



EDUCATION

GRADE XI

Dr.Khalid Rashid

Reference Book

Contents

TITILE		
Chapter I	EDUCATION	5
Elements of Education		
Student		
Teacher		
Curriculum		
Learning		
Teaching		
Scope of Education		
Cognitive Change		
Affective Change		
Competence Change		
Functions of Education		
Preservation and transmission of culture		
Fulfillment of basic needs of individual		
Reconstruction of social life		
Modes of Education		
Formal education		
Non-formal education		
Informal education		
Exercise		

TITILE	
Chapter II	
AIMS OF EDUCATION	16
Aims of Education	
Aims of the system of Education in the Pakistan	
Types of Education	
Professional Education	
General education	
Exercise	
Chapter III	
FOUNDATIONS OF EDUCATION	32
Ideological foundations	
Islamic Concept of Education	
Islamic Foundations of Education	
Importance of education in Islam	
Sources of Knowledge	
Philosophical Foundations of Education	
Meaning of Philosophy	
Scope of Philosophy	
Relationship of Philosophy and Religion	
Relationship of Philosophy and Education	
Contribution of Philosophy to Education	
Psychological Foundations of Education	
Educational Psychology	
Relationship of Psychology and Education	
Contribution of Psychology to Education	
Social Foundations of Education	
Role of School in a Society	
Economic Foundations of Education	
Relationship of Economics and Education	

TITILE	
Benefits of Education	
Social Benefits of Education	
Economic Benefits of Education	
Exercise	
chapter IV	
HUMAN GROWTH AND DEVELOPMENT	63
Growth and Development	
Factors Affecting Growth and Development	
Principles of Inheritance about Growth and Development	
Environment	
Relationship in Inheritance and Environment	
Principles of development	
Individual Differences	
Types of Individual Differences	
Physical Differences	
Responsibility of Teachers and Parents in Case of Physical differences	
Mental Differences	
Responsibility of Teachers and Parents in Case of Mental differences	
Emotional Differences	
Responsibility of Teachers and Parents in Case of Emotional differences	
Attitude Differences	
Responsibility of Teachers and Parents in Case of Attitude differences	
Social and Economic Differences	
Responsibility of Teachers and Parents in Case of Social and Economic Differences	
Miscellaneous Differences	
Responsibility of Teachers and Parents in Case of Miscellaneous Differences	
Exercise	

TITLE
Chapter V
LEARNING
Learning
Methods Of Learning
Laws Of Learning
Conditions of Learning
Theories of Learning
Chapter VI
SOCIETY, COMMUNITY AND EDUCATION 80
Society and Community
Social Functions of Education
Interrelationship of Society and Education
Role Of Education in the Development of Individual and Society
Functions of School Towards Society
Chapter VII
GUIDANCE AND COUNSELING
Difference Between Guidance and Education
Needs of Educational Guidance
Role Of Guidance In Schools
Forms of Guidance
Importance of Counseling in Schools
Methods of Counseling
Chapter VIII
CURRICULUM, SYLLABUS AND TEXTBOOKS
Curriculum
Curriculum Development
Characteristics Of Good Curriculum

Chapter I

EDUCATION

Education is an Arabic word. It has been derived from Knowledge. In Arabic knowledge means the certainty of facts that it is ultimate. In English it has been derived from the Greek word "Educere or Educare". Educere means to bring out, to take out, and to express. Educare means to bring up, to nourish, to develop and to polish etc.

In the operational sense word education is used as a verb though it is a noun. It is commonly used in the sense of "to teach". Normally it is used to make others understand but operationally it is used as a two-way process of teaching and learning.

Experts have defined education differently. Socrates says

Education is the process of seeking the truth. Plato says it is the

Process of organization of a healthy society. Aristotle is of the

View that it is a process of physical and ethical development. John

Dewey has the view point that education is the process of

Reconstruction of experiences. Shah WaliUllah is of the opinion

That education is a process of suppressing the evil. Allama Iqbal

Understood education as a process of actualization of self.

Man has been given many qualities by the God. These qualities are not alike in all the individuals. These qualities are polished by education.

Man turns into a good citizen and the inborn qualities are given a way for expression.

For all the stated not facts what we conclude is that the following abilities are polished by education;

Physical abilities

Mental abilities

Social abilities

Emotional abilities

Moral abilities

Spiritual abilities

Education polishes and trains the stated abilities sequentially and systematically. It develops the abilities to make the personality complete. Both education and training go hand in hand. These jointly enable the individual to adjust to the surroundings.

At all times and all places man has been in the need of training. God educated Hazrat Adam first of all and gave him importance over the angles and other living beings. There after the education and training was provided to the individuals through the Messengers and the Prophets. Messengers and Prophets were given the scriptures, books, guidance and directions through the angles. The last of the chain of Prophets was Hazrat Muhammad (SAAWAW). It is the sacred saying of the holy Prophet Muhammad (SAAWAW);

"I have been sent as a teacher"

The basic aims of education in a Muslims society are to develop the;

- (a) Personalities of the youth
- (b) Etiquettes of the society
- (c) Clear concept of universe
- (d) Clear understanding of God (e) recognition of Self, God, and Universe
- (f) Complete subservience to God and proving to be the Caliph of God.

To guide the humanity to the right path the education of the Holy Prophet started with the revelation. The first words of the revelation on the holy Prophet were "IQRA to read" Education helps in the identification of good and bad. It also helps to identify the light and dark aspects and saving one from the sins. DAR UL ARQUM in Macca and SUFFA in Madinah were the first training and educating spots.

Elements of Education

Following are the elements of education;

1. Student
2. Teacher
3. Curriculum
4. Learning
5. Teaching
6. Society

Student

Student is the most important element of education. The process of education revolves around him/her. Students' interests, needs, attitudes and capabilities are kept in view for organizing the education process. Their individual differences are met through education to make them benefit the most. They are not left of their own rather they are trained to become peace loving and productive citizens. They are trained through education as the balanced personalities, productive and peace-loving citizens. They are made to respect others, rules and regulations of the society, school and the country.

Teacher

Teacher is a guide, director, leader and the ideal for the students. As such teachers are copied and imitated by the students. Teacher not only provides bookish knowledge to the students but also guides them in subject selection, and learning problems with love and devotion. He is also responsible for the character building and behavior modification of the children. To discharge the duties; teacher is a professionally trained person having mastery of content and teaching methods.

Curriculum

Curriculum is the path way to reach the destination. Curriculum for the school is like the constitution for the country. It has been defined as the activities organized and sponsored by the school inside or outside it. It includes content and co-curricular activities. Content includes knowledge, observations, experiences, and research-based information. Content is selected out of human needs, interests, and values, national and social requirements. Content and academic activities are meant to train the intellect. Co-curricular activities are meant to train the behaviors. Co-curricular activities form the non-examination or non-credit part of schooling process. Participants in co-curricular activities are sometime given certificates of their participation and performance. Curriculum is kept flexible to accommodate the future needs of the individual - and society.

Learning

Learning is the change in physical, ethical, and spiritual, behavior. Learning is the change of behavior because of experiences. When an individual is subjected to a stimulus there occurs a response. When an individual touches a hot pot the hand burns and in future individual becomes cautious. Curriculum provides variety of experiences for the perfection of the personality. All these experiences turn into learning.

Teaching

Teaching is based on skills and techniques and lies in the fact to come to the level of the students. Teaching needs training and perfection of the skills to teach. No teaching method is perfect and ultimate. For different people and subjects different teaching methods are used. Effective teaching is that which is interesting easy and longer lasting for students. Students take interest in the novel new and indigenous presentations. Teachers use techniques and strategies along with the A.V.aids to make their teaching interesting and effective.

Society

Education is a social process which is always governed by the society. Societal problems are taken care of and addressed by education. The needs of society are also determined and made part of academics. Society entrusts the responsibility of education to school. It provides facilities and environment for education and adjustment of the youth. It also provides for mutual interaction between the individuals and society. This interaction helps in managing for preservation of culture and cultural values ideology and knowledge. Character building takes place at school and the society gets the exemplary people for its different segments.

Scope of Education

Education provides knowledge and skills the individuals. It modifies the character and behavior of the individuals to make them productive and good citizens. Education brings in following types of changes in the individuals.

