

As Per the Syllabus of University of Sargodha

Introduction to **EDUCATION**

For: B.Ed., M.Ed., M.A Education



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CHAPTER-1**EDUCATION: INTRODUCTION**

Education is both world in itself and reflection of the world. All educationists agree that education is for a purpose. The word "education" has been derived from Latin words "Educatum and Educare" which mean "to train" and "to bring up" respectively.

The first revelation to the Prophet (SAWS) is "Read in the name of Allah....Who taught the use of pen; taught man which he knew not". He was further asked to pray "My Lord, increase me in knowledge". And in turn He directed His followers "seek knowledge from the cradle to the grave". Human is not complete without education and knowledge. Human has been created to know and regulate his life accordingly. Thus those who know not cannot be equal with those who know. They are herd of goats, deaf, dumb and blind, no better than the beast. Knowledge not only distinguishes human from animals, but places him/her above the angels. Knowledge is better than (all the) riches (of the world). Riches diminish with spending but the knowledge increases therewith. The best devotion to Allah is to seek knowledge. The quality of education is measured by its comprehensiveness of the knowledge from which it derives strength.

Education is important for human and to perform human activities in the society. It came into existence with the birth of human being and it is going to continuously grow as long as human live. Human becomes superior to all creations of God with education. It helps to change from animal to human being. Human is a part of the society. Education shapes and models a human being for the society. Education is thus necessary for the society.

Every individual has different abilities. Education helps to promote and integrate different human abilities. Education gives meanings to life. It develops awareness and forms essential basis for good life. Education makes a human superior than uneducated. Education is a sign of freedom. Education has become a force without which no country can make socio-economic progress.

Education is the fundamental right of every individual. Islam makes education compulsory for every boy and girl. The Constitution of Islamic Republic of Pakistan (1973) also recognizes this right in the following words:

“To provide basic necessities of life such as food, clothing, housing, education and medical relief to all citizens.”

1. **Meanings of Education**

Education is defined as:

- a. Education is a process necessary for the creation of a sound mind in a sound body. **(Aristotle)**
- b. Education to him paideia, is a process to develop physical, mental and spiritual abilities of individual. **(Plato)**

- c. Education is the process that begins at birth and continues throughout life. Education is life and all of life is education. (F. J. Brown)
- d. Education is a process of living through a continuous reconstruction of experience. Education is thus not a preparation for life but is a life itself. (J. Dewey)
- e. Education means growth and growth means many-sided development. (B.F. Skinner)
- f. Education means the active self-development of the powers of individual, the development of interesting things worthwhile, the self-control of thoughts, words and action, and the improvement of his attitudes and aims. (Edward Fitzgerald)
- g. It is a means whereby an individual is shaped to fit in the social order and to develop restraints in accordance with cultural patterns of his times. (J. S. Rousseau)
- h. Education is a social process by which we may attain social competence and optimum individual development.
(C. V. Good)
- i. Education is a process to prepare the individual for this world as well as the everlasting world, emphasizing both materialistic and spiritual development of human beings leading to service of people and the God. Education should enable a child to distinguish between the true and the false, the good and the bad, the right conduct and the evil doings. (Imam Ghazali)

- j. Education is a means to transmit knowledge and culture to next generation, to impart intellectual and moral training and to bring happiness in the life of mankind. (Ibne Khaldon)
- k. Education involves organized (planned in sequence) and sustained (having duration and continuity) communication (verbal and nonverbal) designed to bring about learning (change in behavior, knowledge and skills). UNESCO

One can say that education is a process as well as a product. It is a lifelong process. It continues from cradle to grave. Education brings a change in behavior. It expands human knowledge and experience and thus produces change in one's behaviour, which involve thinking, feeling and action. Education is not only concerned with intellectual development but also aims at harmonious development of the individual including physical, mental, social, religious and moral aspects.

2. Scope and Functions of Education

The views of different thinkers about functions of education are:

- a. "The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together." (Eric Hoffer)
- b. "No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure." (Emma Goldman)

- c. "The only purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past and he has to be equipped to acquire further knowledge by his own effort." (Ayn Rand)

The education serves to conserve culture, transmit heritage generation after generation and bring changes in the society through reformation. Major functions of education are as under:

2.1. CONSERVATION:

Every generation inherits culture of the past generations. Society has rich heritage of values, traditions, knowledge, thoughts, achievements, wisdom and action evolved. These aspects of culture cannot be passed on to young generation until and unless they are protected. Thus it is important to conserve the values and cultural heritage. Essential knowledge, traditions and values are protected from being lost, wasted or destroyed by education.

Conservation of the religion, morals and way of social life are important function of education. Every society has a rich heritage in the form of traditions, manners, religion and customs. These are part of the total culture of a generation. This cultural heritage is to be conserved and protected for the future generations. Education fulfills this important responsibility. The education serves as a means for conservation of culture.

2.2. TRANSMISSION:

The transmission of cultural heritage in the society gives it a continuity generation after generation. It is the basic function of education for the survival of the society or a nation. Education offers learning experience and opportunities for the young generation to know their cultural heritage including knowledge, achievements, values and traditions. Education becomes dynamic force when it enhances the conserved culture.

2.3. REFORMATION:

Education is a process of continuous reconstruction and reorganization. Unnecessary and unnatural elements of the cultural heritage are eliminated or reformed. Thus education helps to plan future in such a way that we achieve maximum benefits and avert undesirable effects. Education provides direction to the individual and society.

Education is an instrument of social change. It not only protects the culture but also performs the function of reformation and progressivism. By disseminating new knowledge education stimulates and brings desirable change in the society. Development of advanced countries is the result of their advanced system of education. The backwardness in science and technology can be overcome through a modernized system of education.

3. Elements of Education

There are four basic elements of education- School, teacher, student and teaching material along with milieu, academic environment and cultural setting in which it operates.

3.1. SCHOOL

The central job of school is to maximize the capacity of each student. " (Carol Ann Tomlinson)

School is the most influential institution and is a seat of learning. The important function of school is to provide relevant and purposeful education in order to facilitate all-round development of student. School is an organized set up and students have to spend a prescribed number of years to achieve a specific certificate. School contributes towards national identity as they develop intellectual talents. Schools are mirror of the country.

School ideally represents an institution in the surrounding culture that is above the level of the community for truth, honesty and fair dealing. They strive to raise the standards of life and values of people. School helps to enlighten public opinion about positive and negative aspects of national and international understanding, integration and harmony. A school program therefore, offers such knowledge, behaviours and skills that enable the children to understand them as well as their national and global roles in the world.

School is the fountainhead of all the social institutions. School maintains the continuity of social life by transferring down traditions, experiences, customs and values of the society from one generation to the other. School helps in preserving cultural heritage. School offers moral and character education that influence personality of an individual. It promotes social efficiency through curricular and co-curricular activities. School helps in socialization of individual by developing

awareness of democratic values and cultivates balanced sense of rights and responsibilities.

Traditions of the school also influence the development of individual and learning process. School encourages the students to follow the traditions of the school. To sum up the function of the school is to help in physical, intellectual, emotional, social, aesthetic, moral, spiritual and vocational development of the student.

3.2. TEACHER

The quality of education depends on the quality of teacher. Teacher plays a key role in the teaching and learning process. A good teacher has a command on the subject; knowledge of the curriculum- objectives, contents, teaching methods and assessment procedures; commitment to his/her profession and ability to use facilities.

Teaching process includes three major components- teacher, student and curriculum. Of these three the teacher sets the teaching learning-process in motion. The effectiveness of teaching-learning process depends on the quality of teacher such as academic background, professional efficiency, personality, character, understanding of students, social traits and leadership quality. The biggest virtue of a teacher is to admit his or her weakness in front of students. If he or she does not know, he or she has to admit and say let's find it out together.

A good teacher usually expects an appropriate level of performance from the students. The teacher acts in accordance with the expectations and work hard. The students in turn recognize these expectations. This recognition influences the students in shaping self-

direction and level of motivation. When this pattern persists over a time, students tend to respond in the direction of teacher's expectations. Following are the major roles of a teacher:

1. Teaching is a prime role of the teacher.
2. Teacher is a planner of teaching.
3. Teacher is an organizer as he organizes a number of things.
4. Teacher is a supervisor as he supervises a number of tasks and activities.
5. Teacher is a guide.
6. Teacher is a facilitator.
7. Teacher is a communicator.
8. Teacher interacts with students.
9. Teacher is evaluator as he points out the weaknesses and good points of the students.
10. Teacher maintains good relationship with students, parents, administration of school and people at large.

The role of teacher has changed. Teaching has become student centered instead of teacher centered. Teacher is a communicator, facilitator and interactive (question-answer). Moreover his responsibility includes diagnosing learner's needs, motivating and encouraging, and checking the knowledge, behaviours and skills acquired by the students.

The professional development of teacher does not stop with the achievement of teaching certificate or

degree. It requires continuous learning that is essential to respond positively to the changes in curriculum, understanding of children developmental stages and their needs and environmental conditions. Teacher is also greatly influenced by the traditions and vision of school and the community, which it is serving.

3.3. STUDENT

Student is a center of interest in education. Keeping in view the place of learner in the school the education adapts itself to learner. It allows freedom to student to follow their aspirations. Student can follow profession he/she wants to adopt.

Who is a student? Student is an active identity having objective thinking. He/she has curiosity to know about things. He/she does not discriminate between education and life. He/she is always prepared to solve challenging problems. He develops scientific thinking. Instead of memorizing he prefers understanding. He/she gains knowledge from every experience. He/she always longs to know more. Change, innovation and personal concentration are ways of life. Every student has his or her own identity, which is nurtured in school. In a democratic environment of school child is obliged to cooperate and restrain from unhealthy and undesired practices.

Students are neither lumps of clay nor adults. He or she behaves in a typical way. A student can not be expected to be having like an adult. Experience of childhood stage do have a profound influence on their later lives. Now it is a well-established fact that a child goes through several development stages. At every stage children have different thinking style. His or her

biological, psychological and social needs are of great significance, which are addressed in education. Curriculum planners design curriculum, teachers are trained and teaching learning process is shaped to meet the requirements of the child at every development stage through education.

3.4 CONTENT/ MATERIAL TEACHING LEARNING

Content of a subject is an important component of education. The content specifies teaching learning material that constitutes a body of knowledge, skills and behaviour such as attitudes and values. It is usually presented in book form. Textbooks designed by following a syllabus or course outline in accordance with the set aims and objectives. The content of a book is organized by age level, class and by discipline. The content is an object of a specific process called learning and offers learning experience to the students. Pupil workbook and teachers' guide are also part of teaching learning material. Textbook is designed by sampling some topics of related subject. It contains educational experiences that are likely to attain set objectives of the subject.

The relevance of content is described in terms of its relationship- on the one hand, by the scope of whole contents and social values and on the other, by the needs, interests and intellectual and physical abilities of the learners. The **relevance of contents** is determined on the basis of following factors:

1. Linkage with the world of work.
2. Response to scientific and technological progress of the country.

3. Harmony with culture, art and the aspiration of people.
4. Response to the requirements of modern world and to the local and national needs.
5. Alignment of contents with the intellectual and physical needs and abilities of learners.
6. Balanced organization for teaching learning process.
7. Coherence of content.
8. Capability in stimulating the efforts and sustaining the interest and pleasure of learner.
9. Forward-looking and democratic.
10. Orientation towards achievement of a common quality of life.

3.5. MILIEU

Milieu is defined as physical and social setting in which something occurs. In education it relates to hardware such as textbooks and the system in which it operates.

The school milieu ensures proper emotional, social, academic and character development of the child through a system. The textbooks ensure child learning what he or she needs to know in each grade. The school has a system that helps in smooth transition of student to next class. The system helps to solve academic and behavioural problems of the students. There is a mechanism in the school for general control and discipline. Teachers use appropriate teaching methods

for teaching academic skills, making education interactive, interesting, positive reinforcement, etc.

Head teacher and teachers form human component of the milieu. A beautiful building, modern curriculum and well-equipped laboratories have no meanings until they are given professional human touch by head-teacher and teachers. By working together they infuse a real spirit in the otherwise lifeless surroundings. It is the role of head-teacher and teachers that determines the worth of milieu of a school.

Within schools one can identify three types of settings- Fun culture, Academic culture and Delinquent culture. In fun culture the main aim of students is to play games in school. The students spend more time in playing activities than academic work. There is always a problem of discipline in such culture. In academic culture students' whole aim is academic work. Intellectual pursuits have high standing to these students. Students concentrate on their studies to learn and to have noble aspirations. In delinquent culture the number of students is usually small and they follow negative social activities. The school faces serious trouble by these students. We need to create balanced culture in the schools to achieve educational aims.

It is a common observation that students are expected to give one right answer in our examinations. This practice encourages memorization of standard answers. This teaching method crushes the creative abilities of the children. Such system in the milieu discourages learning and creative abilities.

Educational milieu of the institution offers different programs. For example, up to elementary level all

students follow one curriculum irrespective of place and gender. Afterwards streaming of students takes place into groups such as Science, Humanities, Technical, etc. The students follow different programs of study in different groups. While organizing milieu to suit children, all aspects of society and modern world are taken into consideration.

In recent times the school has assumed a very comprehensive role. The functions of family and community have also fallen on the school. It means that now the school has to perform responsibilities of family and community in addition to educational functions. The school has to provide total education that includes education for knowledge, skills and behaviour, for culture, for sense of belonging, orientation with religious teachings and modern world. So the milieu is required to have all components to facilitate important functions of the education.

