Students
- Curriculum to challenge the "Smart" students.
- Focus on Disadvantaged students. How to help the disadvantaged students gain same access to education? Here not the mentally retorted or suffering any swear disability are considered but those who suffer from dyslexia etc. these students can learn from their better achieving peers. That is why when teachers make groups of students, they should make mix ability groups so that all students can learn from others experiences also.

Topic: 140 – Planning for Educational Change

- What is the aim of education? Should aim of education be changeable? Yes, it should change because as technology progresses and moves, we must have the same aim in education. How we have moved from a paper-pencil culture to a paperless classroom culture. That will someday soon be a reality. So, today many of our colleges and Universities, there are people with smart phones and laptops who can do a lot with these hatcheries. So, the aims of education need to be changed. You cannot live with the same aims forever.
- Schools should prepare education that is not separate from the world. The world is not static.
- Creating relevant curriculum for the changing world.

Curriculum and Society:

The curriculum should consider the world today. But an ideological curriculum should not forget the curriculum for preparing students for the kingdom of God and the hereafter.

Lesson 26

HISTORICAL FOUNDATIONS OF EDUCATION – 1

Topic: 141 – Historical Foundations of Education: Introduction

We are living in 21st century; there have been communities and societies before us that have played a role in the development of trends in education.

- **Pre-literate Societies (before writing) 7000 BC – 5000 BC:** pre-literate societies are societies and communities that existed before writing began. So, obviously the means by which information or stories were transmitted was oral. People communicated through oral language from one generation to the next and that's how information got moved.

Goals of education under pre-literate society:

- To teach survival skills
- Teach group harmony

Who were the students in pre-literate societies?

- All children
- No grouping according to age
- All children get together and listen to what people had to tell them.

Instructional methods in pre-literate societies:

- Informal methods
- Children imitate adults

Curriculum in pre-literate societies:

- Practice hunting
- Fishing
- Songs
- Poems
- Dances

Agents:

- Parents
- Liberal leaders
- Religious leaders

Influence on Education:

- Informal
- Transmission of skills

Topic: 142 – Influence of Chinese (3000 BC – 1900 AD)

Educational goals:

- Prepare elites to govern the empire according to Confucian principles. (Here are three key terms in this goal: **Elite** means everybody was not meant to be educated. A common man did not receive any education, **Secondly;** they had to govern the empire. They had

to be leaders and strong people up at the top and front. This was the sole purpose of giving education only to the elite. Another limitation was that the education these people got was limited to Confucian principles; only Confucius thought was transmitted to the next generation. Nothing new was added from the outside.)

Students:

- Males of upper class

Instructional Methods:

- Memorization and recitation

Curriculum:

- Confucian Classics

Agents:

- Government officials

Influence on Education:

- Written examination for civil service

Topic: 143 – Ancient Indian Society

3000 BC – Present India

Educational Goals:

- To learn behavior and rituals based on Vedas

Students:

- Males of Upper classes

Instructional methods:

- Memorizing and interpreting sacred texts

Curriculum:

- Vedas and religious texts

Agents:

- Brahmin Priest scholars

Influence on education:

- Cultural transmission and assimilation, spiritual detachment

Topic: 144 – Influence of Egyptians (3000 BC – 300 BC)

Educational Goals:

To prepare priest according to scribe for the empire

Students:

Males of upper class

Instructional Methods:

- Memorization and copying texts

Curriculum:

- Religious or Technical texts

Agents:

- Priest and scribes

Influence on education:

- Restriction on educational controls to priest elites

Topic: 145 – Influence of Greek (1600 BC – 300 BC)

Educational goals:

- To cultivate civic responsibility

Students:

- Male children ages 7 to 20 years

Instructional Methods:

- Memorization and recitation in primary schools, lecture, discussion, and dialogue in higher schools

Curriculum:

- Athens: reading, writing, arithmetic, drama, poetry, music, Sparta: Drill, military, songs and tactics.

Agents:

- Athens: private teachers, philosophers. Sparta: military teachers

Influence on education:

- Athens: well rounded, liberally educated person. Sparta: Concept of military state.

Lesson 27

HISTORICAL FOUNDATIONS OF EDUCATION – 2

Topic: 146 – Influence of Romans (750 BC – 450 AD)

Educational Goals:

- Develop civic responsibility for the empire,
- Administrative and military skills

Students:

- Male children ages 7 – 20

Instructional Methods:

- Memorization and recitation in ludus; declamation in rhetorical schools (lutus is the primary school for everybody) declamation is the ability to create and give a speech.

Curriculum:

- Reading, writing, arithmetic, law and philosophy

Agents:

- Private schools and teachers, schools of rhetoric

Influence on Education:

- Practical administrative skills
- Relate education to civic responsibility

Topic: 147 – Influence of Arabic Society (700 AD – 1350 AD)

Educational Goals:

- Cultivate religious commitment to Islamic beliefs,
- Expertise in mathematics, medicine and science

Students:

- Male children of upper class ages 7 – 20

Instructional Methods

- Memorization and recitation in primary schools, imitation and discussion in higher schools

Curriculum:

- Reading, writing, arithmetic, religious literature, scientific studies

Agents:

- Mosques. Court schools

Influence on Education: Arabic numerals and computation, medicine and science materials

Educational Goals:

- Develop religious commitment, knowledge, and ritual; establish social order, prepare for appropriate rules.

Students:

- Male children of upper class
- Girls and women entering religious community ages 7-20

Instructional Methods:

- Memorization and recitation in lower schools,
- Text analysis discussion in higher school and universities

Curriculum:

- Athens: reading, writing, arithmetic, philosophy, theology, military and chivalry

Agents:

- Parish
- Chantry
- Cathedral schools
- Universities
- Knighthood

Influence on Education:

- Structure and organization of the University
- Institutionalization of knowledge

Topic: 149 – Influence of Renaissance Period (1350 AD – 1500 AD)

Educational Goals:

- Cultivate Humanist experts in Greek, and Latin classes; prepare people to serve dynastic leaders

Students:

- Male children of aristocracy and upper classes, ages 7-20

Instructional Methods:

- Memorization and translation, and analysis of Greek, and Roman classes, classical literature, poetry and art.

Curriculum:

- Latin and Greek classical literature, poetry and art

Agents:

Classical Humanists educators and schools like Lycee, gymnasium and Latin school,

Influence on Education:

- Emphasis on literary knowledge, excellence and style in classical literature,
- two track system of schools

Topic: 150 – Influence of Reformation period (1500 AD – 1600 AD)

Educational Goals:

- Cultivate a commitment to a particular religious denomination, and general literacy

Students:

- Boys and Girls ages 7-12 in vernacular schools,
- Young men of upper class in humanist schools.

Instructional Methods:

- Memorization drill, indoctrination, catechetical instruction in vernacular schools, translation and analysis of classical literature in humanistic schools

Curriculum:

- Reading, writing, arithmetic, catechism, and rituals.
- Latin and Greek theology

Agents:

- Vernacular elementary school for general public,
- Classical schools for upper class.

Influence on Education:

- Commitment to universal education to provide literacy for everyone; origins of schools systems, dual track school system based on socio economic class and career goals.

Lesson 28

HISTORICAL FOUNDATIONS OF EDUCATION – 3

Topic: 151 – Important Educational Theorists-1

Confucius (Chinese)

- **Philosophy was:** Developed ethical system based on hierarchy, human relations and roles, emphasized order and stability
- **View of Human Nature:** Human beings need the order of a stable society. People accept duties that come with their station life.

Socrates

- **Philosophy:** Philosophical idealism, political conservation
- **View of Human Nature:** Humans define themselves by self-examination

Topic: 152 - Important Educational Theorists-2

Plato

- **Philosophy:** Philosophical idealist, social conservation, added intuition
- **View of Human Nature:** Humans can be classified on intellectual capabilities

Aristotle

- **Philosophy:** Realists, views society based on realism and observation
- **View of Human Nature:** Humans have the power of rationality to guide their conduct

Topic: 153 – Ancient Turks-1 (Muslim World)

- "Alp" concept was widespread (Alp is the kind of human beings defined by the Turks)
- Alp human being is defined as: warrior, wise, extroverted, nomad, gaining knowledge from ancestors and old wise people.
- Oldest Turkish written texts go back to a period before Islam
- In Ancient Turks (before Islam) there is no gender difference in educating youngsters
- When Western education is being influenced by Christianity, the eastern education was being influenced by Islam
- The "God" and theology concepts encapsulated education
- In this period, an "absolute truth" concept gained importance and taught to people in a domestic way

Topic: 154 - Ancient Turks-2

- Turks accepted Islam in 10th Century
- Madrasas opened in Samerkant, Bukhara, Tashkent, Kashgar
- Education was organized and structured in these schools
- Subjects: religion and social studies were taught
- Agents: Farabi, Ibn-e-Sina, Biruni were some examples that were raised in these institutions.
- They synthesized philosophies from Turk-Islam traditions, Ancient Greek and Roman Philosophers as well

  This period lasted for Gokturks, Uygurs, Karahanlis, Selcuks, and Ottomans.