- 1. Cognitive change.**
- 2. Affective change**
- 3. Competence change**

1. Cognitive change:

This change relates to the knowledge of facts, processes, procedures, concepts, viewpoints, definitions and descriptions. This change leads to enrichment, development and clarity. It helps in concept extension and elongation. Sometimes there is overlapping and inter relatedness of the facts. It is sometimes based on identification and description of new knowledge. The worth of knowledge is determined in the light of aims.

2. Affective change:

These changes relate to habits and attitudes. Education develops tolerance for others' view points and either accepting or rejecting these with logic. The poetry and appreciation for other expressive arts is an affective change. The acceptance and repentance of others view point and grasping the same as the part of one's own ideology of life is also an example of an effective change.

3. Competence change

This change relates to the learning of a skill. With the passing on of knowledge, the attitude of the students changes and if this information relates to a skill, skills' perfection comes in. The students use their previous experiences and develop competence in the needed skill. We may provide the students with the knowledge of writing neatly, speaking correctly and listening carefully. It develops an attitude towards neat writing correct speaking and careful listening.

Functions of Education

Education polishes the personality develops and organizes the society. The very common functions of a society are;

1. Preservation and transmission of culture

2. Fulfillment of basic needs of the individual

3. Reconstruction of social life

1. Preservation and transmission of culture

Every society tries to keep its culture alive. To keep the culture dynamic and up dated it is passed on to younger generation. The difference between animals and human beings is that, the animals only save their specie, and human beings add to it the passing on of culture, values and ideology of life to younger generation. Transmission of culture had been the responsibility of parents which gradually shifted to the society and finally to school. School is a social center now. It transfers culture to the younger generation. It passes on beliefs values skills and cultural heritage.

2. Fulfillment of basic needs of the individual

All the educational process revolves around the student. This process of education continues for whole of the life. Formal education is given to the students at school. Teachers impart education and training at the school according to the needs of the society. Child learns from his/her parents, family and peer group. Environment also plays a vital role in developing the student's personality. Fulfillment of the basic need's falls among the functions of education.

Fulfillment of the following needs is considered essential for the child.

Physical Health

A physically fit body carries good mind. Healthy body with the healthy mind is an indication of a balanced personality. Educational institutions provide for co-curricular activities enabling the students to play exert and compete.

Identification of the self

Child wants to be identified in the family and the society as well. Recognition of the child's personality gives him soothing and comfort, otherwise the child gets frustrated. He gets the membership of various societies which adds to his recognition.

Knowledge of rights and responsibilities of citizenship

Child needs to know his rights and responsibilities to be a good and peace-loving citizen. Education does it and makes him identify the good and bad. Education makes one practical and enable him to put in the learnt in the situations where needed to do.

Cooperation

Society needs its members to be cooperative in the fulfillment of their needs. The co-curricular part of the schooling helps the children to be cooperative dutiful and responsible. Education teaches them to be patient and tolerant for others also.

Gaining knowledge

Every individual is crazy about himself, and environment, and wants to know what goes on there. What are the causes of such happenings? What brought the universe in being? Who runs the affairs of the universe? What is the purpose of our life? In addition to this all the child wants to know about the innovations and inventions. Education provides knowledge about the state of the inventions and their progress.

Acquisition of Skills

Man is incomplete if the skills are not learnt. Education enables one to read, write speak measure, observe record and use the machines and equipment. The skills and their perfection make the man perfect and unique in specific sense.

Sports and Exercise

Leisure time activities are to be enjoying, interesting enriching and health maintaining. School develops such programmers to fulfill such needs of the students. School makes them more disciplined regular and law abiding through sports exercise and such activities.

Positive way of thinking and acting

One has to think and act independently. Education provides such activities to think act and express independently. Sports. Debates, writing contests poetry, painting are good examples of it.

Satisfaction of the aesthetic sense.

Everyone likes to be more aesthetic. He wants to be more expressive. For this purpose, education provides art and craft activities poetry, art, drama, painting glasswork, paperwork. Enabling one to express. Participation in such activities develops aesthetic sense.

Correct concept of the universe

It is an obligation on a Muslim society to make their children understand the position of man in this universe. The concept of monotheism and the related beliefs are also to be made known. He should also be made known about the cause of creation of man. The relationship of man God and the universe should be made clear.

3. Reconstruction of social life

The task of education is to explore new and creative ways for life. Education serves as a vehicle for exploring new knowledge new subjects and their new dimensions. The cultural elements are critically examined and where possible certain things are infused; like new technology-oriented language, new dress according to the needs etc. into the curriculum. The diets, living, dress communication styles are replaced with the new ones replacing the traditional.

Education first identifies, traces the missing links, and infuses the new ones etc. in this way a change in curriculum brings a change in social life.

Modes of Education

There are three modes of Education;

1. Formal Education

2. Non-Formal Education

3. Informal Education

1. Formal Education

This type of education is given in the schools, colleges and universities. It is based on aims, specific content, particular teaching methods and evaluation techniques. The process of education takes place inside the class, at a specific time by a specific teacher for a specific period. After a specific period, students are evaluated and their position in the subjects and class is determined.

2. Non-Formal Education

In this type of education, the teacher and the students are apart from each other. The curriculum is decided which is to be covered within a specific time period. The students are provided necessary guidance by the tutor through alternate methods like tutorial meetings, assignments, T.V talks, radio lectures and workshops. This system has been developed for those who could not complete their education or want to keep them updated. They are evaluated at the end of the course like formal education.

3. Informal Education

This type of education is through imitation or copying others which continues at home, bazaar, playground etc. It has no specific curriculum, teaching method or evaluation part. Most of the education takes place through this type. Dress wearing, use of language, liking for the food, respect for elders and love for younger are the good examples of it. We conclude with the saying of the Holy Prophet (SAW); "Get education from cradle to grave"

Exercise

Question I

- 1: What do we understand from Education, Explain?
- 2: Identify the basic elements of Education, explain the most prominent.
- 3: Express the scope of education.
- 4: Identify the functions of education and describe preservation and transmission of culture.
- 5: What basic needs are met by education, explain?
- 6: Pinpoint and portray modes of education being practiced.
- 7: In the light of expert opinion explain the meanings of education?
- 8: How do formal, non-formal and informal types of education differ?
9. What are the functions of education, explain?

Question II

Write short answers to the following questions.

- 1: Write three definitions of education with reference to the experts.
- 2: What is the basic difference between knowledge and education?
- 3: What do you understand from informal education?
- 4: What is non-formal education?
- 5: What are the characteristics of formal-education?
- 6: Identify the functions of education?

Chapter II

AIMS OF EDUCATION

Human experiences and experimentation took the form of knowledge and skills. This knowledge and skill had continuously been passed on to the younger generation. This knowledge when became organized and systematic, turned into education.

System of Education

System is an organized collection of inter related processes and procedures working in the shape of a unit. Processes and procedures are focused on the achievement of aims. Aims are the soul of education system and keep it intact.

Aims of Education

Two terms are normally used for giving direction to the educational activities. These are Aims and objectives. Aims are a wider term than objectives. Aims keep all other elements and processes of education intact. These are derived from the ideology of education of a nation. Every nation determines its ideology of life in line with their history, economics, politics and sociology. These fulfill the needs of a nation. Some aims are longer lasting where as some are temporary. The permanent aims are related to the ideology of a nation. The temporary aims are related to the immediate needs. Aims are normally related to the preparation of the individuals according to the needs of a nation. Secondly these are related to the transmission of the cultural heritage.

Pakistan is an ideological Islamic nation. The state wants to develop a society having justice, tolerance, bearance, brotherhood and equality

According to the ideology of Islam people have to prove themselves to be the caliphs to God and implement the Islamic law. This will enable the people to live on the earth according the will of God. Islamic Ideology covers all walks of life including education to

Aims of Pakistan's System of Education

The aims of the system of education of Pakistan may be distributed into four Parts;

- 1. Ethical or Spiritual Aims**
- 2. Cognitive or Intellectual Aims**
- 3. Economic or Professional Aims**
- 4. Social or Cultural Aims**

Ethical or Spiritual Aims

These aims take priority over other aims. Islam believes in mono- theism. The gathering of the blessings of God is the most important among these aims. These may further be sub divided into;

- 1. Blessings of God**
- 2. Recognition**
- 3. Obedience to God**
- 4. Understanding of Islam**
- 5. Self-control and good character**
- 6. Preparation for the Day of Judgment**

1. Blessings of God

God's blessings can only be gathered if all of our acts are for God. There is no provision for diplomacy in Islam so all the acts and deeds should be clear and straight forward. Education focuses to prepare such characters which are the real reflections of Quran and Sunnah.