3.6. ENVIRONMENT

The environment of a school has direct link with the quality of school and quality of education.

A healthy school environment has clearly defined goals. They give direction and purpose to entire school activities. Head teacher, students and teachers recognize their responsibilities in achieving those goals. Teachers help students to maximize their achievement. Parents are encouraged to play active role. Parents are involved in various school activities to have better environment.

Quality of school teachers, head teacher, administration, physical facilities such as laboratories, libraries, classrooms, level of expectations from students, respect of teachers, teaching methods, etc. all combine

to form an environment. School environment includes the attitudes and behaviours of all the individuals in the school. Positive environment in schools help to impart effective education that leads to the higher achievement among the learners. The environment where educational process operates gives it a special character. The environment of an institution varies from school to school.

The head teacher of the school plays an important role in creating environment that contributes to effective education. The head teacher tends to place great emphasis on improving the performance of the students and wishes to see maximum number of high achievers from his school. He/she is a professional leader in the environment. He/she regularly observes the instructional behavior of the teachers as well as patterns of achievement of the students. He/she takes decision as and when required. In such environment head teacher enjoys the high degree of credibility of students, teachers and parents.

In school environment teachers believe that academic activities are most suitable for better learning. The respect of a teacher also influences the environment. Such teachers sincerely work for the well being of their students by utilizing different teaching methods and supporting aids and materials.

In education both curricular and co-curricular activities occupy a vital place. They are complementary to each other and both help to develop human personality. Co-curricular activities supplement curricular work and thus have great educational importance. Effective environment encourages co-curricular activities. The co-curricular activities like sports and games are useful in physical development. In some activities like

debates, drama, social work, fairs etc. students work together that contribute towards social, moral and emotional development. They enrich and widen knowledge of the student. Cultural activities such as social and religious functions help to preserve, transmit and develop cultural heritage. These activities enable students to make proper use of their leisure time as well.

3.7. CULTURE

Culture is described as way of life, customs, beliefs acquired knowledge and values. These are man-made characteristics of the environment. Culture is said to have origin in the pattern of human behavior and activities. It grows through accumulation of social experience. It is communicated through imitation and teaching. It results in a type of individuals having interrelated beliefs and practices. Education not only helps to develop culture, it is also a means to transfer the patterns of behaviors to next generation.

Human beings while searching for truth and the good way of life create culture. Culture preserves the products and achievements of human society. It includes all the customs, values and institutions that have been produced by present and past generations. The individual acquires knowledge that describes the social framework within which he or she lives. Educational activities are programmed in the classroom so that the students interact with values and concepts representing culture. Education imparts such learning that promotes participation in society.

Traditions and values influence teaching learning process. The child brought up in a liberal culture and traditions have a liberal mind. The children brought up in

narrow way of life and culture has narrow thoughts and narrow ideas. Traditions and values are unwritten laws that child has to follow.

The culture is developing and is influenced by changes and new thoughts. The function of the school is to transmit culture from one generation to another. For example to keep pace with the influence of science and technology on culture, education has to offer relevant programs. If numeracy and literacy are important part of the culture, school can pass this culture to young generation by offering related areas of study.

The education system is a means of transmitting culture. Education imparts a way of life that meets the needs and demands of the society. The education can bring change in the culture and combat the influences on the culture. Students are introduced the way of life through curriculum which is accepted in the society. Teacher interprets the ideas of the time and high lights the traditions and values of the society. Teachers have more direct influence on children of younger age than in higher classes. Children continue to grow by constantly learning new patterns of behaviors. Education in this way attempts to transmit cultural values as desired by the society.

4. TYPES OF EDUCATION

The education is an effort to change human behavior. Besides planned effort in a desired direction as in schools and colleges, human beings also learn from day to day experience and from other sources such as family, newspapers, T.V., radio, other people etc. Keeping in view the various situations of learning there

are three forms of education – Formal, Informal and Non-formal.

- (A) Formal
- (B) Non-form
- (C) Informal

4.1. FORMAL EDUCATION

Formal education is a planned program of learning offered in a sequential organization such as primary, secondary and university education. The planned education being offered by schools and colleges is called formal education. It has planned curriculum with specified period and for the specific age group. It is highly institutionalized, graded and vertically linked in schooling structure.

The central or school authorities determine the contents of the formal education. It is compulsory for the students to assimilate the prescribed contents and their performance is systematically evaluated. These contents represent an organized learning experience/material having set aims of education. Teaching and learning in school is systematic and coherent. Teachers conduct teaching on the basis of educational level and school timetable. Examinations determine achievements of students.

Following are the highlights of the formal education:

1. Planned with a particular purpose.
2. Limited to a specific period of time.
3. Well-defined and systematic curriculum.

4. Imparted by specialized qualified teachers.
5. Includes activities outside the classroom.
6. Observe strict discipline.

There are two types of formal education:

i. **General Education**

Education that caters the common needs of every individual is called general education. It is the education that every man should have in a society. In Pakistan elementary education (grade I-VIII) is a general education to meet the needs of all. It offers knowledge and skills that is useful for every individual such as language for communication, basics of Science, Social Studies, Islamiat, Mathematics and English.

ii. **Professional or Specific Education**

Education that is undertaken for a purpose is called specific education. Different people perform different functions. The specific education prepares them for these special functions, such as doctor, engineer, teacher, accountant etc.

4.2. INFORMAL EDUCATION

Informal education^f is not preplanned as formal. It is more situational or incidental. It is without a set system. It takes place outside the formal institution and has no preset learning sequence. Informal education is a lifelong process by means of which individual acquires knowledge and skills. The learning takes place through day-to-day experience, influence of others and other resources in the environment such as family, relatives, friends, elders. Interaction within situations and with people leads to learning and knowledge. Media is also a

large and effective source of informal education, which includes newspapers, magazines, radio, T.V. etc.

The information within the family, media, facts and information of the past forms the contents of informal education. Such information is uneven in size and quality and the way it is interpreted. Its moral and social impacts depend upon the cultural and intellectual level of each individual.

The highlights of informal education are:

- Incidental and spontaneous.
- Not pre-planned.
- Not imparted by any specialized agency.
- No prescribed timetable and curriculum.
- May be negative also.

4.3. NON-FORMAL EDUCATION

Non-formal education takes place outside the formal system. It is graded and structured like formal education but very flexible and more diversified. Non-formal education usually complements formal education. It helps to facilitate those who do not get opportunity to continue formal education or dropout. It also enables them to rejoin the main stream of further education. Non-formal education is flexible and its duration ranges from short courses for enrichment to long courses leading to degree.

The job market requirements change with the passage of time and non-formal education is the best means to update their knowledge and facilitate their readjustment.

The contents of non-formal education are in the form of optional activities. The contents, methods and duration of these activities are decided in accordance with the need of the person. The role of teacher changes in relation to teaching activities. Non-formal education usually supplements formal activities and are more flexible.

The highlights of Non-formal education are as under:

- It is the outside of realm of formal education.
- Conscious and deliberate.
- Organized for homogeneous groups.
- Serves the needs of identified groups.

Distance education is a non-formal type of education. It offers opportunity to those excluded from the education system or cannot reenter into the formal system again. The developing societies and changes in the world of work demand special categories of new types of professionals and workers with new qualifications. These work places require new skills and knowledge. In this respect distance education system provides broader access to further education. It also offers access to resources that can be individualized such as computerized or taped data, radio, television, correspondence courses, etc.

EXERCISES

1. Define education in your own words?
2. Discuss various perspectives of definitions of education which educationists have perceived?
3. Explain scope and meanings of education?
4. Discuss various elements of education in relation to their importance in education?
5. Describe different types of education?

CHAPTER-2**FOUNDATIONS OF EDUCATION**

Education is not an independent discipline. It has no contents of its own. It derives both its content and methods from other disciplines. The main disciplines are Islamic teaching, Philosophy, Sociology and Psychology.

The foundations of education help to organize a body of knowledge. These foundations provide ground to develop and to shape the educational programs for the schools. The educational programs are shaped on the bases of understanding of past and present characteristics of education as well as new social realities. For planning and designing a curriculum Islamic teaching and philosophy provide direction, values and traditions; sociology (needs of the society) helps to determine content; and psychology guides to methods of teaching. Following are the major foundations of education:

1. ISLAMIC FOUNDATIONS

Education in Islam is primarily a tool for constructing a God oriented society and shaping the way of life. It forms the spiritualist world out look of the students. This is what the Quran means when it says:

"O mankind, worship your Lord who created you and those before you."

Our Prophet Muhammad (PBUH) delivered the message and trained those who embraced Islam both in theory and practice of worship. He made His life and conducts an example for the mankind.

1.1. QURAN DECLARES

"Behold! In the creation of the heavens and the earth, And the alternation of Night and Day, There are indeed signs for men of understanding." (3:190)

"Say: Are those equal, those who know and those who do not know?"

It is those who are endued with understanding that receive admonition." (39:9)

"God will raise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge." (58:11)

Even the Prophet Muhammad (PBUH) was commanded to pray to Allah for more knowledge.

1.2. Sayings of the Prophet (PBUH)

Numerous authentic Ahadith provide an ample evidence of the immense interest and respect shown by the Prophet (PBUH) for education and its spread. All of these glorify and celebrate the learned. We have the occasion to quote a few.

"The learned men are the heirs of the Prophets."

"One learned man is better than thousand ignorant worshippers."

"The ink of scholar is more precious than the blood of the martyr."

"Of all the labour for which one may take reward, teaching is the most deserving."

"Educate your sons; they must live in a time different from you."

"Man is learned as long as he seeks knowledge; if he thinks he has acquired all knowledge he becomes ignorant."

"Everything in heavens and earth pray that learned men be forgiven."

"The death of a tribe is a lesser tragedy than that of a learned man."

"Whoever follows the road of seeking knowledge, God will show him the road to Paradise." (From Al-Gisr)

The Quran and Islamic teachings is the road to the spiritual and moral development of individual. Education prepares an individual to distinguish between good and evil and right and wrong. Islamic foundations provide guidelines for balanced and integrated education. So that education can develop the whole man by focusing moral and spiritual growth as well as physical, emotional and intellectual growth. To achieve these goals education offers experience for exposing individual to the knowledge and skills of what is good for human and useful in managing the affairs of life. The acquired knowledge is integrated with the revealed knowledge and harmonization of what is useful. These foundations lead to ensure proper and balanced moral, spiritual, physical, emotional and intellectual development of the individual.

Educational aims in Islam do not arise out of an ongoing experience. Since they are natural laws, they are fixed and thus form perfect educational ideals. These fixed and perfect aims perform three normative functions. First they "give direction" to the educative process and also determine the role of the teacher in achieving them. Secondly, they "motivate" the learner to accomplish them. Thirdly, they provide the educator with "criteria" for evaluating the education process.

Natural laws as referred in the Quran are source of knowledge for human being that does not change. The study of nature, of the heaven and the earth, is enlightening for the men of understanding. The alteration of day and night enables them to measure serial time. They can know the ways of God and the laws of nature by observing all things of varying colours, mountains, rivers, fields of corn, gardens of olives, date palms, grapes and fruit of all kinds. Though all plants are watered with same water, yet vary in quality. The study of birds poised under the sky makes us think how they are so held up. Observing the clouds one wonders how they are made. God invites to conquer all that is in the heavens and the earth: night and day, and the sun, the moon, and the stars. Knowledge of the extraordinary world that the senses yield is not an illusion, but a blessing for which we must be thankful. This type of Islamic teachings forms the foundations of education.

2. PHILOSOPHICAL FOUNDATIONS

What is philosophy? Philosophy is a science of meaning, reasoning, purpose and value of life. It is a set of believes or attitudes towards the life that guides individual behaviour in life. It deals with the study of nature and meanings of universe and of human life. It

also refers to a particular system of belief, resulting from the search for knowledge about life and universe.

Education aims to promote a set of believes, ideas, values, customs and norms. These are furnished by the philosophy.

Philosophy provides bases for a code of life. Religion has been the most civilizing force in the history of mankind. Without faith and believes life become miserable and insecure. Ross, a famous educationist, says that "education must have religious foundations if it has to guide us out of present ills and dissatisfaction of life".

Ideology is derived from ideals based upon equality, brotherhood and justice. Education has to preserve ideals.

Every society has specific values, customs and norms. Adherence to these by each individual is an essential in the healthy progress of the society. Education is the architect of social rights, social goodness and social beauty.

Every school program reflects specific philosophy. Our school programs at elementary stage emphasize development of general skills as opposed to mastery in particular discipline. This reflects a specific philosophic orientation. This position shows the view that learner need a broad base education at early stage to fulfill the required needs of the future.

2.1 RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION

Philosophy is a set of values that act as a guide in decision-making concerning education. Guide lines

based on philosophy help to determine the purposes of subject matter, the extent to which changes in the society will be addressed and the extent school should promote social change. Philosophies view that all cultural groups should improve, make progress and advance. In order to achieve this, it is advocated that in education there should be a desire to explore, to experiment, to investigate, to advance learning and to improve living conditions.

The world is experiencing explosion of knowledge. Frontiers of knowledge are being pushed day by day. The advancement of science and technology has produced a great impact on the society and education. To meet the needs of students in an evolving society requires a continuous redesigning and reshaping of education. Education selects best learning experience from society and even drop the rejected ones. Thus the society is shaped by the education and education is shaped by the society.