Eastern Philosophers:

Farabi (870 - 950)

- **Philosophy:** Base for human nature is knowledge. Human mind can distinguish right from wrong through wisdom
- **View of Human Nature:** The ultimate knowledge is innate
- **Educational Philosophy:** Distinguished teaching from education
- **Teaching:** Reveal scientific knowledge and art
- **Education:** create theoretical virtues in society, education must be easy to hard, simple to complex, near to far

Topic: 155 – Eastern Philosophers-1:

Ibn-e-Sina (980 - 1037)

- **Philosophy:** Moral virtues are as important as knowledge itself
- **View of Human Nature:** Children are innocent and clean from the start, should be taught moral values.
- **Educational Philosophy:** Children should be taught without pressure, children should be taught from ages 6 -14
- **Agents:** should be religious, honest, wise persons that can recognize children's abilities

Biruni (973 - 1051)

- **Philosophy:** in order to love each other humans should learn and respect each others language, religion, traditions and thinking
- **View of Human Nature:** Humanistic perspective
- **Educational Philosophy:** He was expert in astronomy, physics, botany, pharmacology, geography. Beruni believed scientific work should be cleaned of magic, superstition and anything that opposes logic

Lesson 29

HISTORICAL FOUNDATIONS OF EDUCATION – 4

Topic: 156 – Selcuks Period

- Madrasas should have a certain period of education
- Memorization as well as discussion were methods used to teach
- Both religious and vocational oriented education
- Moral virtues were especially emphasized and taught as well as akills
- Children were taught Islamic educational virtues: cleanliness, generosity, good will, and humanity
- Famous names in this period include Maulana Jalaluddin Rumi, Yunus Emre, Asif Pasha ve Haci Bektasi Veli
- Poetry was an important part of education and God and human love issues were the main subjects.

Topic: 157 – Ottoman Period

- Madrasas were important educational institutions and were developed further in Ottoman Period.
- Rich people as well as government build Madrasas everywhere.
- The structure was primary, middle and high school.
- They were free and boarding schools.
- Only sunni muslim males were accepted in madrasas, no girls were allowed in the madrasas.
- The teachers were called "maderris".
- Religious, philosophical subjects as well as literature, science, math, and languages were taught.
- Education was considered as a religious and moral duty.

Topic: 158 – Structure of Ottoman Period

16th Century

- Ottoman schools were divided into two: Maktap and Madrasa
- Maktap: To train people to serve the palace, government and military people.
- The Maktaps were everywhere and trained workers for the empire.
- These are schools funded by foundations, the administration was not central.
- Fateh opened "Enderun" Palace School which included talented children of non-muslim families. Not all children of non-muslim families were admitted in these schools but those who are talented and show their potential.
- The language for education was Arabic, but Turkish and Persian were also taught.

Topic: 159 – Industrialization

The French revolution brought about a major change in education. At the time of French revolution throughout Europe and England, there was a change. That change was clearly seen in technology. Technology focused on the development of new machines and items coming out of the mechanical world. Those changes also influence what is needed to be done in education. As technology produces new machinery, people need to know how to operate these.

> In England and all over Europe after the French Revolution, there is an expansion of technology such as machinery that works with petrol and steam.

Education was influenced by these changes.
- Factory workers came about.
- In this period, systems such as, Socialism, Communism, Liberalism, and Capitalism started gaining popularity.
- The free thinking brought by the French Revolution combined with industrial Revolution caused education to take shape in this direction.
- Education was needed by large masses.
- New Philosophies came about: Materialism, Socialism, Positivism etc.

Topic: 160 – Theorists of this Period (Industrialization)-1

Pestalozzi (1746-1827) believed that education should be for everyone.

Social education:

- Learning through experimentation
- Education is for everyone.

Herbart (1776 - 1841)

- He says that you need to manage, educate and discipline young people.
- The purpose of education is to serve individuals
- Attention was focused on the individuals.

Frobel (1782-1852)

- Focused on pre-school education
- Emphasized that children should be educated from 3-4 years
- Founded "Kindergarten".

Lesson 30

HISTORICAL FOUNDATIONS OF EDUCATION – 5

Topic: 161 Theorists of this Period (Industrialization)-2

Tolstoy (1828-1910)

- He believed in Education for freedom
- Suggested master-apprentice relation for teacher-student
- He was extremely against physical punishment and memorizing.

John Dewey (1859 - 1952)

- Education for employment and life
- Education is life, it is not preparation for life.
- Education teaches a child to think through action
- Teacher must be a guide to students not a dictator.

Maria Montessori (1750-1952)

- Sensory education
- Used mostly on early years education
- Learning through self discovery and interest
- Uninterrupted play/work time, loosely structured classrooms

Topic: 162 – Ottoman Education-1

The industrialized age is actually sandwich between the 16th century and the 18th century Ottoman empire. When we see from the Industrialization and Ottoman period, there is a reform in education. This period is seen as change in education, at least in the Turkish empire at that time.

- Between 1779-1839 was a reform period in education
- First in military education, military schools were opened.
- In 1824, Al Mahmut made primary education mandatory.
- Later middle and high schools and higher education was formed (Rustiye mekteplerie, Idadi, Sultani and Darulfunun) These were the Turkish names for those high schools.
- 1856 Islahat Farmani was formed, that is changes in education.
- Primary education was mandatory
- Rustiye must exist in places with 500 houses (primary schools)
- Idadiye must exist in places with 100 houses (middle schools)
- Darulfunun (University) must exist in Istanbul. (Capital of Turkish empire at that time)
- Male teacher and female teacher schools will open.
- Money will be collected from public for education
- Education will be centralized.

Topic: 163 – Ottoman Education-2

- Kanun-I-Esasi: mandated that education is for everyone.
- There will be no interference on religious education
- Education is free for public.

Al Abdul Hamit Period: After losing Russian war, education gained importance. Why? Because when the Turkish lose the Russian war, it was seen as an impediment and so what resulted was a need to educate.

- Vocational and art schools increased
- Increased freedom in press.
- Higher education for girls and girls started working in government offices.
- Pre-school education and professional education.

Topic: 164 – 20th Century Education

Europe and America

- Education started being considered as a field.
- In 1950s Skinner with his experiments in education published education findings.
- In 190s and 1970s the theories of educational research peaked and the discussion "is education applied or theoretical science" formed.
- In 1980s, constructivist, multiple intelligence, brain based learning and life based humanist learning gained importance.

Latest Developments:

- Teacher education
- 1997 educational faculties
- Education in post graduate education
- Constructivist approach
- Multiple intelligences
- Capital punishment banned at schools

Topic: 165 – Educational System of Muslims in Sub Continent

- From the Second Battle of Trian (1192) to the War of Independence (1857), eight dynasties of Muslim rulers ruled over the sub continent for about 650 years.
- The Muslim rulers devised such a system of education which was according to their philosophy of life and the need of the time.

Lesson 31

HISTORICAL FOUNDATIONS OF EDUCATION – 6

Topic: 166 – Ghaznavi Dynasty (0970 - 1122)

- About 400 scholars, poets, scientists, and geographers were a glory of the court of Mahmood Ghaznavi.
- During this time architecture, art and literature flourished.
- What the Muslims provided was various areas of education so that young people could choose the area they were interested in and excel at it. That is seen as a good sign/vision of rulers who did not limit/force young people to all become doctors, engineers etc.
- Firdousi, a poet, wrote the "Shahnama" during that time.
- Attabi, a historian, wrote "Kitab-Ul-Yameeni".
- Alberuni, a philosopher, mathematician, geographer, and astronomer, made a deep study of the Hindu culture, customs, religion and wrote "Kitab-ul-Hind".

Topic: 167 – Ghauri Dynasty (1192 - 1206)

- Muhammad Ghauri was not fond of art and literature; however, he took steps to spread Islamic education.
- To achieve this he got a service of many religious scholars and saints.
- He believed in training his slaves.

Topic: 168 – Slave Dynasty (1206 - 1290)

- Qutab-ud-Din Aibak built many mosques and cities that became the centres for worldly as well as Islamic education. He was very generous and kind to scholars and religious saints.
- Altumush was very fond of Art and Literature. Scholars, historians and poets from all over Asia assembled in his court.
- Ghais-ud-din Balban was very appreciative of scholars. The proof for his love of learning is in his advice to his only son, "Be in search of the brave, the learned, the wise, and leave no stone unturned to find them."

Topic: 169 – Khilji Dynasty (1290 - 1321)

- Jala-ud-Din Khilji was very appreciative of scholars, wise people, and artists.
- He himself was a good poet.
- He set up a library in Delhi and appointed Amir Khusru as its supervisor.
- Ala-ud-Din Khilji himself was not a literate man but he patronized art and literature.
- Many Scholars worked and taught in Madrasas.

Topic: 170 – Tughlaq Dynasty (1320 - 1414)

- Ghias-ud-Din Tughlaq was the founder of this dynasty and believed in art and literature.
- Ibn-e-Batuta, the famous historian, toured India from 1333 to 1342. He wrote about his findings and discoveries extensively.

Topic: 171 – Syed Dynasty (1414 - 1451)

- This reign was categorized by lawlessness and disorder.

Most time was spent on repressing the revolts and thus art and literature suffered.

During the time of Mubarik Ali, some literary work was done. "Mubarik Shahi" was written during this time.

Lesson 32

HISTORICAL FOUNDATIONS OF EDUCATION – 7

Topic: 172 – Lodhi Dynasty (1451 - 1526)

- Bahlol Lodhi was himself not a literate man but he was much appreciative of scholars of various disciplines and also rewarded them.
- He patronized literary activities.
- Sikander Lodhi had a high literary taste. Persian language flourished in his reign. Many books in Sanscrit were translated into Persian.
- Ibrahim Lodhi was an ideal man. Not much attention was given to literary works during his reign.

Topic: 173 – Mughal Dynasty (1526 - 1857)

- In their reign, art and literature flourished and made great progress.
- Numerous books of foreign languages were translated into Persian.
- Many biographies and historical events were written.
- During this time, some famous scholars

Topic: 174 – Role of Sufis

- Muslim Sufis played an important role in spreading Islamic education in India.
- Many Scholars wrote famous books.
- They focused on religious and secular education.
- Scholars and religious saints from other countries like Afghanistan, Iran, Turkistan, Arabia, Syria and Egypt kept visiting India. Many decided to stay back and established their own Madarasas.