2. Recognition of God

Islam believes in the fact that God is one. He is the master of Day of Judgment. He is the only who has created the universe. He is responsible for our life and death. Education in an Islamic society develops the identification and strong faith in such facts which are parts of our faith.

3. Obedience to God

Obedience to God means following the life in accordance with Islam. One should know what is good and bad? How one can save himself from evil deeds? In Islamic society education serves this purpose so the aims are focused on such practices to be operative.

4. Understanding of Islam

Education makes the persons knowing and following good deeds. An educated person follows the good deeds and refrains from evil and bad deeds. He knows the basics of Islam, beliefs, prayers and practices. Education leads the individuals in the achievement of this end.

5. Self-control and good character.

One of the aims of education is to enable the people to lead good life reflect good character. Weed out the difference between the talks and practice. Clarity of mind body and soul is also kept in focus.

6. Preparation for the Day of Judgment

Education is to prepare the individual for the life thereafter. One is to be enabled to follow the path of truth;

(a) Help others

(b) Teach them the true path and message of Islam (c) to be patient and be ready to sacrifice for the Muslim Ummah.

Mental and Intellectual Aims

Education is always governed by the ideology of life. Philosophy provides concepts to all areas of learning. The relationship between man, universe, and God is being explored by societies other than Islam. Mental and intellectual aims in an Islamic society are;

1. Recognition of the self
2. Capturing the universe
3. Knowing the concept of education
4. Discharging the Responsibilities of caliph hood
5. Ability for international leadership

1. Recognition of the self

Education makes one recognize him/herself. This self-recognition will make him develop and use his potential. Using one's potential and growing to the optimum makes one become unique. To become unique means developing the qualities which others don't have.

2. Capturing the universe

Capturing the universe means to capture the treasures of the universe. To capture the treasures of the universe mean making them usable for self, nation or the world. Capturing the universe is not possible without the advancement of science and technology.

3. Knowing the concept of education

Education in an Islamic society enables one to know about the virtual and real sources of knowledge. Out the best possible available sources he should reach the facts and absolute reality. Here he/she gets the recognition that revealed knowledge is ultimate and all other sources are probable.

. Here he/she gets the recognition that revealed knowledge is ultimate and all other sources are probable.

4. Responsibilities of caliph hood

Man is made known in an Islamic society that he is the caliph to God in this universe. He is superior to all other creatures and is to discharge his duty for peace and love in the society.

5. Ability for international leadership

Education not only prepares the people for the local leadership but it does prepare the people for the international leadership. Developing leadership means to train the individual to optimum of his/her capacity. Leadership is only possible when the individuals of a nation are trained to the optimum in all walks of life.

6. Economic or Professional Aims

The aim of education in our society is to train the man power according to the national needs. They are made to earn through legal means as engineer, doctor, technician, teacher, and economist. They are made competent with the international standards.

Following are the economic or professional aims of education.

1. Preparation of the Professionals

2. Economic progress

3. Developing earning hands

1. Preparation of the Professionals

Education prepares the individuals for different professions in the society. They seek new dimensions for exploiting natural resources and decreasing national wastage. They give rise to research culture. Society becomes self-sufficient and the dependence on others is minimized.

2. Economic Progress

Educated people form the earning segment of the society. They cause the society to grow and prosper. The trend of competition comes in the society. The products are improved Hence the earning is improved. Professionals replace the latest trends with the traditional processes.

3. Developing caring hands

In developed societies earning hands are more than the developing or under developing countries. Reliance on one earning hand is being minimized. The more literate societies find more caring hands and ultimately better economy of the family and nation. The standard of living also improves and poverty and disease minimized.

Social or Cultural Aims

Society needs responsible and good citizens. In this regard following are the aims of education.

- 1. Knowledge of civic rights and responsibilities**
- 2. Knowledge of principles of health**
- 3. Political insight**
- 4. Service to Muslim ummah**

1. Knowledge of civic rights and responsibilities

Education makes the individuals understand their rights and responsibilities. Such individuals produce a healthy society. Rights and responsibilities go hand in hand and everything works accordingly.

2. Knowledge of principles of health

Education develops in individuals the understanding and importance of health. They help others in keeping the home society and public places neat and clean. This practice weeds out disease from the society and makes it more productive.

3. Political insight

Education provides insight to the individuals of a society in choosing better leadership. Better leadership understands the problem better than others. They give importance to all walks of life and parts of society. They take the society on the path of progress and make it flourish.

4. Service to Muslim ummah

Education develops in individuals the concept of Muslim brotherhood. It develops in them the understanding of the problems confronted by Muslims all over the world. They are made to understand their own importance and contribution they can make to the Muslim world.

5. Unity of Mankind

Education develops a concept of Muslim community as the family. Education helps in developing a society free of bias and established on equal footings. They are made to understand the common problems of humanity and share with them for solution.

6. Types of Education

Education may be divided into two wider types;

1. Professional Education

2. General Education

1. Professional Education

Through general education society transmits its culture to younger generation. Societal man power needs cannot be met through it. Professional education helps one in adopting a job. It leads to caring. In all the policies so far made attention has been given to engineering, agriculture, trade, medicine, law, commerce, home economics, computers, management, technology. Information

2. Engineering Education

Industry needs trained man power. Engineering education manages for the same. The entry qualification to engineering institutions is F.Sc. It takes four years to complete a degree. Poly Technics, Engineering Colleges and Engineering Universities of degrees in civil, electrical, mechanical, chemical, oil and gas, mining and computers.

Agriculture Education

Our population growth rate is drastically high but our lands are fertile. We need to cultivate more land. This is possible through providing agricultural education to general masses. Most of the population of Pakistan earn their living through agriculture. They use old farming techniques. Their crops yield less profit. To boost up agriculture Government has developed many universities of agriculture. The biggest Agriculture University of Asia is in Faisalabad.

Medical Education

Medical education keeps the society healthy and free of disease. Poverty and health problems are correlated. Over growth of population also gives rise to many health problems. In the medical college students get admission after F.Sc. to earn first medical degrees. There are colleges to train nursing staff. The para medical staff is also given training. In each province there are many medical colleges. Medical University in the Public Sector has started functioning in Lahore, Punjab.

Education of law

To keep law and order and make one known about the rights and responsibilities legal education is managed. To opt the job in law department one has to earn the degree in law. From amongst the law graduates' people are offered the jobs of magistrates and judges. L.L.B is the first degree in Law which takes three years to complete.

Business and Commerce Education

The commerce degree programmes are very popular among the students. Students get admission to degree programmes after F.A or the equivalent qualification. Students having commerce degrees get jobs in offices, industries, organizations, education and banking.

Home Economics Education

Home economics education has been designed for the women. The ladies after getting a degree in home economics become expert in cooking, stitching, interior designing, and child rearing. They prove to be the good mothers, good wives and better house keepers. Colleges of home Economics provide such education up to Ph.D. level.

Teacher Training

Teacher plays a key role in a society. Teacher training equips one with the potential to organize teaching better, select the best methods according to age and need of students and subjects as well. The more and better trained teacher becomes an asset to the nation. Desirous students get admission to teacher education programmes after F.A/F.Sc. or B.A./ B.Sc. There are many teacher education colleges and universities offering various teacher education programs. Open University is also offering teacher education courses of different levels. Separate training programmes are being run for teachers of physical education.

Computer and Information Technology education

Computer is the miracle of this world. The world has squeezed. Computer is being used everywhere. The demand of computer experts has grown many folds. Colleges of computer education and universities are offering various programs of various levels. The people with diplomas or degrees are earning much better in different organizations according to their qualifications.

General Education

The education which is compulsory for all the citizens is known as general education. By getting this education one cannot become the expert in an area. The aim of general education is to make the people literate. In America compulsory education is up to grade 12. In Pakistan it is up to Primary level i.e., class eight. It is the ill fate that not all the children entering the school complete their education. Fifty percent of the students leave the school before the completion of their education. No doubt a vast majority cannot get into the school. In the first education conference need for primary education was stressed. Fazal ur Rehan the then Education Minister said that education should enhance literacy. It should be free and compulsory for all. Literacy education was also managed. In all the coming policies literacy education was given equal importance. Literacy education programs are being run by different agencies. Allama Iqbal Open University is also running literacy education programs.