2.2 MAIN PHILOSOPHICAL THOUGHTS

Different philosophers have presented different philosophical thoughts that are as under:

1. **IDEALISM:** Idealists believe that all visible things in this world reflect images such as goodness, justice and beauty are realities. Idea is a sort of an ideal. They advocate that the best way to reform the society is to teach virtue-based knowledge instead of pure religion.
2. **REALISM:** Realists believe that the world has real things. Realism is based on the basic reality of the visible world. Each thing has its own nature, which determines what it is and what it is to become.

From this point of view learners need to be acquainted with the facts of the world.

3. **NATURALISM:** Naturalists believe that nature is the best teacher, all good come from the nature. The children must be given experiences that fit their natural interest, age and impulses. Children must be permitted to develop according to their own nature and natural processes.
4. **PRAGMATISM:** Pragmatists believe that education is not only an intellectual pursuit but is also related to human life and existence. The knowledge must be utilized for achieving the ends of life. Therefore, they emphasize the value of subject matter as a means to the learner's end, an instrument to be employed for the individual for useful purposes.
5. **ESSENTIALISM:** Essentialists believe that all children should be taught all those essential things that an adult needs to know to become a useful member of the society. These essential things may change from time to time.
6. **PROGRESSIVISM:** The Progressive group believes in freedom and flexibility according to the needs and interests of every child. Students should be offered learning experiences, what is important to them to shape their individuality. Progressivism is a child-centered movement.
7. **RECONSTRUCTIONISM:** It is a futuristic movement. They believe that bringing greater changes in the education system can eliminate the problems of the society. The school should prepare students to reconstruct their society,

according to the changes in the environment and life to adjust in the emerging conditions. There is an emphasis on practical approaches and active learning.

2.3 CONTRIBUTION OF PHILOSOPHY TOWARDS EDUCATION

1. From various philosophies, guidelines for education are derived. Each philosophy suggests objectives that need to be adjusted in education and curriculum. Some such implications are as under:
2. Teaching them to the new generation should preserve values, customs and knowledge acquired in the past.
3. Intellectual abilities need to be catered alongside the utilitarian knowledge by including relevant subject matter. It will help students to learn about reasoning, problem solving, analyzing, inquiry and mental skills.
4. Students must learn how to accept and adapt changes as they occur.
5. Students require techniques and skills in experimentation so that knowledge can be advanced.
6. Schools should be the leader in directing change.
7. Education should facilitate all students to their highest potentialities.

3. SOCIOLOGICAL FOUNDATIONS

Sociology is the science of group life and culture is its product. Sociology is related to the nature and development of the society and social behaviour. Education is expected to produce social integration, equality, justice and harmony in the society. Sociology provides guidance to select knowledge, skills and attitudes for educating people. Educational guidelines are derived from the society, in which educational system operates. All educational aims are society based.

Sociology is the science of society and Education is the betterment of the society. Thus both depend on each other. Education is the best means of social control, social change and social progress.

The needs of the society can be cultural, social and physical. These needs are vital to the welfare of common man. In a democracy individual welfare is a paramount concern. Good citizenship has always been the need of the society. A nation cannot make progress without an educated citizenry. Societies have become so advanced that they can only function properly through highly trained and skilled people. Science and technology have emerged as a force. All societies not only wish to preserve their culture, way of life and forces but also seek to improve upon for the better. A society cannot make progress and prosper until and unless all citizens have good education. The accomplishment of these needs requires the mastery of certain knowledge and skills.

The sociological implication is that the education must be planned for the future and the present. Students must be taught to live in the world today while preparing

for tomorrow. They should be able to accept realities of the life as well as be able to adjust to the changes in the times to come.

The sociological foundations provide guidelines to shape education in the areas of concern such as:

Education should derive its goals from the needs of the society.

Education should be designed on the basis of identified needs and schools should play their role to achieve them.

Educational experience should be selected accordingly and educational facilities must be available and appropriate methods must be derived to achieve purposes.

Social growth of a child is a very significant process. The social efficiency of the child affects his/her entire life. He/she lives in a changing world and education should enable him/her to meet the challenges of the dynamic world.

3.1. Relationship of Education and Sociology

Society expects teacher to do all- a mission impossible Teacher succeeds by showing commitment to students, to exhibit ideal behavior and hard work. Teacher possesses specialized knowledge and applies it when conditions demand. Teachers are expected to care students they serve and have passion for teaching and learning. Society looks for more in teacher than the ability to transmit knowledge and to teach skills to students. He is expected to demonstrate to be enlightened, hardworking and virtuous.

There are many social issues that affect education such as education of all students, public expectations, national goals, standards of living, socio-economic problems etc. Even though there are different agencies to address these problems but people expect education to do all. Society expects that missing should be included in education and what has already been included should be modified. Moreover what should be medium of instruction and what subjects should be emphasized in school. It makes a challenging task for the educationists.

3.2. School and Society

There is a close relationship between the society and school. Society is a group of people and school is an institution set by the society to meet the needs. All philosophers emphasize intellect and consider education as the means to develop human intelligence. The development and progress of the society depend on human intelligence. The existence of human beings also depends on their ability of adaptation. The education enables individuals to adapt to their social environment.

The progress of the society depends on proper education of young generations. The values and ideals of the society are imparted to children for existence of the society. Thus the role of the society in establishment of schools is obviously important.

Some social issues that affect the school are:

Socio-economic problems

Education of all individuals

Public expectations

National goals of education

Poverty

Health and safety issues

4. PSYCHOLOGICAL FOUNDATIONS

Psychology is a science of both mind and behaviour. It refers to thinking or behaviour in a particular way. It has body of information and theories that provide guidance about how learning takes place and what methods and techniques should be used for imparting knowledge, skills, values, ideals and believes. To educate people education must be based on the psychological principles.

Modern education aims at the overall development of the learner's personality. It emphasizes not only the intellectual aspects but is also concerned about the harmonious development including physical, mental, social, religious and moral aspects of the individual learner.

4.1. Relationship between EDUCATION and PSYCHOLOGY

Psychology is the study of human behavior and therefore has much to offer in understanding of education, problems relating to the learner, the processes of learning and the conditions of learning. Education has turned to psychology for knowledge about learning and teaching. It provides guidelines for teachers as well as for curriculum planners and helps to create more efficient learning environment.

Education is intended for the learner and learner has specific needs, interests and developmental patterns. The education having desired value system drawn from philosophical foundations and knowledge and skills

based on the needs of the society will not be operative as such. It is because these have been formulated without the knowledge about the learner. The psychological foundations highlight the characteristics of the learners and their implications for education. Educational experiences thus focus awareness of self, opportunities of exploration and activities of academic, vocational and social nature.

4.2. Contribution of Educational Psychology in Education

The learner is a dynamic individual who creates a world of his own through learning. Learning is a growth and growth is a change. Psychology lends support to understand learner, learning and learning process. It guides how to communicate (teaching methods) with learner. It reflects that learning is not confined to memorization but memory does play a part in learning. Learning modifies old responses and helps to acquire new ones.

Educational psychology develops awareness of learning process. Learning takes place through interaction with the environment. Thus it becomes vital to offer learning experience with activities that permit learner to act and react.

Psychological knowledge helps to find out ways to offer learning experience. For example, information of psychology reflects on the capacity of the learner to learn. It points out that the capacity of learner can be increased by proper experience. It implies that education should offer learning experience in such a way that should be appropriate to the mental level and grade of the learner.

EXERCISES

1. What is the role of educational foundations in education?
2. Describe Islamic Foundations of education?
3. Discuss philosophical foundations of educations?
4. Explain sociological foundations of education?
5. Describe psychological foundations of education?

AIMS OF EDUCATION

"The aim of education should be to teach us how to think, rather than what to think and how to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men."
(Bill Beattie)

Any activity without a purpose is useless. Similarly education without a purpose is meaningless. This means that education without clearly defined aims is bound to fail. Thus education must have aims to reach a specified destination and for making it a purposeful activity. The education aims at the growth of both individual and society.

Aims give direction to activity of education. The aims define purposes that help in taking necessary actions to achieve them. They guide in curriculum planning and development, teaching learning process, training of teachers, management and administration. Aims help to assess the outcomes of the process of education. Education is a process and aims give continuity and significance to education.

Aims are generally classified into four groups-
Spiritual and Moral aims of education, Intellectual aims of

education, Economic and Vocational aims of education, and Socio-cultural aims of education.

1. **Spiritual and Moral Aims of Education**

The fountain of knowledge is what is good for the individual and what is useful for the society. Learning is considered essential for both man and woman. The major aim of education in Islamic perspective is to prepare individual for worship to fulfill his or her obligation towards God, community and his own self in the best possible way.

The spiritual aspects of education include religious teachings and values. Moral aspects of education include principles of good behavior. Moral and spiritual development is seen as a major aim of education. Curriculum is designed to impart spiritual and moral education. The general aims of spiritual education are as under:

1. To contribute towards religious values and moral standards of students.
2. To develop awareness of religious values.
3. To give students an opportunity to examine basic principles of Islam.
4. To introduce students to other faiths in order to encourage tolerance and understanding.
5. To encourage students to reflect on their way of life and the way of life of others in the world today.
6. To develop informed and responsible decision making in students.
7. To develop self-respect and promote sense of justice and peace.

2. Intellectual Aims of Education

"The one real object of education is to leave a man in the condition of continually asking questions."
(Bishop Creighton)

Every one associates intellectual development of learner with education. One of the important aims of education is to promote intellectual growth of the learner. No one argues against the view that education has responsibilities to develop intellectual abilities of the learner. It is said that if education is rightly understood, it will be understood as the cultivator of the intellect. Education helps to develop thinking abilities of the learner. Education offers program for promoting intellectual abilities and competencies.

Socrates, a Greek philosopher, says "One who had true knowledge could not be other than virtuous." So, education knowledge as its important aim.

Sometimes it is said that knowledge is misused. It is true to some extent. But in that case, the fault does not lie in having knowledge as an aim of education. In fact, knowledge has helped man to overcome the forces of nature and thus satisfy human wants.

The examples of Intellectual Aims are as under:

- A. Mastery of basic skills and fundamental processes**
- Learn to read, write, and handle basic arithmetical operations.
 - Learn to acquire ideas through reading and listening.

- Learn to communicate ideas through writing and speaking.
- Learn to utilize concepts.
- Develop the ability to utilize available sources of information.

B. Intellectual development.

- Develop the ability to think rationally, including problem-solving skills, application, and skill in using different modes of inquiry.
- Develop the ability to use and evaluate knowledge, i.e., critical and independent thinking that enables one to make judgments and decisions in a wide variety of life roles – citizen, consumer, worker, etc. as well as in intellectual activities.
- Increase knowledge including information and concepts in mathematics, literature, natural science, and social science.
- Develop positive attitudes toward intellectual activity, including curiosity and a desire for further learning.
- Develop an understanding of changes in society.

3. Economic and Vocational Aims of Education

The education prepares young people for the world of work. It enables them to adjust in the society. Education presumes that learner needs certain skills and competencies to function as a productive citizen. To achieve these purposes educational programs aims at both academic and vocational needs of the learner. The

education at primary and secondary level must be balanced having theoretical, technical and practical components at the same time.

A country can prosper only if she has trained work force. The economy of a country depends on its work force. The skilled workers produce goods and country earns money. Vocational Education strikes a balance between economic and industrial progress. It prepares students for a useful life and useful occupation. True education ought to be an insurance against unemployment.

The vocational education enables young people to be familiar with the world of work and enter into labour force of the country. The vocational education also creates a sense of dignity in labour. This demands that required technological fields should be promoted properly through education for the development of the country.

The vocational aim of education is the direct outcome of industrial and scientific advancement. Vocationalisation of education is an important slogan of modern democratic education. Without a proper emphasis on vocational aspects of education, those who merely go to school, suffer in their lives.

The examples of Vocational aims of education are as under;

1. Learn how to select an occupation that will be personally satisfying and suitable to one's skills and interests.
2. Learn to make decisions based on an awareness and knowledge of career options.

3. Learn saleable skills and specialized knowledge that will prepare one to become economically independent.
4. Learn habits and attitudes, such as pride in good workmanships, that will make one a productive participant in economic life.
5. Learn positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

1. Social And Cultural Aims of Education

The social and cultural aims of education mainly focus three aspects-**Meritocracy, Democracy, Functional utility and Citizenship.**

4.1. Meritocracy

It means that people should be rewarded on the basis of merit i.e. knowledge, skills and abilities rather than inherited status, family background or money. In a society every individual has equal rights and opportunities. As per Constitution of Pakistan every child has the right of education. Education aims to develop awareness that all citizens are equal and have equal rights in all spheres of life. If a person has better abilities, should enjoy preference as compared to others.

The education should not discriminate but offer same curriculum and facilities to every body. All people should have access to same education. In Pakistan all public schools offer same curriculum and facilities to all children.

4.2. Democracy

In a democratic society the welfare of the individual enjoys vital importance. Education aims to produce democratic thinking in a society. In a democratic society every individual has equal opportunities regardless of race, class, and gender. Education develops awareness of democratic way of life and inculcates how to live together and respect the rights of others.

In the system all schools should have equal resources in terms of teachers, textbooks, laboratories, etc. Education should provide opportunity to every student to follow subjects of his or her likings. In Pakistan all public schools are facilitated with equal resources and students can follow the courses of their own choice.

The school should function in a democratic way. It should function as democratic community mutually discussing educational matters, exchanging views in a cordial atmosphere and taking collective decisions. The teachers and head teacher must act in a democratic way.