Topic: 175 – Historical Foundations of Education (Recap)

Historical Foundations starts with pre-literate society and what happened with teaching and learning. Number of Ancient civilizations was discussed. How civilizations were changed from one to the next. How Europe established through the Renaissance Period and the Industrialization. So, we have to learn from the past, take what we need, modify and change what needs to be modified. Because obviously we cannot teach something that is 400 years old, it just wouldn't work. Then The Muslim Influence in the Subcontinent is discussed over the Muslim rule of eight dynasties that spread over 650 years. Islamic education focuses on both secular and religious education.

Topic: 176 – Historical Foundations: Pakistani Perspective

Introduction:

With Pakistan's creation, a new nation was created and hence there was a need to look at the existing educational facilities and what could be done to improve on that. In addition, it was necessary to look at the literacy rate of the country at a time and focus on means of improving that literacy rate.

Educational Conference 1947

Under the dynamic leadership foreside and vision of Quaid-e-Azam Muhammad Ali Jinnah, soon after the creation of Pakistan the first educational conference was held in Karachi in December 1947.

Two Nation Theory

Since Pakistan came into being on the basis of Two Nation Theory, the conference recommended that the educational system should be based on this and a society be created that should reflect Islamic education.

Literacy be ended

When Pakistan came into being, the literacy rate was low than those of advanced and progressive countries. The conference recommended it to be raised to hundred percent through primary and adult education programs.

Primary and Religious education compulsory

Along with the recommendation of doing away with literacy, the conference recommended the religious education as a compulsory subject of Quran and Sunnah.

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Lesson 33

NATIONAL CONFERENCE 1947

Topic: 177 – Educational conference 1947 - 1

Promote National Unity

The Conference strongly recommended to promote a passion of national unity among all people of the provinces to avoid damage by provincial prejudices to the progress of the country.

Establishment of a Democratic Society

A recommendation was made to set up a democratic society in the country and there was a stress to train the citizens in the civic matters so that they may be able to know about their rights and duties.

Urdu as a Medium of Instruction

Urdu has gained a high ranking status in the subcontinent because this was the only language that was spoken and understood. Therefore, the conference recommended to adopt it was as the medium of instruction as a means of unity among provinces.

Topic: 178 - Educational conference 1947 - 2

English as Means of Instruction be Abolished Gradually

English language as a means of instruction was seen as a memory of the English rule over India. After getting freedom, there was a need to abolish English as a medium of instruction. The conference recommended the abolishment of English Language gradually.

The Formation of Central Educational Consultation Board

The conference recommended the formation of a Central Educational Consultation Board which should comprise of provincial ministers of education DPIs; members of the National Assembly and eminent educationists of all provinces. The duty of this board was to plan educational system and to device educational programs for the provinces.

Topic: 179 - Educational conference 1947 – 3

Arrangement of Training of Teachers

To use and to act upon modern teaching methods, training of teachers is very necessary. The conference made strong recommendation in this regard.

Training for good citizenship

The conference recommended training the children to become good citizens of Pakistan and to create in them a sense of good citizenship to promote an exemplary society.

Setting up for an Inter Disciplinary Board

In order to coordinate the programs of Universities of the Country in terms of educational and research, the conference recommended for setting up of an Inter University Board.

Topic: 180 - Educational conference 1947 – 4

Reorganization of Technical Education

The conference advised to reorganize the technical education in Pakistan. For this purpose, Industrial Research Council and Technical Education were recommended to be set up.

Increase in Primary Education Period

The conference recommended the period of primary education to be increased from four years to five years.

Women Education

The conference stressed women education and recommended coeducation at primary stage.

Adult Education

The conference stressed adult education to increase the rate of literacy in the country in a very short period and therefore recommended to take speedy measures to arrange for adult education.

Topic: 181 - Educational conference 1947 – 5

The Conference of 1947, in the light of its recommendations, agreed upon the following objectives of education:

1. The preservation of Nazaria Pakistan
2. Training for good citizenship
3. Training for Democracy
4. Urdu as Medium of Instruction
5. Abolition of Literacy in the Country
6. Primary Education compulsory for all
7. Compulsory religious education
8. Gradual abolition of English as Medium of Instruction
9. Reorganization of Technical Education
10. Promotion of National Unity

Lesson 34

NATIONAL CONFERENCE 1959

Topic: 182 – National Education Commission 1959 (Primary Education)

Objectives

1. According to the Commission, primary education should enable a student to read and write.
2. To promote a child's mental, social, moral and physical growth.
3. To create a sense of good citizenship among children.
4. To create a sense of self confidence and curiosity in the child.
5. To create a passion for hard work in the child.
6. To equip the child with information and skill.
7. To create a love for physical work and games.

Topic: 183 – Primary Education 1959 (Curriculum)

1. The curriculum should be according to the need and ability of the child.
2. Practical and Planning methods be used for teaching children.
3. National Language be taught to all children.
4. A sense for the dignity of manual work be created.
5. A passion for patriotism be created in children.
6. National Anthem be sung in the morning assembly and Pakistan flag be hoisted.

Organization

1. Primary Education be organized at the district level.
2. An education committee be set up in every district with Deputy Commissioner as its Chairman and the District Education Officer along with four members.
3. Every district be divided into Union Committees which should consist of three members nominated by the Deputy Commissioner of the District.
4. The power of the transfer of teachers is given to the Union Committees.

Financing

1. Land, property and equipment of primary schools should be the responsibility of the people.
2. Half of the total expenditure of primary education should be borne by the provincial governments and the other half be met through district taxes.
3. A provincial committee is set up to meet the educational needs under the chairmanship of the Governor.
4. Similarly, such a committee be set up at the central level under the Chairmanship of Minister of Education and this committee should supervise and harmonize the work of the provincial committees.
5. The central committee should present its annual report to the President.

Topic: 184 – Primary Education 1959 (Facilities for Teachers)

1. Teachers of Primary Education should be provided some professional training.
2. Refresher courses be arranged now and then for the teachers.
3. The service condition of teachers be made better.
   Rewards in cash or certificates be given to teachers showing better working.
   For the first three classes of primary education, female teachers be preferred to male teachers.

Residence arrangement for female teachers be made.

Topic: 185 – Secondary Education 1959

Objectives

The commission recommended that Secondary education organization be done on the basis of a separate unit from elementary and higher education. The commission fixed the following objectives of education:

1. To create the freedom of thinking among children.
2. To create a sense of research and curiosity in children.
3. To create a sense of leadership in children.
4. To enable the students to cope with adolescence needs.
5. To create an aesthetic sense in children.
6. To create and develop a passion of love for art and culture among children.
7. To create interest for taking part in games in children.

As a citizen

1. To create a social responsibility sense among children.
2. To create a cooperative spirit among children.
3. To develop a habit among children to take part in social welfare.
4. To prepare children for practical life needs of the day.
5. To consolidate habits of honesty, patience and hard work among children.

As a worker

1. To create a sense of dignity of work.
2. To provide facilities for professional guidance so that children can choose skills and profession according to their interest and taste.

As a Patriot

1. To equip children with education that reflects Islamic values.
2. To create a passion among children to feel proud of being Pakistanis.
3. To give knowledge of cultural heritage to the children.
4. To create a sense of international cooperation among children.

Topic: 186 – Secondary Education 1959 – 1

Duration

The commission recommended that the education from class ninth to twelfth be considered as secondary education. However, so far, the elementary education period was not raised to the class eight.

Secondary education will consist of three stages:

- From sixth to eighth class – Middle
- From ninth to tenth class – Secondary
- From eleventh to twelfth class – Higher Secondary

Curriculum

Curriculum should consist of compulsory and optional subjects.

Optional subjects may be placed into many groups so that children can choose based on their taste and interest.
3. English should be taught as a practical language rather than literature.
4. Science, Mathematics and National Language be given more stress.
5. Religious education be made compulsory at middle stage.
6. In the Secondary stage, skills like woodwork, agriculture, economics, typing and mental work be introduced.

Examination System

1. The examination system of secondary stage be reorganized. Examinations should be held after tenth and twelfth classes.
2. Examination record of all examinations be kept safe for certain period.
3. Secondary Education Boards be allowed to issue certificates.
4. Private students should have the same syllabus as those of the regular students and they should be allowed to sit in the examination.

Topic: 187 – Secondary Education 1959 – 2

Service Conditions for Teachers

1. At the secondary stage, trained teachers be appointed.
2. Refresher courses be held during service.
3. A substantive rise in pays of teachers be affected.
4. Education year will consist of forty weeks. Summer vacations for two months, winter vacations for 10 days.
5. Casual leaves of twenty days be decreased to five days only.
6. The teacher's workload should consist of sixteen hundred hours annually. Of these, eight hundred hours for teaching and the rest eight hundred for guidance and counselling.
7. Secondary schools should be provided with the building, playground and necessary equipment.
8. The President of Pakistan and Provincial Governors should award prizes in the forms of medals and cash to teachers showing good work.

Topic: 188 – Higher Education 1959 – 1

Duration

1. Higher education has a separate status of its own. Therefore, intermediate classes should be handed over and shifted to Secondary Education Boards.
2. Every University should fix a standard for admission by itself.

Syllabus

1. The syllabus should be prepared according to the needs of the modern age.
2. A separate department for teaching of world's important and current languages according to the industrial, commercial, and administrative and defence needs be opened.
3. Modern disciplines like Business Administration, Journalism, Sociology, Home Economics etc. be taught bringing these in harmony with needs of the modern age.

Topic: 189 – Higher Education 1959 – 2

Examination System: 75% marks on the basis of external examination and 25% on internal assessment. On the certificate and degrees, the marks gained in the internal and external assessment be entered separately.

Examination should be organized in such a manner as to assess the ability rather than memory of a student. For this purpose, objective tests be prepared and introduced.
2. 40% marks as pass marks, 60% second division and 70% for first division.
3. The duration of time for PhD research should be at least two years.
4. The students be allowed to appear as private candidates for further five years.