In the policy for 1998-2010 suggestion to use agencies other than education were put forth. It was said to use radio TV and other media for spreading education in the general masses. In all the education policies recommendations were made to increase literacy rate. As a result of Government efforts literacy has reached to 54%. The education exclusive of science the one related to Arts that is F.A and B.A up to M.A is considered as general education.

Religious education

The religious education is given in the Madrasas with the mosques. They give more importance to Arabic. There is a need to add computer education to the religious education programs. According to the current policy stress is given to English, computers and mathematics in religious education courses. The religious education institutions need to get registered with the government.

Stages of Education

Education is divided in three stages in Pakistan, which are;

- 1. Elementary education**
- 2. Secondary education**
- 3. Higher education**

1. Elementary Education

Elementary education is from class one to class eight. It takes eight years to complete. Some of the elementary schools are offering education up to class five. Gradually their level would be taken to class eight. There are certain mosque schools working. Elementary education is contributing to increase literacy rate. It forms the basis of education. In the early years of schooling children learn behaving patterns. They imitate and copy their teachers and elders. The teachers and elders should pose them to be the good examples for children.

2. Secondary Education

It is spread over four years from class 9 to 12. Higher secondary schools have such classes. The aim of secondary education is to offer diverse courses. This level of education leads the student to professional and higher education. It acts as a bridge between secondary and higher education. It is a terminal stage as well, a stepping stone for higher education.

3. Higher Education

Higher education starts after secondary education. The first degree may be completed within three years. Post-graduation takes another two years. Universities offer programs up to Ph.D. The people with higher education form the thinking core of the nation. They are the planners and developers. They explore cheap ways to exploit resources and bring the segments of nation closer. They play leadership role for the national build up.

Exercise

Question I

1. What are the aims of education, and narrate their importance
2. What are the aims of the system of education in Pakistan?
3. Express the spiritual aims of education.
4. Put in plain words the intellectual aims of education.
5. Give details of economic or vocational aims of education.
- 6: Explain social or vocational aims of education.
7. Express the types of education in plain words.
8. Discuss what includes general education.
9. Lime light what comprises professional education.

Question II

Write short answers to the following questions.

1. What do you understand from aims of education?
2. Identify the types of aims of education.
3. Identify the spiritual aims of education.
- 4: Categorize the mental or spiritual aims.
5. Classify economic or vocational aims.
- 6: What includes general education, identify?
7. What includes professional education, identify?

Chapter III

FOUNDATIONS OF EDUCATION

Education does not take place in a total vacuum. Each and every nation decides its ideology of life. Ideology includes thinking, acting, values, and traditions. Education passes on the ideology of a nation to the younger generation. There are four foundations of education;

1. Ideological foundations

2. Philosophical foundations

3. Psychological foundations

4. Sociological and economical foundations

1. Ideological foundations

Ideology of life develops out the effort to find the answers to the following questions.

1. Who is the lord of this universe?
2. What is the place of man in this universe?
3. What is the purpose of creation of man and this universe?
4. What is the ultimate of this life?
5. Is there any life there after?
6. What is the relationship of man with the creator?

Islamic Ideology of Life

God created this universe with his will. Man was bestowed with the qualities to know, think, and act. He has been given the power to identify good and bad. The man is free in his will and acts. Man has been created in this universe to test his acts that should go in line with the Gods will. Islamic ideology of life does not separate the religious and worldly life but takes life as a single identity. Man is composed of body and soul, the two works together to form a single personality. This works in all spheres of life either individual or group affairs. Man has been created in this universe to obey to God and implement his will. Man needs guidance to follow the Gods will and the directions given in the holy book. To do this God sent Prophets to this Universe. Prophet Muhammad was the last Prophet of God. In education it is also essential to enable one to understand and act upon the teachings of God Almighty and his loving Prophet (Prophet Muhammad (S.A.W.)).

Concept of Islamic Education

Education according to Islam develops human character and personality in such a way that the individual proves to be the caliph of God in this universe. He discharges his responsibilities on the one hand and gathers God's blessings on the other. In the real sense it is meant to produce the sense and preparation for God's caliph hood. General education grooms the citizens whereas Islamic education grooms the Islamic citizenship.

Islamic Education correctly develops the;

1. Faith in one God and his loving Prophet, Angles, Books, and the Day of Judgment.
2. Basic concepts and beliefs of Qur'an and Sunnah.
3. Individual to be obedient to God and earn paradise.
4. Individual as self-knowing, God knowing, and universe knowing.
5. Recognition of God characteristics and developing the unique qualities in individuals.
6. Understanding of the facts and ability to capture the material powers of the universe according to the Gods will.
7. Recognition of God, obedience to God and gathering of God's blessings.
8. Individuals spiritually, mentally, socially and physically in a balanced and a complete personality.
9. Individual as a scarifying personality for the Muslims in particular and other human beings in general.
10. Individual to be crazy for knowledge and use it as a weapon.

Islamic Foundations of Education

According to Islamic view point ultimate reality is God. He is all knowing and the major source of knowledge. The most authenticated and acceptable knowledge is the revealed knowledge that leads to the ultimate reality.

1. Creation of the universe was due to the Gods will. The man is accountable to God for each of his deeds and he is caliph to God on this universe.
2. The highest value is to gather the blessings of God and prove total submission to the God.
3. Islam does not bifurcate the knowledge into spiritual and Material or the religious and material. It takes religion and material world as a single identity.
4. Islamic ideology forms the basis of Islamic education, which Believes in observation and experimentation.
5. Four elements form the basis of Islamic education via recitation of the book, gaining mastery and delivery of the revealed knowledge, and education of wisdom.
6. Preparation for the life thereafter.
7. Equality of resources of education for all the people and both the sexes.
8. Inviting the people towards Islam.

Importance of Education in Islam

Islam is the religion of nature. It stressed education as a compulsion on society to manage it for children. Education is accepted as a birth right of each citizen. Basically, Islam believes in education and training. The first revelation on the holy prophet started with the word IQRA which means to read. This word was repeated five times by the Angle.

Prophet Adam was given superiority over angels because of the knowledge of the worldly things given to him by God.

"And He taught Adam all the names, and then showed them to the angels, saying: Inform me of the names of these if we are truthful. They said: Be glorified we have no knowledge saving that which thou hast taught us. Lo! Thou only Thou, art the knower, the wise. And when we said unto the angels: Prostrate yourselves before Adam, they fell prostrate, all save Iblis. He demurred through pride, and so became a disbeliever. (The Cow-II, 31-32, 34).

Prophet Muhammad was elevated among the other prophets by giving him the book and asking him to start with the word IQRA." Read: In the name of thy Lord Who created. Created man from a clot. Read: And thy Lord is the Most Bounteous. (The Clot-30, 1-3)

The Prophet had been praying to God, My Lord! Relieve my mind. And ease my task for me; and loose a knot from my tongue. (Taha 17, 25-27)

Qur'an Addresses the Holy Prophet "Say (unto them, O Muhammad): Are those who know equal with those who know not? But only men of understanding will pay heed. (The Troops 23,.39 :)

At another place it has been said in Qur'an,

"Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is informed of what ye do. (Mujadilah 28;11).

Some of the hadith of the Holy Prophet are given in the following lines to highlight the importance of education in Islam Prophet Muhammad (SAWW) expressed pride in stating: I have been sent as a " He also states the, Knowledge is your arsenal". It has also been said gather your knowledge from where you could get, though it's writing on a wall. Islam realizes the importance of education and makes it the birth right of each individual.

1. Muslims have been directed in a hadith, "gather knowledge from cradle to grave".
2. It is obligatory for a male or a female to gather knowledge.
3. The one who comes out of house for gaining knowledge walks in the path of Allah.
4. The ink of a scholar's pen is superior to martyr's blood. 5. Blessed is the one who gets education of Qur'an and teaches it (Ibe-e-Maja)
6. There are unfolded blessings for teacher and taught, Angels well the student and everything in the universe prays for the teacher.
(Mishkat ul Masabih)
7. The one who leaves house in search of knowledge is in the Path of Jihad till comes back. (Mishkat ul Masabih)
8. Angels of God, all creatures like ant in their holes and fish in the sea pray for the teachers of humanity.