4.3. Functional utility

Education aims to produce experts who can run the country or society on the basis of their knowledge. The functional side of education includes:

1. Education is a process of continuous growth. Growth must be towards an ideal human character.
2. Education is a continuous reconstruction and reorganization of experience. The process involves inheritance, participation and contribution.

3. Education is a direction. Direction must be towards certain social and personal ideals and standards.

1.1 Citizenship

Good citizenship is always the need of the society. A nation cannot progress without educated citizens. Another important aim of education is to carefully train every individual for citizenship. The Greek philosopher Aristotle says that the success of government and society depend on the quality of education that is provided to the young people. In this country all education policies support the development of citizenship among the youth through education. Education helps to produce enlightened citizens having sense of unity and national identity.

Education in this regard focuses development of thinking in the right path, accommodation of new ideas, proper use of freedom, patriotism and inculcation of desire to serve the country.

The aim of education is to develop important values in the students such as respect for each and every person, equality, tolerance, cooperative living and leadership. Learning experiences are offered to inculcate the duties and responsibilities of individual citizen. Education facilitates training of every citizen for citizenship by developing abilities to distinguish between truth and falsehood, enlightened moderation, accepting new ideas, successful living in a democratic society and true patriotism.

The examples of Social and Cultural aims of education are as under:

1.1.1 Interpersonal understandings:

- 1.1. Develop skill in communicating effectively in groups.
- 1.2. Develop a concern for humanity and an understanding of international relations.
- 1.3. Develop an understanding and appreciation of cultures different from one's own.

1.1.2 Citizenship development:

- 2.1 Develop a commitment to the values of freedom.
- 2.2 Exercise the democratic rights with enlightened personal conscience.
- 2.3 Develop insight into the values and characteristics of the society of which one is a member.
- 2.4 Understand and adopt the norms, values, and traditions of the groups and society.

EXERCISES

1. Discuss importance of aims in education?
2. Explain spiritual and moral aims of education with examples?
3. Describe intellectual aims of education with examples?
4. Discuss vocational aims of education with examples?
5. Explain social and cultural aims of education with examples?

CHAPTER-4**CURRICULUM**

Curriculum is the set of planned activities undertaken in and outside the school.

Curriculum is the soul of the process of education. It is the heart of the educational institutions and the mind of the course and all that only goes with identifying the place of curriculum in the educational process. Cunningham once said that "curriculum is the tool in the hands of artist (the teacher) to mould his material (on pupils) according to the ideals (aims and objective) in his studios (the school)".

Any effort for the quality improvement of education must be directed to the curricula, which hold pivotal position in education system. Education imparted at any level has to be in accordance with aims and objectives laid down in educational policies of the government. Professional's educators for children of different age groups then translate these in the form of curriculum. Curriculum guides the teacher, the students and the parents about what to teach, how to teach whom to teach and up to which level?

The word curriculum is derived from Latin word "currere" which means 'to run' so the "curriculum means a

course to be run for reaching a certain goal". This meaning does not inform enough specifically and intelligently.

For the definition of curriculum, people would say that the curriculum includes English, Mathematics, Social Studies, Science and Music etc. However, that would certainly tell very little about learning experience students be engaged in or what it is hoped students might achieve as a result of experiences.

1.1. Definitions

There are a number of definitions of curriculum:

According to J.F Kerr (1968) "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or out side the school."

H. Rugg states, "The curriculum is really the entire program of the school's work. It is essential means of education it is every thing that you and your teachers do, thus it is two fold in the nature, being made up of the activities, the things done and of the materials with which thy are done"

To M. Johnsin (1967) "...curriculum is structured series of intended learning outcomes. Curriculum prescribes (or least anticipates) the results of instruction. It does not prescribe the means i.e. the activities, materials, or even the instructional contents to be used in achieving the results. The curriculum has reference to what is intended that you learn not what it is intended that you do."

G.A. Beachamp (1968) says (a curriculum is) ...
"A design of social group for the educational experiences of their children in school."

A close look at these four definitions reveals that what actually takes place both inside and outside the school is curriculum. Curriculum is a written plan that drives instruction. It delineates the skills and concepts taught and evaluated to enhance student achievement. It is intentionally designed to meet district, state, and national goals and standards.

More broadly curriculum is anything and everything that teaches a lesson, planned or otherwise. Humans are born learners, thus the learned curriculum actually encompasses a combination of hidden, written, political and societal curricula. Since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school – from the janitorial staff, the secretary, the cafeteria workers, their peers, as well as from the deportment, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imparted to youth by these contacts.

The definition of the curriculum, which researcher favour, is that of Stenhouse (1975) - "A curriculum is the means by which the experience of attempting to put on educational proposal into practice is made publicly available. It involves both content and methods and has widest application in the institutions of the educational system."

1.2. Difference between Curriculum and Syllabus

Curriculum is not simple a syllabus because the syllabus is only the verbal and book oriented while the curriculum is not. Syllabus lays more stress on learning and memory.

On the other hand the scope of curriculum is very wide. It is able to comprehend every aspect of the student's life, seeks to satisfy all his requirements and to develop every aspect of his personality. Hence the syllabus becomes part and parcel of curriculum. Thus the two terms should not be treated as synonymous. In addition to the syllabus, the curriculum also includes various types of co curriculum activities and various parts of educational environments. Though the syllabus forms the basis of curriculum in the school yet it is improper to restrict the curriculum in this manner.

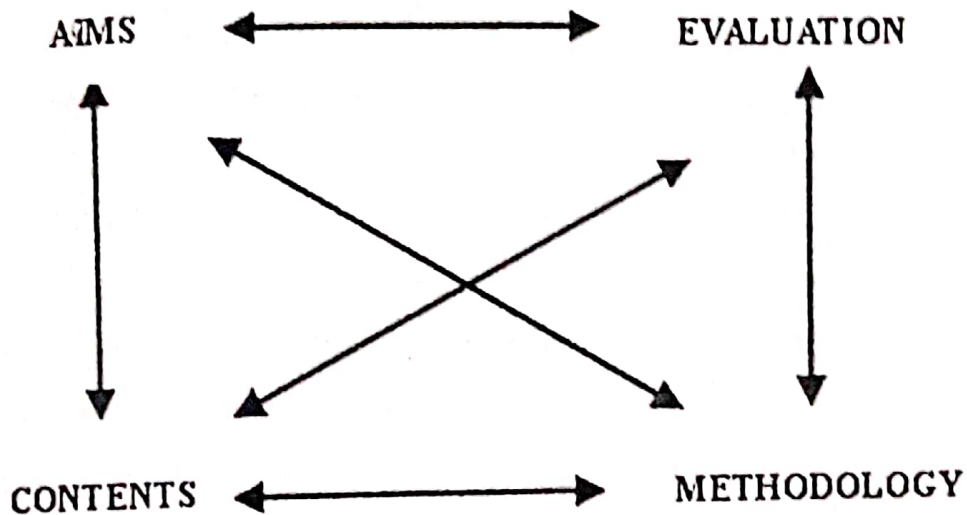
2. Components of Curriculum

The process of curriculum development starts with the answering of three questions Why, What and How of curriculum? To answer these questions we need to know the **components of Curriculum** and their interrelationship.

2.1. Aims and Objectives

Why do we need a curriculum? Curriculum provides means for the all round development of a child. It involves human experience, culture and civilization which are transferred to new generation. It helps to develop moral character, discipline, honesty, cooperation, tolerance and brotherhood. It develops mental abilities such as thinking, wisdom, reasoning and

judgment. Curriculum intends to change behaviours such as attitudes, interest, values and creative ability. It develops right type of beliefs towards religion and traditions. It is the first stage of curriculum development. Aims and objectives of the curriculum are identified keeping in view the society, student and discipline (subject).



CURRICULUM DEVELOPMENT MODEL

The aims and objectives of curriculum usually focus following aspects:

1. National interests and priorities
2. Social issues
3. Public opinion and aspirations
4. Developments in disciplines
5. Standards in education
6. Individual's needs
7. Needs of the future

Guidelines for preparing Secondary school curriculum in Pakistan are as under:

1. To prepare the students for the world of work, as well as pursuit of professional and specialized education.
2. To develop the personality of students as enlightened citizens of an Islamic State and peace, loving citizens of the world at large.
3. To ensure that all boys and girls, who are desirous of entering secondary education, are not deprived of their basic right because of non-availability of the schools.
4. To design a system of recruitment, training and selection of teachers in such a way that well-qualified and trained teachers are available for all subjects offered at secondary level.
5. To prepare and make available such teaching-learning material which makes learning rewarding and attractive.
6. To introduce a system of evaluation that emphasizes learning of concepts and discourages rote memorization.
7. To remove ambiguities and contradictions in the operation of 3-tier system of education and design rules, regulations and practices that ensure smooth functioning of the system.
8. To adopt a balanced approach towards integration of technical/vocational education and evolve a system, which is cost-effective and practicable.

2.2 Contents

What is to be offered (content) to achieve the set aims and objectives? Keeping in view the aims and objectives learning experience are selected from the subject, life of student and society and are arranged in order. In this way a course outline is developed which is called syllabus. Following the course outline textbook is developed by author(s).

Selection of content for the textbooks is a difficult task and the knowledge explosion in all the fields has further increased the problem. The curriculum designers are faced with this challenge- what to include and what not to include. Contents are determined keeping in view the requirements of the discipline, society and students. Various procedures are used for the selection of content.

2.2.1. Content Selection:

Some of the procedures being followed for content selection are as under:

a. **Judgmental procedure**

This procedure selection of content is based on the judgment of curriculum designer. This procedure is subjective as it depends on the knowledge and interests of curriculum designers. It is likely that the prejudice and biasness affect the selection of content in this procedure.

b. **Experimental Procedure**

The content is selected on the basis of experimentation with reference to certain criteria. This is an objective approach and reliable to a great extent.

c. Analytical Procedure

This procedure involves analysis of various activities and even job analysis to identify the subject matter underlying these activities. These analyze produce information about what is presently being followed but reflect little about the future needs and problems.

d. Consensual Procedure

In this approach content is selected with reference to certain criteria by a group i.e. subject experts, curriculum experts, teachers etc. This procedure is more dependable and reliable.

The content of any subject is usually very broad. It is analyzed and representative sampling is made from the subject matter so as maintain its identity and requirements. These elements of the subject are arrange in logical order- simple to complex, known to unknown, concrete to abstract.

2.2.2. CHARACTERISTICS OF GOOD TEXTBOOKS

A textbook is an important instructional material. In countries like Pakistan a textbook is the only source of information for students and teachers. Therefore there is a need to produce quality textbooks. The role of a teacher is to make the written material of the textbook understandable to students. A good textbook has following major characteristics:

A. Aims and Objectives

A textbook of quality aims to achieve set goals such as:

1. Meets the needs of children at their level.
2. Meets the needs of curriculum.
3. Meets the needs and expectations of parents and teachers.
4. Corresponds with national goals and aspirations of the society.
5. Corresponds with the educational goals and plans.

B. Contents

The content of a good textbook has following features:

1. It is interesting, stimulate and motivate students.
2. It is comprehensive, authentic, appropriate and suitable to a wide range of student's of abilities and backgrounds.
3. Relevant with the experience of students and every-day life.
4. Matches development stages of the learner.
5. Language and explanations simple and understandable.
6. Organization of content simple to difficult, known to unknown and flexible.
7. Compatible with the values of the society.

C. Technical Quality

The technical aspects of the textbook include cover page, photographs, diagrams and illustrations, quality of paper, printing, binding, price and size. The

cover of the textbook should be attractive to readers. Photographs, diagrams, graphs and illustration should supplement the text to make it understandable to learners. Photographs and illustrations should be coloured having proportional sizes to catch the eye of learner. The quality of paper improves the quality of the textbook. The printed words need to of appropriate size so that reader can read it without any difficulty. A student has to keep the book for a year and frequently use it. Therefore binding has to be good and longer lasting. Price should be affordable to all children so that they can buy the book. It should not of too large size instead it has to be according to the specified need to be covered in the specified time period.

D. Teaching Methods

• A good textbook

1. Facilitates various teaching methods.
2. Suitable for the use of teachers.
3. Relates with the training of teachers. •
4. Manageable in the school.

E. Evaluation

A good textbook

1. Results in observable learning outcomes.
2. Gives students a sense of achievements.

2.3 Teaching Methodology

How the selected content to be delivered to the students to achieve objectives of the curriculum? The aims of curriculum are achieved with the help of teaching

methods through selected content. The methods are employed for providing learning experience and bringing desirable change among the students. Teaching methods are identified to teach the subject that is more suitable to achieve the objectives. It also involved training of teachers to teach the content.

2.3.1. Models of Teaching

There are four general models of instruction that are considered important in curriculum:

i. **Behavioural Model:**

This model makes use of ideas about manipulating the environment to modify behavior of students. Mastery learning, direct instruction and outcomes based teaching are based on this model.

ii. **Social Model:**

This model focuses on to learn from each other. Cooperative learning, project and reciprocal teaching are based on this model.

iii. **Information-processing Model:**

This model focuses on increasing students' abilities to think, seek, organize, interpret and apply information. Concept formation and inquiry learning are based on this model.

iv. **Personal Model:**

This model encourages self-exploration and development of personal awareness through non-directive teaching methods.