Research and Training

1. Research work should be made compulsory for University teachers.
2. For research and teaching programs, a study committee be set up in every university.
3. Research done in other universities should be awarded for the benefit of teachers.
4. To teach post-graduate classes, the teacher having proper experience of these disciplines be appointed.
5. In order to communicate and harmonize the work of research done at national level, an Autonomous Board be set up and should consist of eminent scientists and educationists of the country.

Topic: 190 – Higher Education 1959 – 3

Service Conditions and Facilities for University Teachers

1. Necessary facilities be provided to the University teachers and the students engaged in research work.
2. University Academic year should be thirty six weeks.
3. Every University teacher should devote 1440 hours per year to teaching.
4. Teachers should be promoted on the basis of high performance.
5. Teachers should be given substantive pay and facility of provident fund.

Professional Education

1. For admission to the medical college, at least FSc. (pre-medical) should be the standard.
2. Admission criterion engineering colleges should be at least FSc. (Pre-Engineering)
3. In Engineering colleges, the teaching of Chemical, Petroleum, and Mining engineering should be started in addition to Electrical, Civil and Mechanical subjects.
4. The standard of education for admission in law colleges should be at least BA/BSc. The period of the course be extended to two or three years.
5. Commerce institutions be opened in the country to teach official matters, banking and insurance.

Topic: 191 – Technical Education 1959 - 1

1. Technical education be made part of education system
2. Polytechnics in the country be upgraded to technical colleges.
3. Vocational schools should be spread widely in the country.
4. Directors of Technical education be appointed for technical colleges.
5. Technical Education Board be set up for the examination of technical subjects.

Topic: 192 – Technical Education 1959 - 2

6. The students getting diplomas from technical institutions be allowed to have BTech degree after completing one year course.
7. The students be trained as apprentices in industries.
8. The students should be given general education up to eighth class. After that, he should be allowed to choose between general and technical education.

By extending general education courses, agriculture, business and home economics subjects be added.

10. Professional courses for students be part of the curriculum and should be included so that students may be able to choose subjects according to their interest and taste. For example:
    - ❖ Radio repairing
    - ❖ Tool marking
    - ❖ Pipe fitting
    - ❖ Watch repairing
    - ❖ Motor mechanics
    - ❖ Furniture works
    - ❖ Pottery
    - ❖ Paper manufacturing
    - ❖ Printing technology
    - ❖ Motor body making

Topic: 193 – National Education Commission 1959 (Critical Analysis)

- Many educational needs were identified.
- To fulfil these needs various recommendations were presented.
- When these recommendations were implemented by the government, a great help was found to harmonize the education system with the national objectives and modern trends of the time.
- However, there were certain recommendations which were against the national temperament.

1. The National Education Commission ignored the Islamic objectives while determining the educational objectives. This produced a hindrance in the promotion of Nazria Pakistan.
2. The Commission recommended to make good citizens and good scientists but to make them good Muslims did not present a solid proposal.
3. The Education System which the Commission recommended was not purely a Pakistani system but was a blue print of the system of British rulers which they devised for their colonial countries. Such a system was not a reflector of an Islamic State like Pakistan.
4. The Commission stressed to set up public schools. These schools only served the purpose of elites of the country and Pakistani common people could not avail themselves of these schools. This showed that system of education was reserved for some special classes of the society.
5. Instead of bringing about a revolutionary change in administrative structure, the old structure was recommended with some minor changes which could not produce desired effects.

Lesson 35

NATIONAL CONFERENCE 1970

Topic: 194 – National Education Policy 1970 - 1

Also known as "The Noor Khan Report", because of the extensive work of one individual in the process of formulating this policy.

Guiding principles and objectives for Growth of Education

1. Education should play a central role to sustain Islamic values and national unity.
2. Scientific and technical education be given attention to fulfil the economic needs of the country.
3. The role of the teacher is decisive in improving the standards of education.
4. Decentralization of powers for educational administrative control in order to get financial independence and educational freedom.

Topic: 195 – National Education Policy 1970 – 2

Primary Education

- This has been thought as a basic principle in the government policy.
- Is was recommended to make common the primary education up to class five by 1980 and then be raised to the level of class eight.
- Education of girls was to be encouraged.

Secondary Education

- Scientific, technical and professional education has been stressed.
- A target of education of four hundred thirty thousand (430,000) students has been fixed in the plan of 1970.

Higher Education

- The curriculum has been stressed to be reorganized to improve higher education.
- New colleges be opened for science education.
- Centers for excellence be opened in the Universities where research work be done.
- A University Grant Commission be established to coordinate the work and standard of universities.

Adult Education

- In the Education Policy of 1970, adult education has been stressed much and the setting up of an Education Corps has been recommended.

Topic: 196 - National Education Policy 1970 – 3

Reorganization of curriculum

- Curriculum Research Committee centers at the provincial level be set up and scientific and technical education be included at every stage.
- In addition to this, education as a subject be included in the curriculum as an optional subject.

Examination System

- The existing system of examination has been thought in the report as unsatisfactory because it does not measure the ability of students.
- It therefore needs to be reformed and restructured.

Topic: 197 - National Education Policy 1970 – 4

Training of Teachers

- It has been recommended in the report that one hundred and thirty eight thousand (138,000) teachers be provided training and one hundred and fifty thousand (150,000) teachers be trained during services.

National Language as Medium of Instruction

- It has been recommended in the report that a commission be set up to make the national language the medium of instruction.
- Textbooks be published in Urdu language.

Topic: 198 - National Education Policy 1970 – 5

Scientific and Professional Education

The following measures have been proposed for this:

- Scientific Research Centers be set up in the country
- Training centers in industries be opened for professional education.

New Universities

- It has been recommended in the report that the number of students in secondary schools has increased to the level that students find difficulty in getting admission in the present universities.
- Therefore, according to the phased program, new universities be established.

University Grant Commission

A University Grants Commission be established with the following duties:

- To hold communications with all universities
- To determine the financial needs of the universities and to distribute the amount of grant.
- To review the development plans of the universities
- To plan to promote university education

Lesson 36

NATIONAL CONFERENCE 1972 - 1980

Topic: 199 - National Education Policy 1972 – 1980

Objectives of education

- To preserve and promote the ideology of Pakistan
- To establish a National Unity by promoting social and cultural unity through education
- To prepare such individuals by building their character who should be aware with the technical and social changes and who should have a sense of betterment.
- To promote qualities of leadership among students
- To create a sense of dignity of labour

Topic: 200 - National Education Policy 1972 – 1980 (1)

Free and Compulsory Education

- In the policy of 1972, education was made compulsory at the primary level for children and it was announced that in October, 1972 education up to middle level will be made free and in October 1974 it will be free up to matric level.

Technical Education

- It was recommended that polytechnic institutions be upgraded to polytechnic colleges.
- The students will be provided two years of practical training after passing a three-year diploma course.
- Subjects like Industrial Arts, Weaving, Tannery, Wood Work, Masonry, Glass making be introduced in technical schools and teaching of these subjects be started.
- Diploma holders from polytechnics be allowed BTech degree after passing a course of one year.

Topic: 201 - National Education Policy 1972 – 1980 (2)

Nationalization of Institutions

- All private institutions were nationalized on October 1, 1972. The owners of these schools were paid no money or any other compensation.
- The servants of the institutions were given the same pay and allowance equal to those of government institutions.
- It was a great deed of course because in this way privately managed schools and colleges had been deprived of doing any injustice to servants and teaching staff.

Topic: 202 - National Education Policy 1972 – 1980 (3)

Facilities and Training of Teachers

- Refresher courses and training abroad for teachers were to be arranged.
- In addition, a School Service Academy was proposed to be established on the pattern of Civil Service Academy.
- It was told that there were one hundred and sixty thousand (160,000) teachers in all and the existing institutions for the training of teachers will be able to train up to 1980 another one hundred and four thousand (104,000) teachers.

The number of teachers was insufficient, therefore, education as a subject be given proper attention and students graduating with this subject to be provided job of teacher.
- Some retired civil servants, military service people and students of a university will be included in the National Education Corps.
- Better pay scales have been recommended for teachers and leave salary was allowed to teachers.

Topic: 203 - National Education Policy 1972 – 1980 (4)

Facilities for Students

- Much attention has been given to students in this policy.
- Education up to matric for all students was made free.
- Rs. Twenty million were allotted for scholarship of students in 1971-72.
- Students were allowed to have loans from banks to be returned in instalments after getting jobs.
- In addition to this, travelling facility, facility of medical check-up and book banks were established.
- Welfare Committees were set up for students in the institutions and they were allowed to elect members from themselves.

Topic: 204 - National Education Policy 1972 – 1980 (5)

Setting of New Universities

- There were seven universities in the country in 1972.
- In Baluchistan, a university was opened.
- NED College Karachi, Agriculture College of Tando Jam (Sindh), Engineering College of Jam shoro were given the status of universities.
- In addition, for medical education, three new colleges one each at Karachi, Larkana and Nawab Shah were opened.

Centers of Excellence

- Centers for Excellence were to be set up in the universities to provide chance and facility of research to able and intelligent students.
- The main aim of these Centers was to produce experts in the field of Chemistry, Physics, Irrigation, Civics, Fishery and Water Outlets.

National Professorship

The policy stressed to start the plan of national professorship so that able and intelligent professors should not leave teaching jobs because of low salaries in colleges to join administrative posts having more benefits.

Topic: 205 - National Education Policy 1972 – 1980 (6)

New Boards Be Set Up

- The existing Secondary Boards of Education were not sufficient to meet the needs of the students. So, it was decided to set up new boards to make the system of examination more easy and effective.

Amendment in University Ordinance

- It was said in the educational policy that the infamous University Ordinance be amended to bring it in line with democratic law making system. The autonomous position of universities be restored. For this purpose, selected representatives of teachers and students be included in the higher learning institutions.