9. Either become a teacher or the taught and doesn't adopt third (Mishkat ul Masabih) position.

Sources of Knowledge

Processes of education are mostly based on observation and experimentation. Education means to know understand and recognize about the material and immaterial things. If the authenticity of knowledge is proved it leads to the right path otherwise it would lead you to the wrong path. Man gains knowledge through five sources, which are;

1. Five Senses
2. Intellect
3. Intuition
4. Authority and Tradition
5. Revelation

1. Five Senses

God has given man five senses like sense of sight, sense of hearing, sense of smelling, sense of touch, and sense of taste. Human beings observe experiment and gain knowledge about the material world through these senses. Quran also stresses the same. There are certain things which are hidden and part of faith, knowledge about these cannot be gained through senses, so the knowledge gained through senses is not dependable because of being partial.

2. Intellect

Man processes the knowledge gained through senses by intellect. The knowledge gained through senses is almost probable so it may not be processed by intellect properly. In spite of the limitations of intellect Quran asks man to observe think and deduct to reach a conclusion. It is on the basis of this sense that the man stands superior to animals. Though the understanding of God its characteristics, Angels, Day of judgment, Life and death cycle, Structure of skies all does not come in the preview of intellect, even than it is a dependable source in the affairs of the material world.

3. Intuition

Most of the times we think and don't find any solution to the problems; but all of a sudden, we hit upon a plan and come to know the solution of a problem. It is something that the heart accepts true. It may not be true all the times it may go wrong. Some of the innovations or inventions are the outcome of intuition like law of gravity theory of relativity, and Archimedes Principle. The authenticity of this source is also probable.

3. Authority and Tradition

The knowledge passes on to the new generation through books, by heart and through authority. Authority is the certification by knowledgeable or experienced and dependable or old people with the experience of life. It may not be true had

It been true the worship of idols would have been accepted. If the knowledge coming through authority is confirmed by insight and other dependable e source like the reveled knowledge it would be accepted otherwise discarded.

4. Revelation

Reveled knowledge is the most authenticated form of knowledge. The messengers and Prophets have been receiving guidance and direction of God. This guidance has been in the shape of books, scriptures, and holy words of God through the Angles to the Messengers and Prophets. Quran was the last book reveled to the Holy Prophet Muhammad (MPBUH). The protection and preservation of Quran has been the responsibility of God himself. It has been said in Quran that;
'Zaalikal-Kitaabu laa rayba fiih. Hudal-lil-Muttaqiin'

(The Cow, 2)

This is the scripture whereof there is no doubt, a guidance unto those who ward off (evil)

At another place it has been said;

'Innaa Nahnu nazzal-naz-Zikra wa innaa lahuu la-Haafizuun' Lo!
We even we, reveal the reminder, and lo! We verily are its
Guardian' (Al-Hijr, 9)

Reveled knowledge is the most authenticated source of knowledge.

Philosophical Foundations of Education

Meanings of Philosophy

Philosophy is a Greek word which means love for wisdom. For operational purposes philosophy is the deep thinking for finding the ultimate truth. Man is by nature curious and uses his insight to reach to the truth. Philosophy is different from other processes of research; 1. It is based on human insight to find the truth; research needs specific procedures.

2. It does not study the partial realities rather it studies the ultimate realities; research is mostly based on the study of partial realities.

3. Ultimate reality is something which came into being by itself and is not dependent on any other body, in research nothing is ultimate and final, and it generates new explorations.

4. According to Islam God is ultimate reality. Universe and man are his creations. These will exist till the Gods blessings are there; in research we study cause and effect relationship.

5. Philosophy provides the basis for education. It helps in formulating the aims, selecting the content and activities for teaching learning, seeking for the best possible teaching methodology, evaluating the processes of education and their accomplishments in research we study the effectiveness or failure of the processes of education.

Scope of philosophy

Science deals with the material realities, arts with the various styles of expressions and philosophy with theoretical thinking. Philosophy and religion want to explore the ultimate realities. All other subjects study the realities in parts and mostly are concerned with the material or virtual realities.

Philosophy deals with the reality in three different ways;

Ontology

This branch of philosophy deals with the concept of reality. In this branch philosophy studies the relation of man universe and the God. It tells us what is real and what is virtual?

Axiology

This branch of Philosophy deals with values. It provides us the directions what is correct?

1. What is good?
2. What is bad?
3. What is khair?
4. What is shar?

Epistemology

This branch of philosophy deals with knowledge. It tells us which knowledge is ultimate?

1. What are the sources of knowledge?
2. What sources of knowledge are dependable?
3. Each and every nation develops its ideology of life according to epistemology.

Relationship of philosophy and Religion

The common concerns of philosophy and religion are;

1. The two searches for truth and reality,
2. The two believe in thinking; philosophy puts no restrictions on thinking whereas the religion put restrictions on, to think about God and his characteristics.
3. Philosophy and religion tries to develop the relationship between individual universe and God. The relationship developed by Philosophy is insight based whereas the relationship developed by religion is based on the eternal principles so there is least chance of error.
4. Philosophy and religion never start from zero they have the foundational elements to start with.
5. Each and every person follows some philosophy and most of the times is a follower of some religion.

Different dimensions of religion and philosophy;

1. Philosophy deals with the theoretical guidelines, whereas the religion deals with the practical line of action to be followed by the individuals,
2. In religion reveled knowledge is ultimate where as in Philosophy it is possible human effort focused on finding the truth.
3. Philosophy had three wider areas of study whereas religion is spread over whole of the life processes.

4. Philosophy does not follow restrictions in the thinking process where as a religion does not go beyond the principles set by the religion even in the thinking process.

5. Religion takes the revealed knowledge as ultimate whereas science takes observation and experimentation as the foundation of exploration and truth.

6. Philosophy can be helpful in understanding realities but without religious teaching and comprehension of these it is not possible to reach to the truth.

7. In materialistic society's philosophy forms the basis of customs, norms and traditions (personal will counts here) whereas religion gives the decisive guidelines with do's and don'ts (no personal will it is all obligatory).

Relationship of Philosophy and Education

Philosophy leads us to reality, education deals with these realities as the bifurcated facts. To get the insight into these realities is the concern of education. Education deals with the personality development, social adjustment, preservation and transmission of cultural heritage. Philosophy provides the facts and realities as well the theoretical guidelines to act upon by education.

The theoretical aspect of education is philosophy and the practical aspect is education, both the two go hand in hand.

1. Philosophy forms the footing for education.
2. Education practically applies the philosophical thought.
3. Philosophy takes in view the complete picture of things; education studies the segments and joins these to give a complete picture.
4. Aims of education are developed according to the philosophy or ideology of life.
5. The content and activities of teaching learning are selected on the basis of philosophy being followed by a nation. In a materialistic society the contents based on observation and experimentation are selected. In an Islamic society revealed knowledge forms the footing for content selection for spiritual grooming and development of faith.
6. Philosophy helps in the selection of teaching methods, Islam wants to develop total comprehension, and progressive philosophy wants to develop educational freedom that is freedom of thought and expression and the traditional philosophy wants to develop the mental faculties.
7. The criticism, review and description of the education and educational process is given according to the philosophy followed.
8. The reorganization of education and educational processes are in accordance with the philosophy and ideology of life.
9. Evaluation, examination and reorganization of these are decided according to the philosophy being followed.

Contributions of Philosophy to Education

1. Philosophy acts as the soul of the education system.
2. It helps to develop guide and direct the processes and procedures of education.
3. It helps in keeping all the elements of education intact.
4. Curriculum is guided by philosophy both in the selection of content and activities and co-curricular part.
 - (a) What subject be taught?
 - (b) What content be included?
 - (c) What sequence and continuity needed?
 - (d) What activities and exercises should form a part curriculum?
5. Teaching methodology is also governed by philosophy regarding;
 - (a) What to teaching?
 - (b) Why to teach?
 - (c) When to teach?
 - (d) What should be the mode to teach?
 - (e) What should be the outcome of teaching?
6. Philosophy may be chosen to make the descriptions of the content and concepts e.g.
 - (a) Traditional philosophy
 - (b) Progressive philosophy

7. Philosophy may be used to reorganize and improve the system e.g.

(a) Restating the needs

(b) Restating the objectives

(c) Redeveloping the connections in the elements

(d) Reorganizing the evaluation pattern

Psychological Foundations of Education

Psychology studies human nature, attitudes, and mental processes. Man is a very complex identity. Each and every man differs from other so far, his interests, attitudes, capabilities, needs emotions and intelligence are concerned. Many times, we have to deal with the personalities wide apart from each other at that time we need to seek the help of psychology.