2.3.2. Methods of Teaching

Various teaching methods can be grouped as under:

A. Teacher – Centered Methods:

- I. Guided discussion
- II. Lecture
- III. Lecture discussion
- IV. Tutorial

B. Student-Centered Group Methods:

- I. Brain Storming: All members participate and record their ideas or potential solution to a problem in a situation. No group member criticizes any idea. In the end group analysis all points are discussed and arrive at consensus about action or solutions to the problem.
- II. Debate
- III. Group Discussion
- IV. Interview
- V. Listening and observing
- VI. Panel (utilization of both the experience and expertise of visitors)
- VII. Group Projects
- VIII. Case Studies
- IX. Role Play & Simulations
- X. Seminar

- XI. Visits & Field Trips
- XII. Workshops
- C. Individual Student-Centered Methods:
 - I. Assignment
 - II. Distance Teaching and Learning
 - III. Computer assisted learning
 - IV. Programmed learning
 - V. Practical
 - VI. Drill

2.4. Evaluation

To study the overall impact of curriculum procedures for evaluation are determined. The information thus collected helps to revise and bring about meaningful changes in the objectives, content and teaching methods.

The evaluation requires judgment on the value of material and methods for given purposes. It also includes quantitative and qualitative judgment on the extent to which material and methods satisfy criteria. It involves use of a standard of appraisal.

The level of students' attainment is evaluated by tests. The results show the effectiveness of objectives, textbooks, teaching methods and method of examination. The interpretation of evaluation of curriculum provides feedback about its components. These components are then improved or modified to achieve the objectives.

The major focus of assessment and evaluation is to improve teaching and learning of the students. Assessment is the measurement of student's performance. In English terminology the term assessment is used to assess the performance of the students and the term evaluation is used to assess the performance of the curriculum such as teaching methods, textbooks and curriculum. In American terminology, the term evaluation includes both assessment of students and evaluation of curriculum.

Assessment is considered as a continuous process and part and parcel of teaching and learning. However, assessment should have the same ingredient as of learning situation i.e. purposeful, interesting, enjoyable and challenging.

A. WHY TO ASSESS?

The **important** purposes of assessment are as under:

1. To determine the extent of achievement of set objectives.
2. To determine the extent of progress of student's learning
3. To provide feedback to each student about his progress in his/her achievements regarding specified concepts, understanding process skills, manipulative skills, attitudes and other desired aspects.
4. To obtain feedback about the effectiveness of teaching strategies and curriculum materials.
5. To determine learning difficulties of students.

6. To determine remedial actions
7. To motivate students
8. To grade students for promotion
9. To direct the students in accordance with their abilities and interests.

B. WHAT TO ASSESS?

Major domains or areas for assessment are as under:

1. **Contents:** Knowledge, understanding, application of scientific facts, principles and concepts.
2. **Skills:** Competencies of students in various skills.
3. **Behaviours:** Attitudes, interests, values and appreciations.

C. HOW TO ASSESS?

Information is considered more reliable when obtained through more than one method. Following are some of the techniques, which can be used by teacher to assess the achievements of set objectives of feedback from teaching and learning science.

- i. Observation
- ii. Written test
- iii. Practical test
- iv. Oral questioning/test
- v. Examining student's records and daily work such as notebooks, practical books, project reports.

D. TYPES OF QUESTIONS

There are different types of questions, which can be used for asking questions orally as well as for written tests. Different types of questions are used in testing procedures to assess various competencies and abilities. The questions are usually categorized into two major groups.

- i. Objective types questions and
- ii. Essay or extension type questions
- i. **Objective type questions include:**
 - a. True and false items
 - b. Rewrite items
 - c. Completion of sentences items
 - d. Multiple choice items
 - e. Matching items
 - f. Short answer questions
 - g. Labeling diagrams
- i. **Essay Type Questions includes**
 - a. Essays
 - b. Extended questions•

E. WRITING QUESTIONS

The quality of questions determines the quality of assessment. To develop a question it requires a skill. Proper classification and format should be used as a guide for writing questions.

3. CHARACTERISTICS OF GOOD CURRICULUM

The major aim of education is to enable the individual to adjust in the society. The education needs to cater the interests of the individual as well as of society to prepare the child for the future. This can only be achieved if the curriculum is comprehensive including all the aspects of education.

• The characteristics of good curriculum are as under:

1. Development of Individual

The purpose of education is to facilitate over all development of the individual. It not only focuses intellectual development of the learner but also physical, social and moral development. The curriculum represents total learning experiences and purposeful activities. A good curriculum offers balanced activities to develop all aspects of the personality. It provides essential knowledge and skills for students to enable them to adjust in the society and caters the personal and social needs.

2. Fulfillment of Needs of the Society

The society needs literate citizens and experts to run its affairs. There are many services and occupations in the society. Education fulfills the demands of the society through curriculum. Curriculum of general education fulfills the common needs and specific curriculum prepares people for specific tasks.

3. Fulfillment of Educational Needs

Education prepares the learner for the times to come. It is obvious that a good curriculum visualizes

those changes and facilitates the preparation of individuals who have proper understanding of the then world and have appropriate knowledge and skills to be useful for self and society. The students have different types of aspirations. A good curriculum provides opportunity to the learners to realize his potentials and aspirations.

4. Flexibility in the Curriculum

Curriculum needs to be flexible and accommodating with regard to the learner. It should not be followed blindly and rigidly without caring the learner. While framing the curriculum, the needs and interests of the learners are given due consideration. In this way things are not forced or expected to do for which they are not ready. A good curriculum also facilitates the learner to study the material in a sequence of his or her interest.

5. Balanced Curriculum

Well balanced curriculum not only take care of all aspects of the personality such as mental, physical, social and moral, it also gives due consideration to the subject as well as needs of the society. It facilitates integration of academic and technical education as well as theory with practical education.

6. Relevance of Curriculum

Education cannot function in isolation. It operates in a society. The learner performs life activities in physical and social surroundings.

7. Recognition of Individual's Experience and Integration

New learning and new experiences become more meaningful when built upon previous knowledge and experiences. Teaching needs to integrate an idea with others and involve a re-organization of previous experience into new learning experience. Teacher should consider various parts of previous knowledge and build upon new learning experience.

8. Real Life Situation

School does not function in isolation but it is an essential component of the society. Obviously teaching and learning should have relevance with life and society outside school. The teaching should establish realization that whatever students study in school is a part of their life. Teacher should develop relationship between school and life situations, outside the school.

4. DIMENSIONS OF EDUCATION

People perform different functions and activities in home, work place and society. In these activities they make use of their knowledge as well as construct new knowledge. These daily life functions and experiences formulate basis for the educational directions and needs. The science has four fold prominent dimensions - knowledge, activities, contexts and attitudes, which serve as diagnostic features of primary science education program:

4.1. Knowledge

The foundation of scientific knowledge is based on the idea that nothing can be either studied in isolation or separated from other things. Obviously isolated and

fragmented information cannot formulate basis of proper knowledge and understanding and hence students will have no choice except to memorize. To develop understanding of any concept, its relationship with other concepts and information is explored. It is observed how other concepts support or oppose the concept under study. Inter-relationship and comparison of characteristics unfold the meaning and description of concepts. For example, for understanding a concept of matter we study its characteristics particularly with reference to weight (mass) and volume. A meaningful relation of factual characteristics is established and inferences are derived from this relationship: Following basic elements of education specify different components of knowledge:

Awareness of natural and man-made environments

Awareness of bio-diversity and unity in the natural world

Understanding of important physical phenomena

Processes of investigation and constructing new knowledge

Science being a human activity includes both marvelous achievements and shortcomings

The status of knowledge in science education is distinct. However, emphasis remains on quality rather than quantity particularly with reference to child and environment where it is operational. Preference is given to in depth understanding of concepts rather than extensive coverage of subject matter. Unnecessary terminology and information need to be avoided as much

as possible to make presentation and organization of subject matter effective. Integrated approach is advocated for science education. The nature of knowledge and quantum of requirement is determined keeping in view the child, society and science discipline. The knowledge of science refers to the following major aspects, which are to be focused while formulating primary science education program:

- Nature of science
- Basic facts, principles and concepts
- Unified and integrated themes
- History of developments
- Scientific processes and skills
- Products and services of science and technology
- Islamic teachings

4.2. Activities

People equip themselves with knowledge. They not only perform various functions by using their knowledge but also construct new knowledge during their activities. Sometime activities are carried out individually and sometime jointly or in collaboration with others. In this way people seem to be engaged in solving various problems related to individuals and society. The concept of science education cannot be perceived fully without activities. This clearly defines the status of scientific activities in science education, which has to be translated appropriately in the science education program. The nature of scientific activities is both intellectual and manipulative. The activities in science education have following three major-functions:

4.2.1. Using Knowledge

Children develop awareness and understanding of various aspects of their environment by using their scientific knowledge. Learning activities of school provide them opportunities where students can use acquired knowledge and develop understanding of various concepts. The use of knowledge assists in describing various objects, events and systems. The focus of education is to enable children to use and apply their knowledge for observing, measuring and estimating correctly, predicting appropriately, explaining and analyzing their observations and experiences and solving problems at their own. If these intentions are to be realized then activities in science education are to be recognized as compulsory component of the curriculum. That is why it is considered essential to include ample opportunities of activities in science education curriculum, as one or two activities cannot be instrumental to achieve all the desired objectives. The major scientific processes/methods, which facilitate the use of knowledge of science, are as under:

Observation

Measurement

Classification

Experimentation

Investigation

Analysis

Prediction

Communication

Manipulation

Synthesis

Evaluation etc.

4.2.2. Constructing New Knowledge

Children are not only receivers of knowledge but at the same time they are users as well. By using knowledge they increase their knowledge further. The activities which provide them opportunities to develop awareness and understanding of objects, events and systems also enable them to construct new knowledge. While performing scientific activities, children gather new information and experiences, which result into formulation of new knowledge. The science activities discourage rote memorization instead emphasize understanding. The scientific processes and skills and exploitation of appropriate resources of information facilitate in constructing new knowledge. When children forget something they can also perform related activity again in order to reconstruct their knowledge. During activities following aspects support and assist in the construction of new knowledge:

Asking questions

Solving problems

Making connections, establishing relationships, identifying differences and similarities, inferring pattern

Interpreting text, diagrams, graphs, models, tables, maps etc.

Identifying and using appropriate resources

Reconstructing previous knowledge

4.2.3. Developing Skills

As pointed out earlier science is not a just body of knowledge but also encompasses the ways -scientific processes or key operations of science. The major scientific processes as mentioned earlier, are observation, measurement, classification, experimentation, investigation, collection and interpretation of information, application, communication, manual operations etc. These processes lead to range of scientific skills, which are required to be developed through science activities. Science skills are both cognitive and psychomotor. The intentions of science activities are to facilitate and develop competencies in scientific skills. Following are the major scientific skills, which are addressed, in an educational program:

Observing

Classifying

Measuring

Conducting experiments

Recording

Analyzing

Interpreting

Making inferences

Communicating

Manipulating such as handling apparatus, using tools, improving, working safety etc.

4.2.4. Reflecting on Knowledge

Education is a lifelong process. People and children continuously increase their knowledge through various activities and experiences. However, they seldom tend to reflect on the knowledge whether what has been obtained is right or wrong, design of experiment appropriate or otherwise. Every person is responsible for his/her own actions. One has to go back rethink about actions, cause and affects, which enable children to develop a habit of justifying their actions. They have to question themselves whether this obtained knowledge is essential for them and society or not. They assess need to the affects and implications of scientific knowledge on other individuals and society. They discover the relevance of the knowledge with social values. They should discuss the affects of scientific discoveries with respect to national development and contribution towards humanity and environment. Obviously such science activities need to be selected in the curriculum, which offers opportunities for children to present positive and negative arguments, analyze and criticize, establish relationships with others and explain the interaction between science and society.

Following elements can help to develop ability to reflect on knowledge and scientific activities:

Analyzing

Criticizing

Justifying

Developmental contexts of science

Impacts of human activities on the environment

Interrelationship among human, science and society

Describing limits of knowledge

4.3. REAL WORLD CONTEXTS

The basic ethos of science is to know the real world. Therefore it cannot be treated and taught in an isolation. The knowledge of science is based on the real world having both natural and human contexts where we live in and the earth and universe where there are many physical and biological systems. Science is also related to technology, which has become an essential part of our daily life. The scientific knowledge is based on facts whether they are related to animals and plants, environment and universe, physical phenomena and systems or society. These situations formulate real-world contexts and are used for understanding, describing and explanations. In physical sciences contexts mainly focus physical phenomena such as Physical change, Chemical change, Energy, Motion, Friction etc. In biological sciences we use various systems of living things, cells, ecosystem etc. as contexts for teaching Geo-sciences contexts are described in terms of geo-sphere, atmosphere, solar system and universe. Whereas in technology we refer to different systems of technological devices such as refrigerator, TV, Radio, Computer etc. Moreover, we also make use of historical and social aspects as contexts in teaching science. However, some contexts are not real but abstract such as atom, which cannot be seen and are illustrated through models and charts. In science education we make use of both real-world contexts and abstract contexts. The major contexts in science education are as under:

Universe, solar system and space

Earth: atmosphere, hydrosphere, geo-sphere, etc.

Society

Living systems: cells, organisms, life processes, Eco system, etc.

Physical phenomena: motion, fraction, changes in matter, rain, carbon cycle etc.

Technological systems and devices: T.V, refrigerator, Computer, Radio, etc.