University Grants Commission

- The Commission of 1959, recommended the establishment of University Grants Commission. In the report of Noor Khan in 1970, it was again recommended. In the Policy of 1972, it was established practically.
- Its aim was to coordinate the universities in their research work, to plan educational projects and to distribute the amounts of grants to the universities according to the needs in the fields of research.

Religious Education

- Islamiat was made compulsory up to matric level and it was decided that in the textbooks of Islamiat nothing repugnant to the teaching of Islam should be included.

Topic: 206 - National Education Policy 1972 – 1980 (7)

Critical Analysis

1. Instead of opening public schools for the elite class, government opened hundreds of schools and colleges for the middle class. New universities for the higher education were also established in large numbers.
2. From October 1972, all privately managed were nationalized. Millions of teachers and other servants in the privately managed schools were saved from the exploitation of the management of these schools.
3. National book Foundation was set up to provide students cheap and quality books, moreover, in-time supply of books were insured.

Topic: 207 - National Education Policy 1972 – 1980 (8)

Critical Analysis (Cont.…)

Many universities were established in the country. The following were given university status:

- Jamia Islamia, Bahawalpur
- Agriculture College Tando Jam
- NED College Karachi
- Jam Shoro Educational College

4. Semester system was started in educational institutions. 75% marks for external and 25% marks for internal exam were fixed but this system could not succeed because it was not according to the taste and temperament of teachers and students.
5. Compulsory Military Training created passion for the service of country and increased the defence ability.
6. Adult Education Centers were established in the country to try and end literacy. This increased the rate of literacy.

Lesson 37

NATIONAL CONFERENCE 1978

Topic: 208 - National Education Policy 1978 – 1

Objectives of Education

1. To create a love and affinity among public and students of Pakistan for Pakistan.
2. To create a sense among students that being Pakistani, they are members of Islamic world at the international level.
3. To prepare such citizens well equipped with the Ideology of Pakistan.
4. To build the character of people and individuals in the light of Quran and Hadith.
5. To give equal chance of education to all without any discrimination of religion and to give minorities the facility for their culture and religion.
6. To promote the abilities of individuals through proper education.
7. To provide basic education to all citizens without having a consideration of their cast and sect.

Topic: 209 - National Education Policy 1978 – 2

Objectives of Education (Cont. …)

8. To create a passion and discipline in the new generation
9. To promote scientific, professional and technical education in the country

Basic of Islamic Education

- The foundation of educational system of Pakistan was based on the Islamic Ideology of Pakistan and Muslim Nationalism.
- The aim was to mould the character of individuals into Islamic world so that an exemplary society be created.

Universal Primary Education

- The target was to open 13,000 primary schools so that by 1992 all children of the country could get admission in primary schools. In addition to this, 5000 Masjid schools were to be opened so that children can get religious education along with primary education.
- A target of opening 1,000 workshop schools was also fixed. The aim was to teach children different domestic handicrafts and skills so that they might become useful members of the society.

Secondary Education

- 1,000 middle schools were to be upgraded to secondary schools and 200 new secondary schools were to be opened.
- This would increase the number of students from 1,800,000 to 2,800,000 at the secondary level.
- Science education to be more effective at the secondary and higher secondary stages.

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Topic: 210 - National Education Policy 1978 – 3

Higher Education

It was decided to provide new buildings and necessary equipment up to 1992 to encourage research at the university level. It was also decided that expenditures of universities will be met by the central government.

Compulsory Teaching of Islamiat, Pakistan Studies and Arabic

- In every sector of education, national and Islamic identity must be stressed.
- At the intermediate level, teaching of Islamiat and Pakistan Studies was made compulsory.
- Arabic language was also considered necessary being language of Quran and Hadith.
- The cultural heritage of Muslims is also in Arabic language. So, it was decided to make it compulsory at middle stage and programs of Teaching Arabic started through Radio and TV.

Adult education

- The opening of 10,000 centers for adult education was proposed.
- The centers will be equipped with necessary equipment with the help of UNESCO and 10,000 television sets will be provided.

Topic: 211 - National Education Policy 1978 – 4

Adult Education (Cont.…)

- Allama Iqbal Open University will prepare programs for adult education through Radio and TV
- It was expected that the rate of literacy will become 35% in 1992 and it will be 100% in 2010.

Women Education

Women education is important for every nation. According to Ibraham Lincon:

"When you educate a man, you educate an individual only; but when you educate a woman, you are actually educating the whole family."

- To educate girls 500 mohalla schools were opened.
- 10% increase in the number of girls getting admission in educational institutes will be made.
- Post graduate classes for women will be started.
- Women working in villages to get residence.

Topic: 212 - National Education Policy 1978 – 5

National Education Council

- A committee consisting of nine members was proposed to be set up to work as advisory body at the higher stage. The members of the Committee include Secretary Central Ministry of Education.
  President of University Grant commission and the Presidents of Provincial Committee.

Special Education for Disabled

- It was proposed that the central government will arrange and plan such measures as to make the disabled, deaf and dumb, mentally retarted and the blind to become useful members of society by learning different suitable skills.

National Technical Teacher Training College

- In the educational policy of 1978, technical education was specially stressed upon, therefore, on the national level, the establishment of a College for Technical Teacher Training was recommended.

Topic: 213 - National Education Policy 1978 – 6

Why target for literacy was not met

1. Reduction in the amount allotted for education
2. Opening of new primary schools: It was planned in the policy to open 13,000 new primary schools and 5,000 new masjid schools but because of financial difficulties this target could not be achieved.
3. Less increase in number of students: It was necessary to increase the number of students at the primary stage to increase the literacy rate; the desired increase in the number of students could not be achieved and thus literacy rate could not be increased.
4. Less facilities for Teachers: It has been a sorrowful condition since Pakistan came into being that the teachers have not been given a status economically and socially to enable them to do their teaching work whole heartedly after being free from financial worries.

Lesson 38

NATIONAL CONFERENCE 1992

Topic: 214 - National Education Policy 1992 – 1

Aims of Education:

- To promote Islamic values through education
- A large number of educated men and women will be prepared to bring healthy changes in society
- The whole educational system should be reorganized and be established on modern lines
- A trend of critical thinking will be produced in students instead of learning by rote
- A practical type of education will be given to the students to enable them to create means of livelihood.

Topic: 215 - National Education Policy 1992 – 2

Primary Education

- Primary education to be made compulsory and free for all. Within 10 years, 100% admissions of children should be made possible in primary schools
- At least two rooms and five teachers should be a primary school
- Within the passage of time, the primary education be converted into basic education.
- Women teachers should be appointed in the primary schools gradually to replace male teachers
- There should be age relaxation for the teachers of primary schools
- The privately managed primary schools should be encouraged; to check their business-like attitude strict rules to be framed.
- An education foundation be established at a provincial and federal level to promote education in the privately managed institutions.
- The provinces be allowed to adopt provincial or national language or English as medium of instruction in the institutions.

Topic: 216 - National Education Policy 1992 – 3

Secondary Education

- At schools level, two types of institutions be established: high schools for general education and high schools for professional education
- From class 1 to high school education, the syllabus should be of twelve years duration.
- Higher secondary education will be delegated to the school section instead of colleges.
- In high schools, laboratories for science subjects shall be established separately.
- At the high level stage, more than one book should be prescribed and the schools will have the option to choose among those books.

Topic: 217 - National Education Policy 1992 – 4

Higher Education

- Special funds be provided for the departments doing research work.
- Substantive amount be given to the colleges and universities to enable them to equip the research laboratories and libraries.

  Twenty new universities will be opened next ten years and these will be the private sector universities.

A National Council of Academic Awards and Accreditation be set up to make this process authentic and transparent.
- The cooperation and relationship of Pakistani Universities with foreign universities be strengthened.
- A research allowance to professors supervising and guiding the students for PhD and Mphil will be given.
- The relationship between local industries and universities be made strong and in this connection a committee be set up which should include professors and investors from different industries.

Topic: 218 - National Education Policy 1992 – 5

Higher education

- At the degree level, three years honors courses be introduced so that students may learn practical skills and such like disciplines.

Educational Technology

- Educational technology, educational equipment and information technology will be used to promote education and use of media will be made to give formal and informal education to the public.

Education system

- Some revolutionary proposals were offered to check malpractices in the examination branch, examination system and examination centers.

Topic: 219 - National Education Policy 1992 – 6

Education for Rural Development

- The backward and rural areas will be provided with the same facilities which the urban areas enjoy. In the rural colleges and in universities, a subject Education for Rural Uplift will be introduced.

National Testing Service

- A test for admission into the professional institutions will be held. For the test, different trials will be prepared so that the malpractices of Intermediate Boards can be checked. For the preparation of these tests, the National Testing Service will be set up and have the cooperation of local and foreign experts.
- The policy has been acted upon since 2003 for admission to medical and engineering colleges and universities.

Lesson 39

NATIONAL CONFERENCE 1998

Topic: 220 - National Education Policy 1998 – 1

Objectives of Education

- Promote universal elementary education so that children with incomplete education were given at least one more chance to complete it.
- Quranic, Islamic and spiritual education must be an integral part of curriculum at all levels.
- Standard of technical education be raised to provide the professional and skilled people with more chances of employment.
- Teaching and research to improve so that standard of education should be at least equal to that of international standard if not more.

Topic: 221 - National Education Policy 1998 – 2

Objectives of Education (Cont. . .)

- Hard work should be done for the promotion of information technology. Computer education at the middle and matric level should be introduced.
- All schools in the country should have facility of computers in classrooms to be used for instruction.
- After establishing more technical and professional institutions, a trained manpower will be provided which will result in the industrial progress of the country.
- At present, the educational budget is 2% of the GNP of the country.
- This shall be increased and an attempt will be made to increase it continuously to reach 5% of GNP of the country.