Educational psychology

The branch of psychology that applies the principles of psychology to education is known as educational psychology. Educational psychology helps us in finding solutions to teaching learning problems, development of balanced personalities. Exploring the talent and interests enabling adjustments in the

Social and educational setups is possible through educational psychology. Developmental stages and helping the individuals to grow as balanced personalities are also the concerns of

Educational psychology. Educational psychology helps the individuals as;

1. Inheritance develops a special type of behaving pattern Educational Psychology helps the individuals to grow physically, mentally, socially, morally and emotionally. The physical spiritual moral adjustments receive the effect of environment.
2. In schools students come from various families, geographical areas, income groups, different languages speaking groups, societies and communities. These students will be having different mental levels, personal attitudes, emotional and social problems. Educational Psychology helps these students in organizing their academic activities, teaching learning difficulties, class organization, and coping with interests and individual differences.
3. Educational Psychology helps in exploring the characteristics and capabilities of individuals and polishing these to the optimum.
4. Educational psychology, help the students to choose and study the subjects of their choice.
5. Teachers seek help from educational psychology to seek for the need, mental level and continuity-based content.
6. The seating, setting and organization of the class room environment become possible by seeking help from the educational psychology.
7. Devising a time table pleasant appealing and workable enough becomes possible through the help of educational psychology.

8. Co-curricular activities may better be organized with the help of Educational Psychology.

9. Best possible understanding of self and the cause of creation may be made known to the individuals and act as productive citizens.

10. Learning of the individuals is facilitated with the help of

Educational Psychology in the following ways;

(a) Understanding of the phases of development of phases

(b) Understanding of characteristics development

(c) Exploring interests attitudes and needs of students

(d) Taking care of individual and group needs

(e) Enabling the students to follow the acceptable character by the Muslim society

(f) Enabling the students to control the evil acts and evil motives of the personality.

Contributions of Psychology to Education

1. It provides the principle of development of children which should be known to the teachers to make teaching longer lasting and effective.

2. Education process can be better understood and made matched with mental level, emotions and attitudes of the students.

3. Individual differences may be understood and teaching learning made more interesting.
4. Teacher can understand the physical, mental and emotional growth in various levels of development and make his teaching better.
5. Problems of discipline, teaching, class organization, social and economic imbalance, and social development and adjustment may be understood and solutions to these may be sought.
6. The behavior of the students its causes and its positive modification may become possible.
7. Problems of children, their nature, causes and possible remedies to these may be sought.
8. Learning its styles, pace, variety of problems, and hindering factors, may be explored and respective solutions could be found out.
9. Interests of the students may be explored and better research and study techniques can be developed.
10. Learning can be made effective, aims of teaching learning achieved and causes of students lagging behind can be found out leading to solutions to such solutions.

Social Foundations of Education

When the people live together for common purposes, they develop a society. Society helps in socialization, preservation and development of the human beings. Peoples living styles, language, traditions, customs, and ideology of life, values, religion and cultural heritage form the elements of culture.

Man lives in a society and keeps on studying the people environment and the way the people adjust in the society. With the passage of time individuals become adjusted in the society more and more. Education of the child starts from the lap of mother. Parents are the first teachers of the child. Home environment is the first step towards the teaching of social processes adjustment to the environment and acquisition of new knowledge. Child adopts the processes procedures skills and knowledge out of his/her environment. Parents and teachers teach their children golden words, Assalam o Alaikum, Kalima Tayyaba, Ta'awuz, Salah, and basics of faith. The dos and don'ts of society are also taught to the children by the parents.

Education and the Society

Education of the values aesthetics and social adjustment had been the responsibility of the parents. The societies have grown large so it is not possible for the parents to educate their children. This responsibility has now been shifted to the school by the society.

Society and School

1. Societal responsibilities have been shifted to the school.
2. Societal needs changes with the development of technology and modernization of the life of individuals is due to school.
3. World has become a global village and now alongside the local needs international needs are also to be met by the societies. Schools continuously keep on. Updating their curricula to meet such needs.
4. Females form a wider segment of the society and the importance of their education has grown equally. Schools provide for such education relating to requirements of both the sexes.
5. Intellect is not only the property of the societies but they are the international property and their training in line with the international and future needs of the world is done by the school.

Role of School in a Society

1. School acts as a social center in the society. It provides social experiences and experiments for the individuals.
2. School promotes individual characteristics as well as the group traits for peaceful social life.
3. School takes different parts of the individuals' culture and blends into an acceptable and uniform cultural element to be followed by present students and future citizens.

4. School develops a special discipline among the students. It enables the individuals to apply this discipline in the daily lives.
5. Common uniform, common rules and regulations, common curriculum, common behaving pattern and social relations help the individuals to develop which they don't learn in the society.
6. Society prepares the man power according to the needs of the various segments of the society.
7. School identifies the issues of the society defines into problems and tries to find the solutions to these.
8. School communicates values, traditions, and cultural to prepare the real Muslims and Pakistanis.
9. School promotes the concept of equality and human identity through debate, writing contest and Qira'at competition.
10. School develops brotherhood, theoretical and practical coordination. It provides training to implement the theoretical guidelines through the practical training; supremacy of rules in sports etc.
11. School gives the concept of right and wrong, duties and responsibilities and the way to keep a balance between the two.
12. School does three major social functions;
 - (a) Protection of ever acceptable values
 - (b) Communication of acceptable parts of the culture after criticism evaluation and experimentation
 - (c) School identifies the issues and problems and the ways to solve the future problem.

Economic Foundations of Education

There are two types of resources i.e., natural and human resources. Certain nations cannot exploit their natural resources and some suffer because of the non-availability of human resources. Education paves the way to exploit both the resources and make the economic state of the country better and progress. Science and technology provide the basis of economic success.

Relationship of Economics and Education

Following through education are the factors that help in increasing earning.

1. Education helps in developing better economic status which develops better status of life.
2. Education develops trained and experienced man power. Equips the man power with the qualities of research, sense of responsibility, perfection in skill and minimizing the wastage.
3. Natural traits of the individuals are polished. Inherent qualities are explored and made to work.
4. People get guidance to adopt the professions of more earning and of their choice; hence mal-adjustment becomes the least.
5. Agricultural, trade and industrial education makes the people productive and the burden on the society is removed.

6. Education prepares the people for science and technology and its promotion. They become up dated and in phase with the developed and competing world. Their knowledge and skill sale value remains the highest.
7. Education brings in economic progress which results in social progress.
8. An educated artesian earns more because of the same it is said that poverty is an educational and not an economic problem.
9. Education is always planned for future hence the turnover of the school remains in match with the requirement of the society.
10. Education not only teaches to earn but teaches and stresses the correct and acceptable ways of learning.
11. Education leads to the exploration of hidden resources hence distributes the expertise and make all to earn according to their ability.
12. Education picks out the hidden talent and the deprived one hence all get equal chances to be productive no disparities remain.

Benefits of Education

Education at the first level helps in developing total and a balanced personality. At the second level education helps in applying the learnt knowledge and skills to the new and unknown situation. Due to prior learning the wastage of effort

is minimized. Accepting the two factors we can divide benefits of education into two types;

1. Social benefits of education
2. Economic benefits of education

1. Social benefits of education

Education is a long-term investment for the guidance and completion of the personality of an individual. The following are its social benefits.

(a) Intellect Benefits

Areas and disciplines of study progress due to education. Study and research bring in new knowledge. New knowledge is accepted and old is replaced because of research. Knowledge to Islam is the in depth and dependable information. Hadith in this respect states that near to the Day of Judgment people will be illiterates and they themselves would be misled and would be. Making others also misled.