4.4. ATTITUDES, INTERESTS, VALUES AND APPRECIATIONS

The development of scientific attitudes takes place when the child is involved in learning process. These are behavioral pattern develop through knowledge, understanding and processes of science. The scientific attitudes include different behavioral out comes such as curiosity, open mindedness, making decisions on reliable evidence, respect and tolerance for others ideas, reluctance to believe superstitions, willingness to cooperate and shoulder responsibilities, avoid to make generalizations on the basis of little knowledge or unreliable evidences, etc.

Interests are positive emotions, which are nurtured through learning experiences. The interest of the child develops through variety of learning opportunities and activities. Interest is reflected from responses such as liking for science and science activities, extension and repetition of science activities, full participation, reading other science books and journals etc.

Appreciations are emotional responses and are evolved while child is engaged in learning experiences. The knowledge of science helps to formulate basis for appreciating the creations of God, the contributions of scientists and various discoveries of science. Science education develops knowledge and awareness of the nature, contributions of science and technology and scientists as ingredients of appreciation such as natural phenomena and systems, the role of science in daily life, the impact of science and technology on society, the role of science towards socio-economic development, contribution of scientists, creation of nature, orderliness of naturally phenomena and laws, methods of science etc.

Value is a feeling and belief what one tends to hold and what one wants to protect. During learning activities child learns how other people perceive a situation or interact and also learns to understand own feelings. The scientific knowledge and activities provide opportunities to the children to explore and react to it. These situations can be generated from attributes such as the science is nonviolent, science is non-manipulate, conservation of wild animals and natural resources, use of drugs, adoption of mechanized farming, conservation of energy.

EXERCISES

1. Discuss different definitions of curriculum and make your own operational definition?
2. Explain components of curriculum?
3. Describe characteristics of a good textbook?
4. Discuss different methods of teaching?
5. Differentiate between assessment and evaluation?
6. Discuss characteristics of good curriculum?
7. Describe major dimensions of education?

LEARNING

Learning is the heart of education. It also enjoys a very important status with respect to student. Learning plays an important role in reforming and determining the behaviour of an individual. Learning is basic to succeed in life. Development of human civilization is the result of learning.

1. Concept of Learning

Learning is a process of change in the behaviour of the individual as a result of experience. Learning takes place when an individual interacts in a situation. It occurs when a person does action that result in reaction. Learning brings change in the individual. Thus it changes the world in which he or she lives. At the same time learning helps to make further learning of same kind. That is why we say man learns to learn. However, processes of learning differ from person to person.

According to McGoeth learning is a change in the performance as a function of practice. Marquis has defined learning as a modification of the pattern in response to specific stimuli present in the external environment. Learning does not occur unless the organism is active in a behavioural sense. When the external environment remains fairly constant, the

behaviour of the organism becomes stereotyped in certain situation that is called habit.

Man is a rational animal. He has got the power of reasoning. This power of reasoning enables him to learn. Learning consequently plays an important role in determining the behaviour of the individual. Learning is the key to success in life. Learning enjoys a vital position in the process of education. It is because of learning that man is considered superior to other animals.

Learning is fundamental process of life. It involves:

- i. Acquisition of new experience.
- ii. Retention of new experience.
- iii. Development of experience in a logical sequence.
- iv. Modification of experience and creation of new experience.
- v. Organization, synthesis and integration of old and new experience.

2. Methods of Learning

Some important methods of learning are:

1.1. IMITATION

The most common inborn tendency of child is to imitate. Imitation involves copying others or doing as other do. Children like to copy their parents, friends, teachers and other things. This is both unconscious and deliberate process and can be easily noticed by others. All aspects of imitation are borrowed.

Formerly, it was thought that imitation kills originality and initiative in child. Ready-made learning is

no learning as child only picks up second hand knowledge. Now a day it is recognized that imitation has a great utility in learning for a child. It is a sociological agent and saves time in learning.

For learning by imitation teacher has to be expert in subject and his behaviour should be immitigable. It is more appropriate in language and handwriting. Teacher should explain all steps so that the students can copy or imitate clearly and quickly. Imitation can help weak students by copying bright students. The school should provide models for students to copy. The school should encourage hobbies in the school. Drawings on walls and boards should be such that students can copy them.

1.2. Trial and Error

Thorndike proposed that we learn each and every thing by making mistakes and errors. Learning, therefore, is a trial and error process. In the beginning there is large number of errors but as trials are repeated the number of errors gradually reduces. Finally there is no error and the result is success. Thorndike's theory of learning is thus based on trial and error.

There are four characteristic features of trial and error learning:

- i. Motive impels a person to react to the situation. It may appear in the form of need, goal or purpose.
- ii. The individual makes several kinds of responses to the situation.
- iii. Then there is progressive elimination of wrong or unsuccessful form of activity.

- iv. Finally there is integration and establishment of responses by which goal is achieved.

In education it implies that students must be motivated before they are taught. Teacher should proceed from known to unknown, concrete to abstract or simple to complex. Teacher should make use of experimentation and learning by doing whatever is possible for effective learning. More repetition should be carried out in the learning process. Teacher and students should follow the rule that practice makes a man perfect.

1.3. INSIGHT

Learning takes place through insight. Gestalt presented this theory. He believed that whole is more important and meaningful than the parts. Learning occurs by insight into the whole situation to be learned. Insight is a prompt and an instantaneous process. It does not occur slowly or step by step.

It is concerned with the way children learn particularly in school. It is against rote memorization. It emphasizes that children should develop understanding, to have insight into the nature of problem.

In education it implies that the curriculum of the class should be an integrated whole and there should be correlation between the subjects. Lesson should be presented in an integrated form. There is a need to encourage insight rather than rote learning. Cramming should be discouraged. It is helpful in constructive and creative activities as it involves imagination, reasoning and thinking power.

1.3. LEARNING BY DOING

Learning by doing results in a longer lasting understanding and retention of information. It involves active participation of the student. Therefore, students should be encouraged to learn through different activities. Activity method of teaching provides opportunities to learn by doing. Theoretical teaching should be replaced by practical application of knowledge and skills. It requires concentrated efforts on the part of the learner.

Skills are efficient way of doing things. Doing develops and skills. Skills involve a sequence of actions. That is why activity based curriculum is becoming popular and subsequently multiple activities are being prescribed in every lesson.

EXERCISES

1. What is learning?
2. Explain major aspects which are involved in learning?
3. Describe methods of learning with examples?
4. Discuss reasons which negatively effects learning in our schools?

SOCIETY, COMMUNITY AND EDUCATION

✓ (A society is a group of people sharing common culture and has common identity. It also refers to people, their institutions such as home and school, and their interrelationship).

(The population of a particular geographical area is called Community) In educational terms community consists of people who reside in an area and are users or potential users of an educational program or services.

For a society to grow and progress, it is essential to accept good aspects in other cultures adapt to changes and adjust it to assimilate them. A developing society like our, should need to be flexible and open for modifications. A society that does not keep up with the time slowly prepares itself for suicidal end.

There are number of factors that are responsible for the development of the society. Education among them is the most important single factor to achieve the desired goals of the society. Education helps in realizing the goals of society such as democracy, national integration, industrialization, etc. Education is considered an instrument of social mobility. There is a close

relationship of education with the social and economic conditions of the society.

The social demand for education is increasing day by day. Parents want their children to have higher level of education than they have themselves.

The community in which the individual moves is very important factor in the process of education and socialization. An individual carry traits of the community that help him in the adjustment in the institution and society. The influences of the community on the child help in achieving personality characteristics, a sense of adequacy and progress.

2. Social Functions of Education

The social functions of education are divided into following five categories:

2.1. Transmission of the culture of the Society:

The society needs to preserve and transmit main pattern of society from one generation to the other. It is the function of education to transmit culture and pattern of the society.

2.2. Provision of Leadership:

Someone must be able to initiate the social changes that are necessary for a society to survive in the modern world. These changes can be political, technical, economic, etc. The education is responsible to provide required leadership to the society.

2.3. Political Function:

There is a need of the society to have competent political leaders at all levels and to preserve the existing

system of government. The function of education is to produce desired leaders loyal to the country and develop capabilities to run the government.

2.4. Social Selection:

All individual cannot perform all social functions. Therefore, the function of education is central to the process by which the more able are sorted out of the population.

2.5. Economic Functions:

The society needs various types of trained manpower. Education should provide required educated manpower for all levels for the development of the country.

3. Interrelationship of Society and Education

Man educated himself down the ages through his natural environment. He obtained this knowledge from his biological and social environment. This natural education has been the major cause of growth in the awareness and intelligence of man. Therefore education has a great link with the society from the very beginning.

Education is primarily concerned with the continuity and growth of society. The education ensures it by preserving its culture on the one hand and on the other hand, by renewing and reconstructing it in order to cope with new social realities. The society has a set of beliefs, ideals and values. These are the fruits of the knowledge that has roots in the society.

Education cannot function in isolation. It must have roots in the society where it is operating. The curriculum presenting conflicting values away from the pattern of life in the society cannot go hand in hand.

Education needs to be harmonized with the values of the society.

Education is effective only if it is planned in collaboration with general economic and social planning. As economic and social development proceeds societies require personnel with various levels of knowledge and with increasing specialized type of skills. Therefore it is important that the number of students completing their education at various levels and fields must correspond with the manpower requirements of the country. In order to meet this goal, educational development has to be closely associated with manpower planning. In Pakistan this practice of cooperation between educational planning and economic and social planning is not visible. Obviously we are facing unemployment of university graduates.

There is a close correlation between the educational level of work force and their productivity. It means that if the educational level of work force is higher their productivity will be higher as well. The country can develop economically with educated labour force. The developing countries like Pakistan are facing the problems of qualified manpower to run their different sectors like trade, commerce, industry, agriculture, services, etc.

3.1. Functions of Society towards Education

Following are major functions of society towards education:

1. The society should establish good schools. Trained and efficient teachers should be appointed in schools to offer quality education. The school should facilitate in physical, intellectual, emotional, social, cultural, aesthetic, spiritual and vocational development of the students.

2. The society should establish good libraries accessible to all members of the society. Libraries help in broadening the mental and social horizons of the children.

3. Society requires various types of trained and skilled people. Society should facilitate vocational education in schools and colleges. Technical and scientific training should be given keeping in view the emerging demands and needs of the society.

4. In order to promote literary and cultural traditions society should organize related activities in the institutions.

5. No society can make progress until moral, spiritual and values are inculcated through education.

6. Society should provide adult education.

3.2 ✓ Role of Education in the Development of Individual and Society

Education is important means to transmit culture to the young. Today education is also expected to perform tasks that were once considered the responsibility of family and other social institutions. To some the education alone is responsible to solve all social problems along with transmitting subject matter. If there is any failure of the society the education system is blamed. It is not recognized that root cause may lie far beyond education. Education represents one influence on the entire society.

Following are the major role of education in the development of individual and society:

- a. Education prepares individuals for the economic, political, religious and social institutions of the society. Education help learner to fit into the society for its smooth running.
- b. Education is a democratic institution where all individual irrespective of their creed, race and provinces get equal opportunities to cater their potentials. Education provides equal opportunities for all individuals for their social mobility.
- c. In the society there are rewards of social prestige, status and even wealth. Education is the key factor in achieving these rewards. It provides knowledge and skills to the individual in accordance with the needs of the society.

3.3. FUNCTIONS OF SCHOOL TOWARDS SOCIETY

The impact of school is second to home and the influence of teacher is the most important single factor in the development of the child. School imparts moral and religious education, cultural heritage and knowledge of some subjects that is necessary for living a useful life. School helps in character building and prepares individuals as responsible citizens for a democratic society. The society cannot perform all these functions as adequately as school can do.

Following are the major functions of school in relation to society:

1. **Transmission and enrichment of culture:** School transmits the cultural values of the society from one generation to another. It also constantly reorganizing and reconstructing human experience. Thus school in an instrument in the creation of better society.

2. **Promotion of Social Efficiency:** Society needs different types of people to run the different affairs of the society. School prepares different people for different areas through curricular and co-curricular activities. It not only caters the needs of the individual but also of society.

3. **Cultivation of Values:** It is the function of the school to cultivate appropriate values for life among children.

4. **Adjustment in the Society:** Education enables the individual to adjust in the society. The school has direct responsibility of preparing the individual for post school adjustment. The school is responsible for producing productive citizens essential for the society.

5. **Trained Manpower for Society:** Technical and vocational training is part of the curriculum. Scientists and engineers are important for the development of the society. The school is responsible for imparting technical and vocational training in accordance with needs, aptitudes and abilities of the individual.

6. **Training of Leadership:** The society can make progress only if it has proper leadership in all the fields. It is the responsibility of school to provide leadership to the society. This is done by the curricular and co-curricular activities.

7. **Comprehensive Development of Individual:** The school is responsible for complete development of the individual including physical, social, moral, emotional and intellectual. The curricular and co-curricular activities of the school help in the all round development of the individual.

EXERCISES

1. Differentiate between society and community?
2. Describe social functions of education?
3. Discuss inter-relationship of society and education?
4. Describe major functions of society towards education?
5. Discuss role of Education in the development of individual and society?
6. Explain functions of school towards society?
7. Why do we need to educate our all members of the society?
8. Can we develop without education in Pakistan?

GUIDANCE AND COUNSELING

Guidance and counseling is a part of every school activity. It is not something that can be separated from the general life of the school.