Topic: 222 - National Education Policy 1998 – 3

Primary education

- Existing facilities to be availed fully and new facilities to be provided.
- Media to be fully used for promotion of elementary education.
- Uprooting all types of social injustice, work will be done for equal chances of education for all.
- Promoting the elementary education, through formal and informal resources will be done.
- Terms and conditions of service for teachers will be made better and employment of teacher will be on merit basis; it will be tried to appoint teachers near their residences as much as possible.
- Poor students will be provided books and notebooks free of cost at the beginning of the educational year.
- In the elementary classes, slates and wooden planks will be introduced again.
- Subjects like cleanliness of atmosphere, use of computer, population planning, moral values and basic health will be included in the curriculum.

Topic: 223 - National Education Policy 1998 – 4

Secondary Education A model high school or a higher secondary school should be opened in every district where O and A level education be given.

Curriculum of secondary and higher secondary schools be reformed and innovated.
- An Education Service Commission will soon be set up for the recruitment of teachers.
- Education cards for helping the needy poor students shall be issued as a permanent measure.
- At the secondary stage, compulsory subjects will have to be studied by all students whereas optional subjects will be according to the choice and interest of the students keeping in view their own future profession.
- The issue of admission forms, conduct of examination and declaration of result will be at the same date and time.
- National Testing Service System will be extended to other educational departments.
- At the secondary, project methods of teaching will be introduced and adopted, instead of stressing the theory, learning by doing procedure will be utilized.

Topic: 224 - National Education Policy 1998 – 5

Higher Education

- Admission in higher education institutes be done on merit basis; for this purpose, an NTS test be used.
- New subjects will be introduced in quantity and quality.
- Professional institutions will be increased in quantity and quality.
- Colleges having good reputation will be allowed to have their own syllabus.

Topic: 225 - National Education Policy 1998 – 6

Higher Education (Cont. . .)

- Degree colleges will be allowed to affiliate themselves with a university of their choice.
- In big institutions Centers for Advanced Studies and Research be established.

Topic: 226 - National Education Policy 1998 – 7

Higher Education (Cont. . .)

- Policy for recruitment to the government posts will be renewed and the level of standards for different services will be increased step by step and at least an honors degree as educational ability will be fixed at a suitable time.
- Honors programs at the BA/BSc level will be introduced which will consist of three years period after intermediate and at the time of admission to a university, such honors degree holders will be preferred.

Lesson 40

PROBLEMS AND ISSUES IN EDUCATION

Topic: 227 – Constitution of Islamic Republic of Pakistan

1973 Article 37 – b says:

"The State shall remove illiteracy and provide free and compulsory secondary education within minimum possible period."

Concurrent Legislative List may include:

Curriculum, syllabus, planning, policy, centers of excellence, standard of education and Islamic education. (This was what is highlighted in the constitution.) Moving from there in 2000 we turned into a new millennium. Many countries develop millennium goals. So, Pakistan also put forth what we called "Millennium Development Goals". These are highlighted below:

Millennium Development Goals 2001

- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Topic: 228 – Human Development Index

Comparing Pakistan with other countries in the region and see where we stand on this particular index in terms of education:

Country	**Ranking (Out of 177 Countries)**		
	2005	**2006**	**2007**
Iran	99	96	84
Sri Lanka	93	93	99
Maldives	69	98	100
India	127	126	128
Bhutan	134	135	133
Pakistan	135	134	136
Bangladesh	139	137	140
Nepal	136	138	142

Source: Human Development Reports, 2005-06 and 2007-08, UNDP

Finally look at a comparison of the education budget as percentage of GDP for these countries: 2005 – 06 (South Asia)

Country	Percentage
Iran	4.7
India	3.8
Bangladesh	2.4
Maldives	7.5
Nepal	3.4
PAKISTAN	2.21 (05 - 06)
	2.44 (07 - 08)

Source: EFA Global Monitoring Report 2008

Topic: 229 – Problems and Issues in Education

From the very start let us be clear these problems and issues are not unique to education in Pakistan only. They exist even in the real world. People may claim that everybody has equal opportunities but that is not true, the difference however is, on the impact this makes to the country you belong to. The first issue is:

Education for All

- Equality of rights between men and women, especially as it applies to access to education, has contributed to the development of concept of the right to education for all.
- As a result, the education sector's greater openness to girls has made it possible to re-examine the issue of social justice and promote egalitarian gender relation.
- Thus girls and women must be given priority in the field of education. As analysis and reports reveal persistent gender inequality in this sphere.

Topic: 230 – Education for All

A few stages in this process are listed below:

- 1960: Convention against Discrimination in Education (Paris)
- 1979: United Nations Convention on the Elimination of All Forms of Discrimination against Women (United Nations, New York)
- 1990:World Declaration on Education for All (Jomtien, Thailand)
- 1995: Declaration and Platform for Action, Fourth World Conference on Women (Beijing, China)
- 2000: Dakar Framework for Action, "Education for All: Meeting Our collective Commitments", World Education Forum (Dakar, Senegal)
- 2000: United Nations Millennium Declaration (United Nations, New York)
- 2005: Plan for Action of the World Program for Human Rights Education (United Nations, New York)

Topic: 231 – Key Stages of Education for All – 1

Convention against Discrimination in Education, UNESCO, Paris, 1960

The term 'Discrimination' includes any distinction, exclusion, limitation of preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social

origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups.

Topic: 232 – United Nations Convention on the Elimination of All Forms of Discrimination against Women (United Nations, New York) 1979

- State parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women.
- The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishment of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, technical, professional and higher education, as well as in all types of vocational training.
- Access to same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of same equality.
- The elimination of any stereotype concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation which will help to achieve this aim and, by the revision of textbooks and school programs and the adaptation of teaching methods.

Topic: 233 – World Declaration on Education for All, 1990

- The most urgent priority is to ensure access to, and improve the quality education for girls and women, and to remove every obstacle that hamper their active participation. All gender stereotyping in education should be eliminated.
- Curricula and teaching materials remain gender-biased to a large degree, and are rarely sensitive to the specific needs of girls and women. This reinforces traditional female and male roles that deny women opportunities for full and equal partnership in society.
- Lack of gender awareness by educators at all levels strengthens existing inequalities between males and females by reinforcing discrimination tendencies and undermining girls' self-esteem.

Topic: 234 – Framework for Action, "Education for All: Meeting Our collective Commitments", World Education Forum, 2000

- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls,' full and equal access to and achieving in basic education of good quality.

Millennium Declaration, United Nations 2000

- Goal 1: Ensure Primary Education For All
- Goal 2: Promote gender equality and empowerment for women
- To ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education.

To promote gender equality and the empowerment of women as effective ways to combat poverty, hunger and disease and to stimulate development that is truly sustainable.

Topic: 235 – Plan for Action of the World Program for Human Rights Education (United Nations, New York) 2005

- Human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

a) The strengthening of respect for human rights and fundamental freedoms
b) The full development of human personality and the sense of its dignity.
c) The promotion of understanding, tolerance, equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups.
d) The building and maintenance of peace.
e) The enabling of all persons to participate effectively in a free and democrartic society governed by the rule of law.
f) The promotion of people-centered sustainable development and social justice.

Lesson 41

EDUCATION FOR ALL AND ENVIRONMENTAL EDUCATION - 1

Topic: 236 – Promoting Gender Equality – 1

- The elimination of stereotype and the most blatant sexism is insufficient. All representations of men, women, boys and girls must be monitored.
- Characters embody representations of male and female, and it is on characters that action must be taken.
- All characters form part of the gender system presented in a textbook, but the system is not present in the same way throughout the textbook.
- All gendered representations of male and female must therefore be monitored accordingly, taking into account.
- Both text and illustrations, while it may seem easier to monitor illustrations (especially in terms of the number of characters), which are scarcer and take up more space than text, this does not imply more balanced representations.

Topic: 237 – Promoting Gender Equality – 2

- In addition, the connection between the text and illustrations must be analyzed carefully. A gender-neutral text may be accompanied by an inconsistent illustration.
- Text and illustrations must be redundant or conflicting, they may reinforce or, conversely, weaken each other's messages.

How should character be gendered?

In texts

- A character's sex is indicted by the grammatical gender of the pronoun, proper noun or common noun. These different designations also define a character's social identity and immediately place the character in the public or private sphere; therefore, language (grammar and vocabulary) plays a vital role here.
- Various types of designations can be combined:
  - ❖ A pronoun: he/she
  - ❖ A first name: male/female
  - ❖ A surname
  - ❖ A family relationship:
  - ❖ Another relationship: friend, neighbour, colleague
  - ❖ A profession/occupation

Topic: 238 – How should characters be gendered?

- Use the same type of designation for male and female characters. For example, the term "housewife" which has no proper masculine equivalent, should be avoided, should be avoided. If the word "mother" is used, then so too must "father".
- Vary the designation of male and female characters while taking care to place them in a variety of spheres and social functions.
- If characters of both sexes appear in the same text, do not automatically start with the male character.
- Use the masculine and feminine forms in the case of a masculine plural, for example, "sportsmen" and "sportswomen".
  Use a neutral form of titles and functions if one exists, for example, chairperson.

Pay attention to the meanings of the words employed, which must not ridicule, demean or imprison a character in a role.

In illustrations

- The question of how to gender characters in illustrations is complex and calls for careful thought.
- It is a matter of knowing which symbol to use to indicate male and female.
- This must be resolved with reference to the cultural contexts while bearing in mind the gulf between tradition and modernity.
- Choices may consistently convey bias, for example, if female dcharacters are shown wearing traditional Pakistani garments while male characters wear western clothes, and so on.

Purity must be ensured

- Between men, women, girls, boys in both text and illustrations
- In all the different part of the textbooks, such as, the lessons, passages of text and exercises.
- In the casting of "hero" characters and minor figures.
- In position and size of character in illustration.
- In presenting and referring to well-known figures in the fields of politics, science, literature, sport, the arts and economics.