(b) Ethical Benefits

Education provides the footing for ethics. Holy Prophet undoubtedly said that he has been sent for the perfection of ethics. Ethics get importance in education because in Islamic teaching we find that 90% of the teachings relate to human relations and 10% to prayers. The following are the ethical benefits of education;

1. Education teaches to behave in a pleasant manner at the social occasions or the problem situations.
2. Education teaches to dress properly, in accordance with the teachings of Islam in an Islamic society.
3. Education enables one to use the most appropriate words to express clearly but precisely.
4. Talks become more logical because of education.
5. Patience to listen others and tolerance to accept the criticism develops in a scholarly person.
6. Rights and responsibilities are understood and discharged accordingly.
7. A learned person becomes a teacher to others in an unknowing manner.
8. The give and take in an Islamic society is done through black and white.
9. The sex roles are identified by both the sexes and discharged accordingly by the scholars.
10. The actions and activities that do not hurt others are followed by the educated people.
11. The educated people in an Islamic society are the true reflection of the Islamic teachings.

(c) Political Benefits

Education yields the following political benefits.

1. Society is the smallest unit of politics; education teaches rights and responsibilities to the individuals.
2. Education helps in developing the discipline and organization in the society.
3. Collective understanding is developed regarding national interests and patriotism.
4. International understandings develop because of education.
5. National interests are given due consideration because of education.
6. Spirit of sacrifice develops for the nation and societies because of education.
7. Rights and responsibilities are not only understood but are discharged too.
8. Rights and responsibilities are protected because of education.
9. The environment of justice and peace prevails due to education.
10. Political stability and rule of law develops in the society.

Economic Benefits of Education

Education yields following economic benefits;

1. Education helps in getting better jobs and employments.
2. Education helps in developing new life styles, use equipment and gadgets, ultimately opening for new production and new jobs.
3. Education enables the people to gather the information from all possible sources, ultimately getting better jobs with more benefits
4. Education provides insight into better health and becoming more productive for the nation.
5. Better durable and cost effective, dress, living, roads are constructed due to education.
6. Technical education makes one more productive and earning.
7. Scientific education, technical education, agricultural education, industrial education, and professional education equip the individuals with better economic earning. The following are the selected benefits;

(a) Employment

Education helps in getting better jobs. New projects and openings are offered to the individuals. Trained man power is provided to the society saving the foreign exchange and yielding better benefits.

(b) Better Standard of Life Employment

Education educates about better ways of living. Educated person develops better living, character and sharing and delivery styles.

(c) National development

Education adds to the national income and national savings. Agriculture, industry, medicine, and engineering are kept updated and become economic aiding factors.

Exercise

Question I

1: What are the foundations of education, explain any one?

2: What do we understand from Islamic ideology of education?

3; Explain the Islamic concept of Education?

4: Explain the importance of education in the light of Quran and Sunnah?

5: What foundations Psychology provides for education, explain?

6: Give a sketch of the scope of education.

7: What do we understand from the sources of knowledge?

Explain the sources of education?

8: What do you understand from Philosophical foundations, and explain in what way philosophy contributes for education?

8. What are Psychological foundations, give the contributions of psychology to education?

9. Social foundations form a vital part of schooling; discuss the Contributions of sociology to education.

10: What is you perception of intuition as a source of knowledge?

Question II

Write short answers to the following questions.

- 1. Identify the foundations of education.**
- 2. Classify the Islamic concept of education.**
- 3. Give the importance of education in Islam.**
- 4. Categorize the sources of knowledge according to their dependability.**
- 5: Classify the five senses as the sources of knowledge.**
- 6: How do you rate intellect as a source of knowledge?**
- 7: What is your perception of intuition as a source of knowledge?**
- 8. State importance of revelation in gaining knowledge.**
- 9. Define Philosophy.**
- 10. Identify the scope of education in precise terms.**
- 11. What relation does Philosophy and religion have?**
- 12. How philosophy and education are interrelated?**
- 13. What do we understand from Psychology?**
- 14. What are the contributions of Psychology to education?**
- 15. What are the social foundations, explain?**
- 16. What is the role of school in education?**
- 17. Highlight the economic foundations of education**
- 18. Categorize the social benefits of education.**
- 19. Identify the economic benefits of education.**

Chapter IV

HUMAN DEVELOPMENT

Human beings pass through various changes throughout their life which continue from birth till death. These changes are known as development. These changes may be physical, mental, social, and emotional. These changes are normally brought about in the human beings by experiences, and accidents. The thinking, personality and character of the children is affected differently. The teachers and parents should know all these changes.

Anderson says that development cannot be taken as the growth in height or intelligence but it is seen as a coordinated process of various type of development going hand in hand. Each change supports further changes in future.

Development is a vast concept. It includes such changes which cannot be reversed like once gone childhood would never come again. The behavior once learnt can never be unlearnt again. Thus, development includes all changes that came about in man from birth to death. These changes may be positive or negative.

Growth and Development

The net result of physical, mental, social and emotional changes is known as development. These changes are qualitative as well as quantitative in nature. If these changes

are taken as such and seen as separate would be known as physical, mental, social and emotional development.

Growth

Growth and development are a bit different concepts but are taken as development. Growth in reality is the increase in height, weight, limbs and brain. This is because man takes food. The food becomes part of the body. The number of cells grows. The skeleton and bones grow mature. The old cells are replaced by new cells. The changes may be seen in age, weight and height. These changes are quantitative in nature and can be measured. These changes occur in whole of the body.

Development

These are the changes in shape and posture affecting the abilities to do work. Many type of changes in the interest, feelings, emotions, temperaments, are seen over the span of time. These changes come after the maturity of bones, limbs, coordinating mechanism and can be seen in the behaving patterns.

Factors Affecting Development

There are two factors that affect development; these are heredity and environment. The effect of the two may be different. The scientists cannot tell which factors caused what? The details have been discussed as under.

Heredity

Heredity means the characteristics one gets from the parents or the grandparents. These characteristics are passed on to the next generation through the germ plasma of the parents or the grandparents. The sperm cell has 23 pairs of chromosomes in each gene carrying multiple characteristics. The color of hair, color of skin, color of eyes, height, size and color of bones, size of the head and certain diseases are all inherited. It is a common observation that the children of long and tall parents are normally long and tall. The children of intelligent parent have normally better I.Q. Very rarely it happens that the intelligent parents bear dull children and dull parents bear intelligent children.

Principles of Growth and Child Development

No two children of a family are alike. They would be different because of the principles of heredity. The principles of Heredity are;

1. The Principle of Similarity
2. The principle of Dissimilarity
3. Principle of Regression

The Principle of Similarity

It is a decided fact that the similar things grow out of similar things. It is the common observation that the children are like their parents in color, size, height, weight, and

Intelligence. Researches have been made on the facts that the intelligent, average and students are born to the intelligent, average and dull parents. The learnt skills and knowledge is not transmitted through the genes.

The Principle of Dissimilarity

It is possible that the children of the parents may not resemble to them. They may be different in color, height or intelligence. It may be because of their grand parents' genes characteristics which they carry. It resembles their proves and. parents. supports the fact that the children may not

The Principle of Recessiveness

This principle states that the development is from optimum to the average. According to this principle the children of the intelligent parents are less intelligent than their parents and are more near to the average. Likewise, the children of the dull parents are less. Dull. There are two reasons to these facts;

The chromosomes the parents inherited themselves grow less in number in their children. The inheritance of the chromosomes in both the parents may not be alike.

It is a matter of common observation that the beautiful, ugly, tall, small, dull and exceptionally intelligent, are much less. The people with average capabilities are found the most.

Similarity and Dissimilarity in Children

The inheritance of the chromosomes carrying the characteristics is not the same in all the children of the family. The first, second and third children may have the different composition of the chromosomes so they may have different color, height, intelligence etc.

Environment

Environment brings in many changes in the children. For our understanding we may take the example of a plant. Plant is grown and when it comes out the earth it receives the effect of heat, light, sound fertilizer and water etc. All these factors form an environment for the plant. Normally these are the external factors. The child before birth does have an impact of mother's joy, sorrow, diet, comfort and diet etc. These can be better studied after birth since we can observe these.

Child adopts home environment; language of parents, their accent, religion, interests, attitudes, dress and habits. From home. The child comes out and mixes with the children of other families. The child then goes to school and receives the effect of many other people. The child learns many things from the teacher books and peer group. Watson says that the child may be casted into good or bad characters. Islam believes in the fact that the child takes birth on nature; the parents may turn the child into a Christian or a Jew. Out of environment the child picks out many things and makes them a part of personality. Environment helps one develop; Quaid i-Azam, Allama Iqbal, Imam Ghazali, Ibn-e-Khaldoon, Einstein developed out of good and supportive environment. It is a fact

that. A fool cannot be made a wise man. A sharp child who is born in an illiterate and poor family cannot grow and develop. A dull child if taken to very good school and teachers cannot become intelligent. It is very difficult to isolate whether the child has more effect of environment or heredity. It is true that certain heredity factors do. Receive an impact of environment. If the children of tall parents do not get enough food, water and living they may not grow that tall as their parents had been. There are certain acceptable facts;

The traits of the children are not solely determined by the environment or heredity.