1. Guidance

To guide means to indicate, to point out or to show the way. It is assistance, help or suggestions for individual's progress. In education **guidance** is a process of helping the individual to discover himself related to all aspects of personality and to help him or her in making maximum use and development of potentials. One can say that guidance is a process of assisting the student in developing body, mind, personality and character for maximum educational, vocational and social adjustments. The process of guidance helps the individual to discover his or her talents and potentials and to make more favorable adjustments.

Guidance includes following basic elements:

1. Attention on individual and not the problem
2. Leads to the discovery of abilities of an individual
3. Considers interests, abilities, needs and limitations

4. Leads to self development and self direction
5. Planning present and future wisely
6. Ways to adjust in the environment

1. **Difference Between Guidance & Counseling and Education**

The guidance and counseling differs from the usual class-room situation in several ways:

- a. In guidance and counseling individual student is a center of interest and therefore each student gets individualized attention. Where as in the class a teacher pay attention to the group.
- b. The guidance and counseling requires intimacy and confidence of the student. In the class only course content is followed whereas in the guidance and counseling wide range of topics are discussed.
- c. As only counselor is present the influence of counselor is much greater (one to one situation) than that of a class-teacher standing before a large class.
- d. The student has greater freedom than in a class situation to select the area of inquiry.

2. **NEEDS OF EDUCATIONAL GUIDANCE**

Educational guidance enables individual to make adjustment with educational environment by assisting him or her in developing good study habits, choosing a particular group of subjects, attaining progress by overcoming the problems and difficulties.

Following are major needs for guidance:

2.1 Educational Needs:

In the field of education students usually face difficulties related to:

- Selection of subjects
- Selection of co-curricular activities
- Study habits
- Organization of time and work
- Building social relationship
- Low achievements
- Social adjustment
- Selection of books and related materials
- Selection of track for further education

School has the responsibility to help students to resolve these problems. Guidance is needed for helping all students to develop and utilize their potentials, abilities and skills to acquire knowledge without any difficulty.

2.2. Vocational Need:

Pakistan is a developing country and has emerging economy. Students need to be guided for future role in the society. Vocational guidance is needed to help students to know their abilities, awareness of the world of work, adequate information about the jobs and their requirements, making right decisions of career based on their interests and aptitudes.

2.3. Psychological Need:

Students some time are subjected to emotional strains in home or community. There is a need of guidance for not only problem and maladjusted children but also for the normal students so that they lead a better life, become good citizens of the society and adjust themselves in the society.

2.4. Social Need:

Our society is experiencing changes in social structure such as social adjustment, large family size, breaking up of joint family system, selecting life partner, employment, lack of guidance at home, changes in economic and political system, etc. It is the responsibility of the school to meet the needs of guidance.

1.3. Role of Guidance in Schools

The main functions of guidance and counseling service in schools are:

- a. Collecting detailed information about each student such as health, home life, attitude towards studies and progress, interests, behaviour, relation in class, etc.
- b. Assisting students with their studies such as with the correct choice of subjects, type of further education after school, etc.
- c. Assisting students with personal problems such as relations with teachers, classmates, learning to live with individual character traits, etc.
- d. Helping students to choose their future occupation according to their aptitudes, interests and personal qualities.

1.4. FORMS OF GUIDANCE

There are different forms of guidance required for children such as:

- Educational guidance
- Vocational guidance
- Religious and moral guidance
- Guidance for social and home relationship
- Guidance for personal health and well being
- Recreational guidance
- Civic guidance

1.5. CAREER- VOCATIONAL GUIDANCE

Vocational guidance is the process of helping students to develop awareness of the world of work, choose an occupation and prepare for it. It assists in solving problems related to occupational choices and progress with individual's characteristics to achieve goal and adjustment in the environment.

There are a large number of occupations in the society and students do not have full awareness. If choice of future career is made without vocational plan, individual may end up in unsuitable vocation resulting into frustration and maladjustment. Unsuitable vocation adversely affects the health of the individual. Unhealthy worker is a burden on the society. Personal growth and happiness of individual depends on his occupation. Occupation is not only a source of earning but it is also a way of life. Right vocational guidance in making decision of occupation enables society to utilize human potential

fully. Vocational guidance considers the interests and abilities of individual and directs in a right direction.

There is also an economic loss if child ends up in unsuitable occupation as government spend money on education of people. Vocational guidance is needed to maximize out put of the industry and national progress. We are living in an age of specialization and we require specialists in every field. Right kind of human resources is a wealth of the country.

In order to provide vocational guidance necessary information is collected about the individual such as mental abilities, interests, aptitudes, personality characteristics, aspirations, etc. After making analysis, capabilities of individual for a vocation are determined. Information about the world of work is gathered. Thus vocation is chosen after analyzing the characteristics of the individual on one hand and various occupations on the other.

2. COUNSELING

Counseling is only a part of guidance that concerns with students at problem points. Counseling is a process in which individual is helped to form a decision, to make a choice or to find a direction about all important matters such as educational, career, etc. Guidance connects the student with education and profession and counseling helps to direct the student on the bases of knowledge about student. Counseling is said to be the heart of guidance program.

Guidance and counseling are not synonyms. Counseling is a part of guidance, which deals with individual at problem point. All counseling is guidance but all guidance is not counseling.

2.1. Importance of Counseling in Schools

Counseling is said to be the core of all the guidance programs. Counseling is a process in which individual is the center of interest and is helped in different areas at different points. It promotes self-awareness, helps individual to anticipate, plan and react constructively. With the help of counseling individual becomes capable to integrate thinking, feeling and behaviour. Student needs to develop interpersonal skills so that relationship with family, peers and other persons can be appreciated. He needs to be independent, mature and self-actualizing. Counseling assists in all these areas.

Counseling is a person-to-person relationship between student and counselor. Counselor establishes a relationship of mutual respect, cooperation and friendliness with the student. Individual discovers and solve his problem with the help of counselor.

2.2. Goals of Counseling

Major goals of counseling are as under:

- Facilitating behavioral change: It brings about positive change in behavior and help to minimize distress, anxiety.
- Enhancing coping skills to deal with distress, adjustment and modifying maladaptive behaviors.
- Promoting decision making to make choices and act on them.

- Improving communication pattern and social relationships and minimizing hesitation, low self-esteem or poor image.
- Developing the potential of the individual and learn ways to improve their abilities.

2.3. Methods of Counseling

There are two methods of counseling. Directive counseling and nondirective counseling:

1. **Directive Counseling:** It is also called problem centered counseling. All efforts are focused on the problem of the student. The information about the student is collected from different sources and then problem of student is analyzed with reference to the context. Causes of problems are discovered and solutions are identified. It emphasizes intellectual aspects rather than emotions.
2. **Nondirective Counseling:** It is also called client-centered counseling. In this type of counseling student is the center of interest rather than problem itself. Counselor plays a passive role. Student actively participates in the process, gains insight into his problem and decides about the actions to be taken with the help of counselor. In this emotional aspects of the student are considered more important than intellectual.

The student recognizes the need and approach counselor voluntarily. Counselor encourages free expression of feeling regarding problem. Counselor analyzes positive and negative feelings. He develops insight of the student into the problem and student plans action with the help of counselor.

EXERCISES

1. Define guidance and counseling?
2. Differentiate between guidance and counseling?
3. Describe need of educational guidance in school system?
4. Discuss types and role of guidance in schools?
5. Why do we need career guidance services in schools?
6. Explain importance of counseling in schools?
7. Describe methods of counseling?

EDUCATIONAL MANAGEMENT

Education is instrumental to cultivate the leaders and management. It offers knowledge, skills and specific management tools that streamline processes of planning, organizing, directing, and controlling to enhance institutional development, and maximize the use and benefit of resources. Successful education system takes into account the different management styles and makes the best of it. The performance of institutions depends on the way they are managed. The need for the efficient management of educational institutions at district level has roots in the devolution plan which demands well equipped managers having relevant knowledge and skills of planning and management. In Pakistan managers are customarily appointed on seniority basis to run complex management without adequate preparation and backup support. That is the reason, on the one hand we lose a very good teacher and on the other, we fail to have a good manager.

1. Vision of Educational Planning

"Educate your children; they must live in a time different from you". [Saying of Prophet Muhammad (SAW)]

i. Education

Education enables individual to adjust in the society. Education is defined as:

- *Process of bringing change in behavior*
- *Process of continuous reconstruction of experience*
- *Process of attaining social competence and individual development*

ii. Education Policy

A plan or course of action, as of a government, intended to influence and determine decisions, actions, and other educational matters. It is a statement of aims, purposes, principles or intentions that serve as guidelines for managers in accomplishing the objectives.

Polices are the guiding principles for practicing the management tools and techniques. Educational management is a structured set of operations to achieve educational goals. Therefore educational managers needs to be oriented with the concepts of management, that will help them improve their management capabilities and allow thoroughly, them to make better contributions to their organizations for achieving goals.

2. Educational Management

The rapid changes and developments in education have signified the role of educational planning and management. The traditional role of educational management has to be reconsidered now so as to rationalize and integrate the management functions in the process. The management is a process designed to ensure clarity of goals and due cooperation, participation,

interventions and involvement of people in the effective achievement of set goals and objectives. Management is a social process as it involves interaction of people in and outside the educational institutions. Management process consists of following four functions:

1. **Planning:** This function includes goal/objective setting, programming and if required project formulation.
2. **Organizing:** It includes arranging necessary facilities, equipment, staff and finances, and determining framework to achieve the required targets.
3. **Directing/Leading:** This function involves setting time and cost framework, motivation, supervision and coordination.
4. **Controlling:** It includes monitoring, evaluation of performance and reporting.

Management being a social process involves working with and through people. Because people are unpredictable and thus interaction between managers and employees can be unpredictable, it is impossible to impose a rigid set of rules that will work in every situation. That is one reason that management is an art as well as a science.

Educational management is defined as structured set of operations to achieve goals.

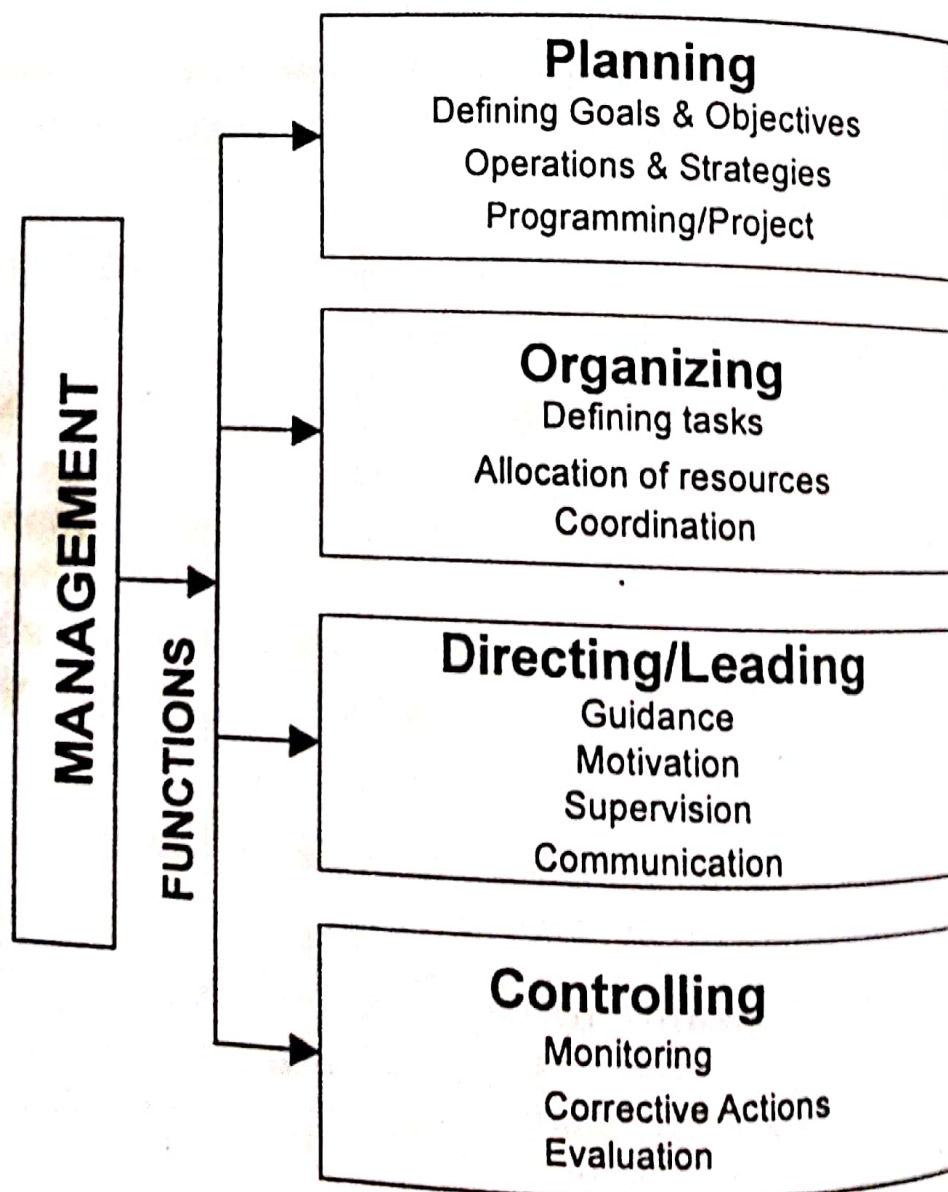
"Management is an administration, involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources".

"Educational management is the efficient and economical use of time, money and material for achieving the objectives of the system".