Topic: 239 – Environmental Education - 1

Tbilisi Conference, USSR, 1977

First major conference on the theme of Environmental Education where the following objectives were proposed:

- To create environmental awareness
- To disseminate knowledge and skills
- To initiate new behavioural approaches, at the individual or group levels, towards environment.
- To develop inter-disciplinary view of environment as a dynamic system and to emphasis its complexity
- To help in promotion of environmentally sound development-program towards sustainable growth.
- To create an atmosphere of national, international understanding and global cooperation in areas of environmental priority.

Topic: 240 – Environmental Education – 2

Educational Objectives

- Firstly, by bringing about positive attitudinal and behavioural changes in teachers and students, in respect of environmental problems and conservation.
- Secondly, by creating awareness about past, current and expected situations of environmental considerations in pursuit of sustainable environment.
- Thirdly, by disseminating information and exchanging knowledge and experience gained in achieving the goals of sustainable development.
  Fourthly, encouraging and developing critical thinking among students in dealing with real-world environmental challenges, in general, and those of local origin in particular.

Lesson 42

EDUCATION FOR ALL AND ENVIRONMENTAL EDUCATION - 2

Topic: 241 – Environmental Education – 3

Mainstreaming Human Rights

- Right to health services (investment in environmental health will significantly reduce curative health cost)
- Right to fresh air
- Right to safe drinking water and sanitation
- Right to food, education, shelter and security.
- Enforcement of environmental law and institutional development
- Decision makers sensitized to plan and implement friendly policies
- Responsible media to raise right issues at the right time in a right manner and a right weightage
- Research and development leading to environmental excellence and quality education
- Positive attitudinal and behavioural change towards environment
- Socially, culturally, ecologically more responsible.

Topic: 242 – Environmental Education – 4

Integration of Environment in Teacher's Training

- Positive change in living environment
- Expand and protect forest, pastures, wild life, conserve natural resources (water, soil, marine and mineral) etc.

Mega Issues

- Greening Pakistan: increase forestry, wildlife, creation of lungs of cities (pockets of plantation in big cities by recycled water)
- Cleaning Pakistan: all mega industry projects to have mandatory environmental experts to introduce cost effective environmental experts to introduce cost effective environmental friendly input/output to ensure follow up of EIA and quality assurance.
- Strategic Pakistan: address long term mega issues; priority setting in local, national, regional, international context; decisions by government channelled through sectoral think tank for collective good using Pakistan based technology.
- Mega issues of Pakistan: water conservation, surging population, minimizing climate change impact (glacier melting), increase water storage capacity for food security and dirt cheap electricity with zero emission and no waste.

Topic: 243 – Linguistic Inequalities- 1

The Urdu-English Medium (Divide in Pakistan)

Role and status of different languages in Pakistan

1. The National Language of Pakistan is Urdu and arrangements shall be made for its being used for official and other purposes within fifteen years from the commencing day.
2. Subject to clause (1) the English language may be used for official purpose until arrangements are made for its replacement by Urdu.

Without prejudice to the status of the National Language, a Provincial Assembly may by law prescribe measures for the teaching, promotion and the use of a provincial language in addition to the national language. (Constitution of Pakistan, 1973,Article 251).

4. Urdu- National Language and lingua Franca (MT for only 7%)
5. Regional languages – used mainly in informal social interactions.

Topic: 244 – Linguistic Inequalities- 2

Role and status of Urdu and English:

- English – Official language and gatekeeper for entry into prestigious higher education institutions, high salaried jobs; also the language of military and bureaucracy.

Topic: 245 – Linguistic Inequalities- 3

'Truism in Pakistan'

- English is necessary for individual and national development.
- English is a passport to success and upward social mobility
- English is the key to national progress

Educational context in Pakistan School Level

- Three parallel systems of education:
- Urdu-medium schools (mainly state operated)
- English-medium schools (mainly private)
    - Elitist
    - Non-elitist (so-called English-medium)
    - Madarasas (Mainly Arabic)
- Two track within English-medium
    - O/A level
    - Matric/Intermediate

What's the issue?

- **Linguistic (and social) inequality** mediated through kinds of educational institutions, and educational practices in Pakistan.
- Medium of instruction
- Tracking at secondary and post-secondary level.
- Therefore, need for:
- Systematic situation analysis
- Debate and dialogue about relative role(s) and status of Urdu, English (and regional languages)
- Improving quality of teaching-learning of English in schools and HEIs.

Lesson 43

TRENDS AND CHALLENGES IN EDUCATION - 1

Topic 246 - Trends and Challenges in Education

Inclusive education

- When every child is welcomed and valued regardless of ability or disability.

Inclusive education is an attitude

- It means the doors to school, classroom and school activities are open to every child.
- The focus is on giving every child the help he/she need to learn.

Topic 247 - Inclusive Education Is NOT

- Dumping kids with disabilities into general classroom without the supports and services they need to be successful.
- Cutting back to special education services as a trade-off for being in the general education classroom background.
- Sacrificing the education of kids without disabilities so kids with disabilities can be included.

Special education Is:

- Individualized supports that give kids with disabilities the extra help they need to learn from general curriculum.

Inclusive education

- **Physical therapy**
- **Curriculum adaptation**
- **Communication board**
- **Behaviour plan**
- **Environmental accommodation**

Topic 248 - Inclusive education -1

- Students cannot learn general curriculum unless they are in the room where it is being taught.

It is not about the place

- All students must have access to general curriculum.
- This is true matter what class they are in.
- Even students in the most segregated classes MUST have access to the general curriculum for their age and grade.

Accommodation or Modification?

- Accommodations are used when the student is expected to learn the same curricular content. But the student may be taught in a different way or need changes in the environment.

Modifications are used when the student is expected to learn less or different curricular content. This could require the modification of assignments, tests, worksheets and other materials in classroom.

Topic 249 - What are accommodations?

Accommodation are changes in teaching methods.

It can include changes in:

- **When you teach**
- **Who teaches**
- **How you teach**
- **How the student can respond**
- **Materials you use**

Accommodation – translation

A and B are brothers. A is older. The two go to a school which is found less than 5 kilometres from their home in Paris. Although there is a difference I age of 3 years between 2 brothers, their grade levels are only 2 years apart. A is in the 4th. What class is B in?

Accommodation – Bare Essentials

A and b go to school in Paris. A is older. They are 2 grades ap-art. A is in the 4th. What class is B in?

Topic 250 - Room Accommodations

- Special chairs and cushions, lower or high table or chair, titled desk top.
- Different or additional lightening, sitting by a window for natural light.
- Sitting close to the blackboard or teacher, sitting away from others.
- Stand instead of sitting, or sitting instead of standing
- Picture schedules, visual cues or visual timer
- Colour coding
- Visual organization of the room and supplies
- Keeping materials for students and handing out as needed.
- Have at least part of the room bare with nothing on walls, ceilings or floor.

Teacher accommodators

- Do not wear cologne
- Do not wear a lot of jewellery
- Count to 10 before letting anyone answer questions (processing time)

Lesson 44

TRENDS AND CHALLENGES IN EDUCATION - 2

Topic 251 - Teacher Accommodations

- Vary teaching methods
- Projects for extra credit or in place of timed tests
- Giving instructions one step at a time instead of all at once
- Ask questions to get repeat of information to get repeat of information
- Divide the class
- Set up lessons
- Change the learning goals
- Create alternative activities

Topic: 252 - Is Pull out Best?

- "Pull out" means removing the student from class for a small group of 1-to-1 instruction Ask:
- Why can not the skill be taught in the general classroom? Are thre ways to to change it so it could be taught there?
- While the student is in pull out, he/she mises what is going on in general classroom. How do you help the student catch up on what he missed?
- How will skills learned in pull out time help the student spend MORE time in the general classroom?

Topic: 253 – Me and My Shadow

- Is having an adult with him/her all day making the students MORE dependant?
- Does the educational assistant take away the student's need to communicate and make choices?
- Does having an educational assistant there make peers less likely to interact with the student? Is the student ever alone with peers?
- Is the student at least arm's length away from the educational assistant when possible?
- Would the student be better off having help from several different people rather than always the same assistant?
- Don't glue an adult to the student every minute.

Topic: 254 – Accommodations Work!

Before	After
- Refused to do work - Behaviour outburst - Unable to stay seated - Yelled and hit other kids - No friends - Refused many class activities	- Done class work; learned difficult terms like life span, germinate and organism - Almost no behaviour problems - Sits appropriately - Loads of friends - Participates in all class activities

Topic: 255 – Disability Leads to Poverty

Disability leads to poverty in the following ways:

Loss of income
- Additional cost of disability management
- Exclusion from services and/or social and community activities because of stigmatization and other negative attitude of the society
- Reduced opportunities for work for the families with children having disability
- Low expectations in terms of capacity to learn
- Lack of technical and financial support
- Disabling environment particularly with reference to social services such as healthcare, education, protection
- Unfriendly job market

Topic: 256 – Poverty Leads to Disability

Poverty creates following conditions which increases the risk of disability:

- Overburden and impoverished family (not able to meet basic needs)
- Poor nutrition and poor body defence against disease
- Illiteracy and lack of awareness about health and welfare
- Poor health due unaffordable healthcare cost
- Lack of access to basic services that prevent disability
- Over-working more often in risky physical labour environments
- Un-employment, under-employment and low wage rate

Topic: 257 – Inclusive Education - 1

The Only Way Forward

- The dream of 100% enrolment as perceived in the UN Millennium Development Goals can not come true without addressing the educational needs of children with disabilities.
- Special schools, inspite of all their benefits, have failed to nurture a natural growth of these children because of social segregation.
- The cost of special education is Rs. 30,000 per child per year as compared to Rs. 2500 for a child studying in an ordinary school.
- The most economical solution will be to make the primary school functioning at the doorstep open to all children through inclusive education.

