

UNIT NO 6

AIMS OF EDUCATION

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1. INTRODUCTION

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

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

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

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

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

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

2. OBJECTIVES

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

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

3. AIMS, GOALS AND OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. QUALITY OF MEANINGFUL OBJECTIVES

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

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

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

Words open to a

Range of interpretations

To know

To understand

To appreciate

To grasp the significance of

Words open to a

fewer interpretations

To write

To recite

To identify

To solve

To enjoy

To list

To believe

To compare

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

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

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

5. TAXONOMIES OF OBJECTIVES

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

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

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

Blooms' Taxonomy:

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

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

(A) **Cognitive Domain**

1. **Knowledge**

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

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

2. **Comprehension**

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

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

3. **Application**

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

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

4. **Analyses**

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

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

5. **Syntheses**

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

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

6. **Evaluation**

Evaluation means the ability to make judgements or appraisals based on

knowledge or given criteria.

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

B. Affective Domain

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

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

Receiving

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

2. **Responding**

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

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

3. **Valuing**

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

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

4. **Organisation**

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

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

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

5. **Characterisation**

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

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

(C) **Psychomotor Objectives**

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

1. **Reflex Movement**

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

2. **Basic Fundamental Movements**

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

3. **Perceptual Abilities**

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

4. **Physical Abilities**

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

5. **Skilled Movements**

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

6. **Non-discursive Communication**

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

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

6. AIMS AND CURRICULUM

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

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

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

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

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

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

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

6.1 General or Unit Objective

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

6.2 Specific or Instructional Objectives

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

6.3 Behavioural Objectives

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

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

6.4 Features of Effective Objectives

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

Characteristics of effective objectives as listed by experts are:

1. Comprehensiveness

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

2. Consistency

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

3. Attainability

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

4. Suitability

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

5. Validity

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

6. **Specificity**

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

7. **Measurability**

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

8. **Unambiguous**

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

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

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

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

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

This report contains the following objectives:

- To reorient and reorganize the education in Pakistan

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

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

This policy has enlisted these objectives:

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

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

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

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

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

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

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

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

(iv) National Education Policy (1992)

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

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

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

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

professionalism as well as ensure accountability of the academic community.

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

(v) National Education Policy (1998-2010)

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

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

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

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

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

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

(vi) National Education Policy (2009)

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

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

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

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

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

7. ACTIVITIES

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

8. EXERCISE

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

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

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