"Educational management is the collective utilization of human resources and material resources, in order to effectively achieve the objectives, set for schooling".

"Educational management is well directed efforts, within the school system for the achievement of educational objectives".

Management Process: Functions



Functions of Management Process

3. Management process comprises four functions:

3.1. Planning

What is Planning? Planning is the French word 'purveyance', which means to look ahead. Planning is preparation for action, and as such it is the first step to every sort of human activity.

In the words of *Prof. Pfiffner and Presthus*, it is 'a rational process characterized of all human behavior'.

According to *Dimock M.E.* and *Domock G.O.* 'Planning is an organized attempt to anticipate and to make rational arrangement for dealing with future problems by projecting trends'.

Fritz Morstein Marx says, 'Planning is preparation for action. It is the vital first step in any major administrative action. Planning is a means to an end. It is the process of formulating objectives to be realized by administrative enterprise'.

Seckler Hudson defines it as 'the process of devising a basis for a course of future action'.

According to *Herbert A. Simon, Donald W. Smithburg and Victor A Thomson* "Planning is that activity that concern itself with proposal for future, with the valuation of alternative proposals and with method by which these proposals may be achieved. Planning is rational, adaptive thought applied to the future and to matters over which the planners or the administrative organization with which they are associated have some degree of control".

Shami describes educational planning as a process of making set of decisions for the future of individual, institution and society.

According to **Philip H. Coombs** "Educational planning is the application of rational systematic analysis, to the process of educational development, with the aim of making education more effective and efficient, in responding to the needs of the students and goals of the society".

According to **UNESCO** "Educational planning means the application to education of a rational scientific approach; examining possible alternatives in educational development; choosing wisely among them; then proceeding systematically to implement the choice made".

What, When and how to do?

As pointed out educational planning is a formal process of making a set of decisions for the future of individual, society and institutions, it involves following aspects:

- Defining objectives
- Determining operations/Programming
- Collecting and analyzing information
- Developing alternatives
- Decision making and communicating
- Preparing work plans/Project Formulation

The definitions of educational planning clearly imply educational administrators, to decide what is

needed to be done when and how. This helps to set define objectives for the organization, both short term and long term, keeping in view the economical, social, and political environment, in which the organization will be operating and the resources, it will have available to make the plans work out.

The definitions of planning also describe it as a process, which involves selection mission and the actions to achieve them, decision making from the available alternatives.

3.2. Organizing

Organizing function includes following aspects:

- Defining tasks, methods and procedures
- Acquiring resources: Human, Financial, Physical & Information
- Allocation of tasks into organizational structure
- Establishing authority and coordination mechanism
- Selecting and developing human resources

3.3. Directing/Leading

Directing is influencing people's behavior through motivation, communication, group dynamics, leadership and discipline. The purpose of directing is to channel the behavior of all personnel to accomplish the organization's mission and objectives while simultaneously helping them accomplish their own career objectives.

Directing and leading function includes following aspects:

- Setting timeline and cost framework
- Leading
- Guiding and motivating
- Supervising

Leadership is an interpersonal influence directed toward the achievement of a goal or goals. Three important parts of this definition are the terms interpersonal, influence, and goal.

- Interpersonal means between persons. Thus, a leader has more than one person (group) to lead.
- Influence is the power to affect others.
- Goal is the end one strives to attain.

3.4. Controlling

Controlling function includes following aspects:

- Monitoring/Feedback
- Corrective actions
- Evaluation of performance

Controlling is measuring and correcting individual and organization performance to ensure that events conform to plans. It involves measuring performance against goals and plans, showing where deviations from standard exist, and helping to correct them. In short, controlling facilitates the accomplishments of plans.

Control activities generally relate to the measurement of achievement. Some means of controlling like the budget for expenses, inspection records and working hours lost, are generally familiar.

Each measures and each shows, whether plans are working out. If there is any deviation, correction is applied.

Monitoring is about collecting information that will help you answer questions about the organizational performance. It is important that this information is collected in a planned, organized and routine way. This information is then used to report on the organizational performance and to help evaluate.

Evaluation in education has emerged as Measurement. In this regard, the test makers developed many standardized tests to measure pupil achievement, adjustment, personality and the like. This was, eventually, expanded to include observational inventories, questionnaires, and other instruments, to produce quantifiable data concerning practically every aspect of school operation. Large amounts of quantified facts could be manipulated statistically.

4. Institutional Management

School management is a distinct process consisting of planning, organizing, controlling and evaluating the work of the students, teachers and others. Various concepts of school management are given as below.

“Management is the application of scientific and systematic approach to solution of the problems which the school is facing in different areas of education.”

“A purposeful and goal directed efforts within a school system for the achievement of educational activities is called educational management”.

"It is a process of validating purposes and allocating resources to achieve maximum attainment of objectives within the minimum utilization of resources".

4.1 Scopes and Importance

- i) Helps in defining the purpose of education.
- ii) Attains a balance between different objectives of education at each level.
- iii) Deals with ways of rationalizing the utilization of resources.
- iv) Ensures the cooperation, participation, intervention, and involvement of others in the achievement of predetermined objectives.
- v) Ensures the interaction of people.
- vi) Leads towards obtaining necessary facilities, equipment, and staff to establish an efficient framework for carrying out plans.
- vii) Tool for implementation of policies in education.
- viii) Helps in solving the problems of educational development.
- ix) Instrumental in socio-economic development of the society.

4.2 General Tasks of a Manager

Followings are the major tasks of a school manager:

- Setting clear objectives
- Planning with colleagues

- Establishing a consistency of approach
- Providing leadership
- Giving guidance
- Advising and cooperating
- Selecting and appointing
- Professional development
- Coordinating and managing
- Reviewing the curricular and pastoral functions
- Assessing
- Cooperating as a team
- Appraising performance

Whitaker (1983) writing with particular reference to school Head teachers but, never the less, with a more general message, suggests that there are four elements, which can be identified in response to the question "What is to be managed?" These are:

- i) The allocation and application of responsibilities within the school;
- ii) The curriculum;
- iii) The organization of the school including the distribution of resources and the arrangements for communication, and
- iv) Decision-making; the people in and connected with the school.

4.3 Key Areas of Management in a School

School management provides the dynamic forces for direction that combines static resources into a functioning, productive organization. The need for some type of school management arises as soon as co-operative endeavor is required to accomplish objectives. Of course, one might visualize simple operation hunting or fishing by two or three individuals, for example in which there is little apparent management. If the operation is quite small and the task is relatively not specified such as those in barbershop, the amount of managerial leadership required is at a minimum. In most of the establishments with a few, as a half dozen employees, however, the need for careful organization and management becomes one of the important matters to be considered. Educational institutions, for example, must blend the contributions of different people, for the education of the student. These people perform different tasks, each making some contribution to the organization and its objectives.

It is the task of top management to provide leadership necessary to secure the individual efforts and to direct the order and nature of their work.

A school must first and foremost, be a cooperative institution. Cooperation between headmaster and staff, among members of the staff, between headmaster and pupils, between teachers and pupils, and between school and parents is emphasized. Organization is a means to secure the smooth and efficient running of this cooperative society. *L.P. Jacks* says that the most precious art in the world is that by which crowds can be turned into communities and the school is undoubtedly the first and the foremost agency, which can perform this

duty most efficiently. The school with a community life of its own is an excellent training for learners. When the child cannot live in this small organization on a cooperative basis, how can we expect that he will be able to pull on well in a very complex world where co-operation is necessary?

EXERCISES

- 1. Define educational management?**
- 2. Define education policy?**
- 3. Why do we have long history of failures regarding our education policies?**
- 4. Describe functions of educational management?**
- 5. Explain school/ institutional management and its importance?**
- 6. Describe tasks of school manager?**

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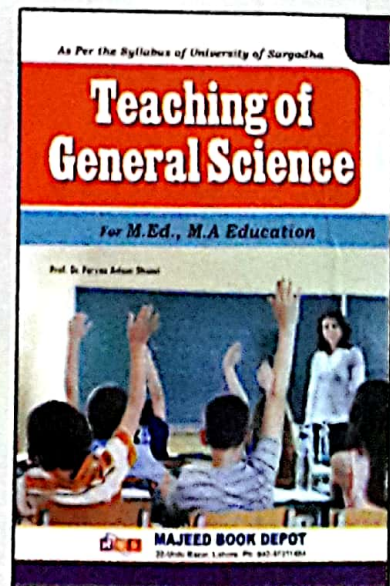
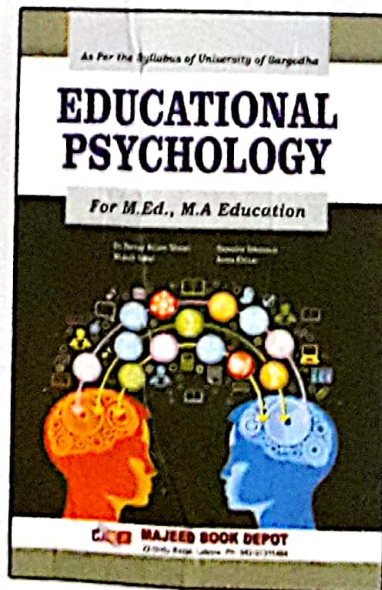
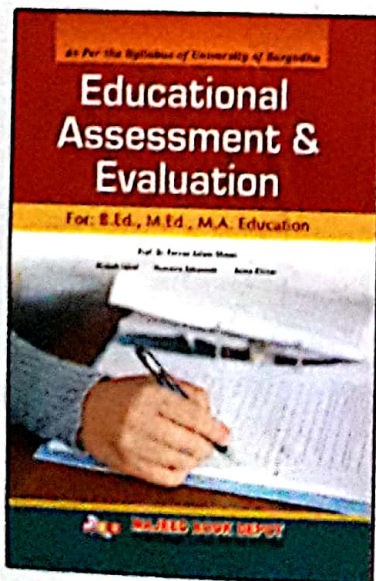
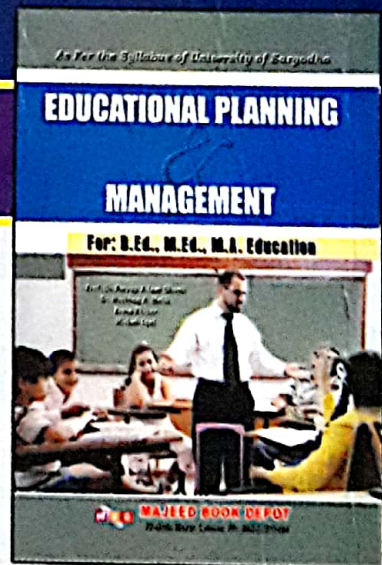
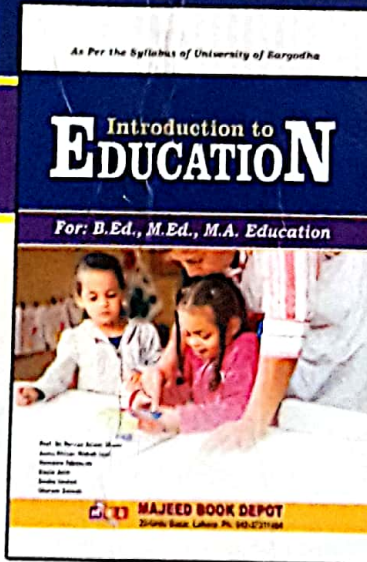
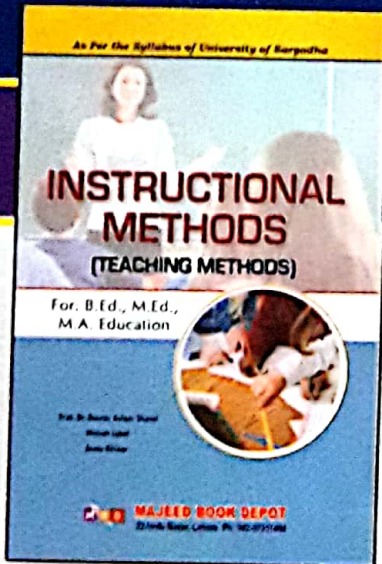
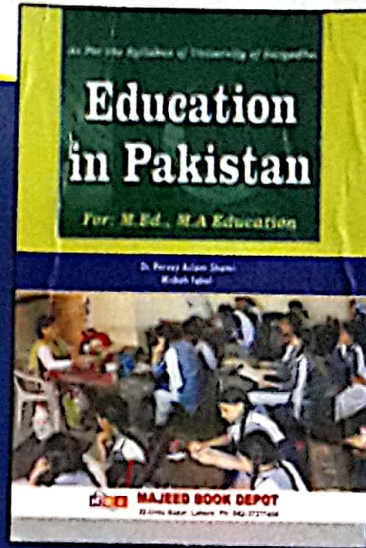
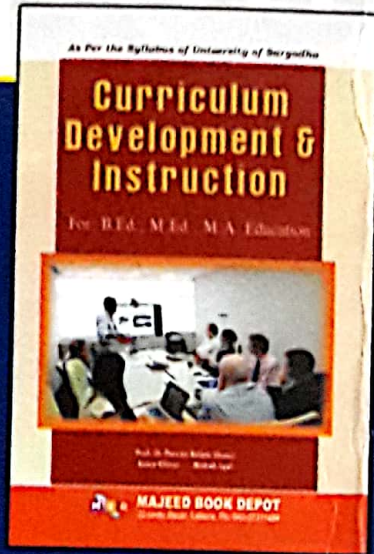
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