Topic: 258 – Inclusive Education - 2

Two Dominant Barriers to IE in Pakistan

- When a journey towards inclusive education was ready to take off the federal government developed the education ministry to provincial governments.
- The provincial governments are not conceptually very clear what to do next.
- At provincial level, the movement of inclusive education seems losing its momentum because of two barriers:
  1. Attitudes of ordinary school teachers
  2. Attitudes of special education teachers

Attitudes of ordinary school teachers

Firstly, they feel that they are not fully competent and supported for this major shift and it will be difficult to create a welcoming environment for children with special needs even if they are really willing to do it.

Secondly, the public school is already under furious criticism for its extremely low educational standards. The inclusion of special children will further deteriorate the quality of instruction and the school may collapse.

- The students and parents will resist this shift
- They fail to see the strength of inclusive education as a school improvement plan.

Lesson 45

TRENDS AND CHALLENGES IN EDUCATION - 3

Topic 259 - Attitudes of Special Education Teachers

- They argue that special needs children require a type of "clinical care" that will never be possible in a free and least restricted environment of public school.
- The students of public schools will not accept them and they may bully, hate and show aggressive behaviour against children with special needs.
- Deep in their minds they feel inclusive education is a threat to their jobs and future career.
- They fear that in case the inclusive education is successfully implemented in Pakistan, they will be out of jobs.

Challenges in Education System - 1

Challenge No 1 - Low level of literacy

Initiatives

- Pakistan have one of the lowest literacy rates with high gender disparity in the rigion, it is currently 51.6% (male 63.7% and female 39.25)
- The wide inter and intra provincial disparities present a discriminating scenario.

Challenge no 2 - Access to basic education

Initiatives

- Gross enrolment in primary schools is 855.
- Girls are less enrolled than the boys but the gender differentials are greater in rural areas.

Some major factors for low enrolment are:

- Poverty
- Long distance from school
- Poor physical infrastructure
- Functional problems
- Not related to market demands

Topic 260 - Challenges in Education System - 2

Challenge no 3

Schools curriculum is static, inert and non-responsive to the socio-economic needs both nationally and internally:

Initiatives:

Revision of the curricula has been planned in 2005 within the following context.:

- Do the curriculum and its scoop facilitate education according to needs of the modern times?
- Are the content suited to the socio-economic needs?
  Has the balance been maintained between capability to aai8milate and the contents to be delivered?

Does the content foster desired knowledge, social responsibilities, skills and behaviour?
- Does it equip a student to become a productive member of society?

Topic 261 - Challenges in Education System - 3

Challenge no 4

To evolve an integrated system of national education by bringing Deeni madras and modern schools closer to mainstream especially in curriculum and the scheme of studies.

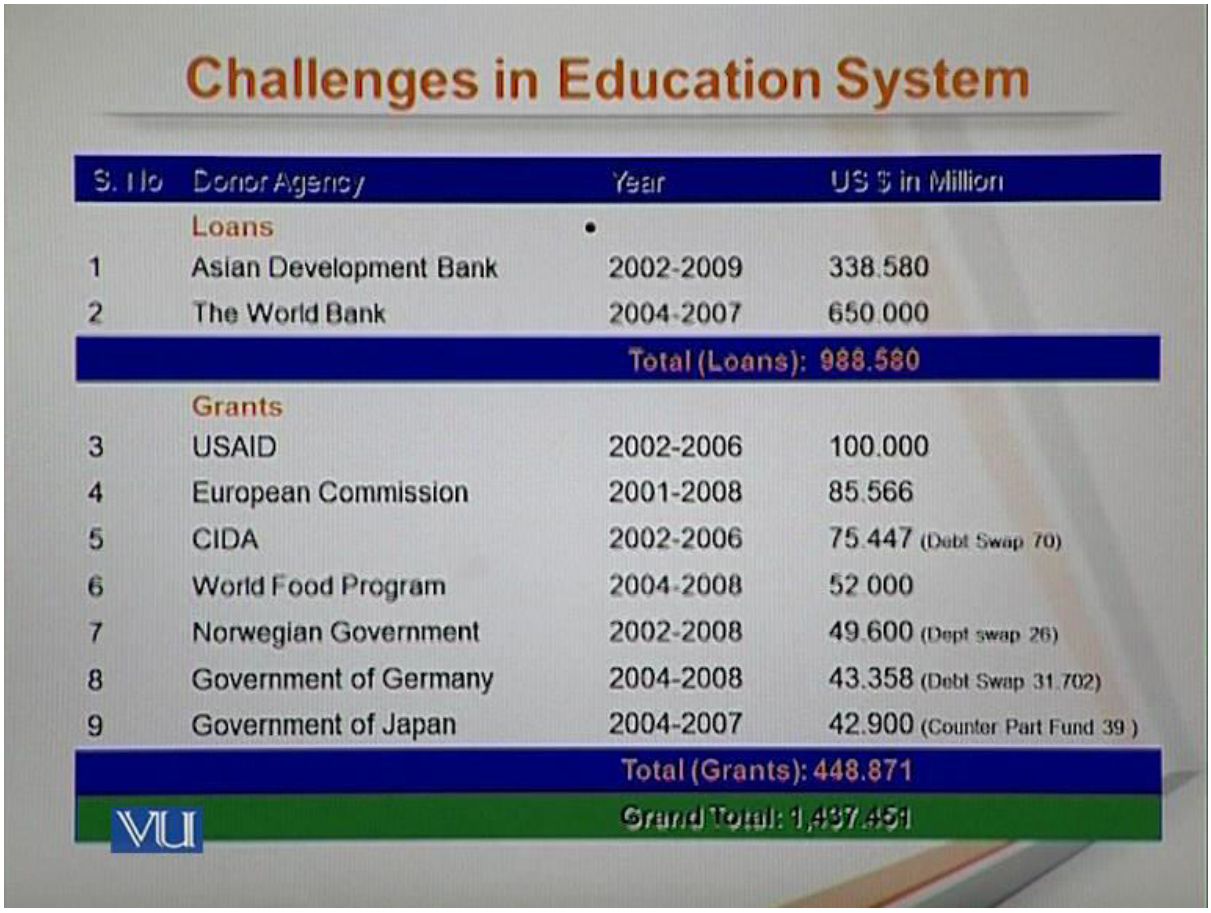
Initiatives:

- Plan developed for introduction to formal subject in Deeni Madaris:
- English, Math, Social Studies and Computer Science to be introduced in all Madaris.
- Madaris will be mainstreamed through provision of grants for salaries to teachers, cost of textbooks, teacher training and equipment.
- Madarassah education board set up to regulate curriculum and examination of the madaris.

Challenge no 5 - Financial constrains

Initiatives

Increased donor assistance program initiated:



Topic 262 - Challenges in Education System - 4

Challenges no 6 - Public private partnership

Initiatives:

- Public policy has been amended to mobilize the private sector and civil society organization in the financing, management and delivery of education services in Pakistan.
- The community supportive rural school programs encourages education in rural areas. Currently, 610 schools are run with an enrolment of 23,300 students.
- 70 schools have been adopted by the corporate sector.
- 10,000 teacher trained in IT by INTEL corporation.
- Building ICT tab infrastructures for teachers training by Microsoft.

Challenge no 7

Rampant un-employment among the educated youth

- There has been a regular increase in facilities for general education as compared to technical and vocational education.
- Graduates with general qualification looking for employment in the white coller sector is beyond the absorption capacity in these fields.

Initiatives:

- Plan to broaden the base for technical and vocational education through introduction of technical stream in the secondary school system.
- A comprehensive plan for vocational and technical education in all major towns.
- Involvement of industry to setup technical training institutes.
- Teaching of science subjects in English, in Urdu medium schools is also part of the reform process.

Topic 263 - Challenges in Education System - 5

- Revamping of science education by improving science laboratories provision of science equipment, revision of science curricula and professional development of science and mathematics teachers

Challenge no 8

Need for strong management information system (MIS)

- Accurate data for different education indicators, its analysis and interpretation for policy decisions is prerequisite for informed planning.
- District information system is in poor shape.
- Periodic education census is not s permanent feature.

Initiatives:

- National education management information system (NEMIS) being setup a fedral level.
- Existing education management information system EMIS at provincial and district levels shall be strengthened to make them responsive.
- Databases of critical indicators on qualitative aspects of educational growth, reliable and valid data to facilitate planning, implementation and follow-up to be obtained and maintained.

To have complete educational statistics of the country, a comprehensive program of census of all educational institutions have been developed and is being launched with donors and government support.
- School census day has been fixed for collecting data on one day from all over the country.

Challenge no 9

Promote gender equality and women empowerment

Initiatives

- All primary schools are being converted to co-education.
- All new primary schools are required to have a ratio of 60 to 40 boys and girls promotion of 70%female teachers to 30% male teachers at primary level.

Topic 264 - Challenges in Education System – 6

Initiatives:

- Special monetary incentives are being offered to attract and retain female teachers and students in the rural and hard areas.
- Gender stereotyping in the textbooks and curriculum has been under review and efforts are under way to ensure a rights-based gender sensitive portrayal of girls/women, with respect to diversity of roles.

Challenge # 10 – Quality Assurance

Initiatives:

- Improvement in provision of infrastructure and human resources for primary education
- Provision of improved curriculum and teaching-learning materials to improve the quality of teaching-learning process.
- Attention to continuous professional development of teachers.
- Establishment of Educational Assessment System
- Strengthening and upgrading of Teacher Training Institutions
- Setting-up academic Audit through linkage od cash awards/ incentives with quality.
- Setting up Examination Board in private sector
- Developing a National Strategy for Information Communication Technologies (ICTs)

Challenge # 11 – to develop monitoring and evaluation mechanism

Initiatives:

- Monitoring Cell established in the Ministry of Education to monitor the development programs.
- 3% funds allocated for education sector reforms are being spent to monitor the program in provinces.
- Monitoring of the development programs has been made mandatory.
- Quarterly review of the programs are being undertaken to improve the program efficiency.