The physical traits like the height, intelligence, ability are determined by heredity. Contrary to it habits, beliefs, values, personal attitudes are developed by environment.

The bad environment can suppress the effects of good environment. The appropriate environment cannot take the place of a good environment. The abilities of a child may be suppressed by a bad environment. The dull child cannot develop as an intelligent child in a good environment. The effect of environment may be understood following this example that a machine inferior in quality may be made to work longer but a good machine with rough handling may lose its working earlier.

Coordination between heredity and development

The environment and heredity should coordinate so the qualities of the individual may be polished to the maximum. Sometimes the child has an aptitude for science or arts or sports, if the child is provided rich environment relating

to science, art or sports he will develop and flourish. If the child is not given such environment his/her talent would be spoiled. A good example here would be of the seed which is healthy and the environment for its growth is also healthy, the yield would be better.

Principles of Development

Education and development are correlated. Without development education may not be possible. The following are the principles that govern development.

Principles of Development

Education and development are correlated. Without development education may not be possible. The following are principles that govern development.

Development is an organized process:

Human development follows sequence, logic, and an organization. The infancy, early childhood, and adolescence follow each other; this sequence is not disturbed at all.

Development is a continuous process

Development continues throughout the life span i.e., from birth to death. The development continues even if one is sleeping or at work or likes to be developed or not.

Development is a progressive process

If we have a look at the child's development- we will see that first the child crawls, then makes an effort to walk, then starts' walking in a staggered way, there after the perfection comes in walking, the last and final stage is running by keeping maximum balance. The maturity of it leads to increasing the speed by increasing the number of strides or the length of strides.

Development is a coordinated process

The limbs and all other body parts grow in a proportion at the same time. The physical, mental, social and emotional growth goes hand in hand. It is not like that if the age grows mental maturity also comes, if mental maturity is there the social adjustment process would also be there if the social process is their emotional tolerance would also be there.

Development pace is not the same in all the children

Development speed is not the same in all the children. They develop at their own pace. Some grow physically first some grow mentally first.

Development in male and female children is not the same

The female children grow in height and weight earlier than the male children. They grow mentally earlier than the male children. After the age of ten the development in the male children goes fast then the female children.

Development of various aspects in a child is not the same

The physical, mental, social and emotional development does not go hand in hand in a child. Sometimes some aspect becomes dominant and at other time other aspect of development goes fast and others go slow.

Individual Differences

These are the differences in the qualities of the individuals. These differences may be in physical, mental, social, emotional nature, attitudes or trends. These differences may be learnt or inherited, behavioral. Or non-behavioral, inherited or environmental. Understanding of the individual differences for learning is very important. The children are affected by inheritance as well as the accidents. We see in education that in spite of being one teacher, curriculum, teaching method, and the evaluation process the achievement of the students differ. It is not only the success of the child but the failure of the child does have many differences.

Nature of Individual Differences

Inherited Differences

By Birth and Inherited differences are taken as one type. The differences which one inherits through genes are known as inherited differences. It is not possible that the differences in the children would be the same if the inheritance is the same. The children of the same parents may differ in height, shape, color, weight etc. Likewise, some of the children of the same parents may be intelligent and some dull. There are certain differences which are due to attitudes. Attitudes may or may not be inherited. The children of a scientist may

take interest in arts or poetry. Attitudinal differences are mostly due to environment. Emotional Differences are sometimes by birth and sometimes environmental.

Environmental Differences

Environment affects the life of individuals the most Environment includes all the states and incidents which occur around the individuals from time to time. It is due to these facts that there is found to a difference in the aspirations, interests and attitudes of the individual. The children of the same family living in one house have. Normally different interests and attitudes. It is not because of home but due to the openings one gets out of home. The children may see certain factors in a different way they may see the parents love differently and may find that someone else is loved more than the parents. This changes their view point about the parent's love. Social, emotional, economic, cultural differences may be due to environment. If the environment is irritating the irritation would become a habit of the children. Thus, the learnt or attitudinal differences are environmental in nature.

Types of Individual Differences

The individual differences may be of the following types;

1. Physical differences
2. Mental differences
3. Emotional differences
4. Attitudinal and capability differences
5. Social differences

Physical differences

These differences are due to the difference in inheritance and are by birth but not learnt. These include all the difference which relates to the body structure or color of the skin and height etc. Sometimes these are by birth and sometimes these are due to some accident or disease. These differences may be like these;

1. Some children are healthy where as some are weak and patients like.
2. Some children are fair where as some are ugly.
3. Some children are disabled weak and have postural defects.
4. Some children may have weak eye sight.
5. Some children stammer where as some feel hesitant.
6. Reaction of the children is due to differences;
7. Some children feel ashamed of facing the general mob or friends.
8. Some tall prey to inferiority complex.
9. Some run away from school and does not face the bitter realities of hard work and learning.
10. Some children remain away from their teachers and fellow students.

Teacher and parent's duty to cope with individual differences

1. The parents and teachers should give due importance to the students with problem; they should be given more time, attention, and love to learn and do the task.

2. The students with physical disabilities should be provided with necessary treatment and assistance to compete the normal children.
3. The students with eyesight problems be made to sit near the black board.
4. The voice of teacher should be loud enough to help hard of hearing children.
5. No remarks should be passed on the children those who are crippled.
6. The children's interests and aptitudes be given due importance.
7. If the differences are so marked than a special curriculum be offered to the children.

Mental Differences

These differences are very vast. For understanding we can say that these differences are rated as a ratio between the mental age and chronological age multiplied with 100. The figure thus obtained helps us in categorizing the mental level. Various slabs to identify the levels have been made as under.

Intelligent Quotient	Types of Children
140 or more	Exceptional
110 to 139	Intelligent
90 to 109	Average
80 to 89	Dull
70 to 79	Idiots
Less than 70	Non- Educable

Exceptional Children

1. These children are mentally very quick.
2. These children pose questions to understand.
3. These children are crazier to have and gain knowledge.
4. The observation power of these children is very strong.
5. Their pace of learning is very fast.
6. They of their own try to seek the answers to the questions.

Intelligent Children

1. These children are active and more participative in the educational activities.
2. These children use their insight to solve their problems.
3. The teacher has to plan at an advance level for these children to make them satisfied.
4. The teachers refer them better and advanced books for their reading and satisfaction.

Average Children

These children work at the level of the majority.

They don't go fast nor do they go slow.

They understand and are responsive to their teachers.

Teachers plan their lessons according to the level of these students because of being in majority.

Their performance never remains the same it changes according to the nature of work.

Dull children

1. To understand very common things they have to work very hard.
2. For making these children learn the teacher has to put in a lot.
3. Very common lessons are to be repeated many times by the teacher.
4. All such children are to be treated separately, since they are not at one level.

Below Average

1. These children are very simple and have no sense to understand the environment.
2. They cannot work of their own.
3. They do not respond to the questions correctly.
4. Their memory is very poor.
5. These children lack confidence.
6. These children's mental and chronological age does not match. A child of seven years has the abilities equal to five years child.

Non-Educable Children

1. The I.Q of such children is less than 70.
2. They are poor in their performance than the other children.

3. These children do not understand the problems.
4. These children have the least capacity to. Adjust in the situations.
5. These children do share love greeting and salaam with others.

Teacher's responsibility to cope with the mental differences of the students

1. The teacher should use different methods according to the need of different children.
2. The mentally quick should be given more work and asked to support the poor children.
3. The poor should be encouraged to do better.
4. They should be given more time to understand and do their task.
5. The pace of teaching. May not be kept the same nor the aspiration from all children be kept at the same level.
6. The non-educable should be encouraged to follow some vacation to make their better living.

Emotional Differences

These differences are very marked in children. Some are extremely emotional; some are moderately emotional and some are balanced and have control over emotions. Those who are very emotional they feel depressed

because the teachers ask them questions. They get disappointed very soon. Due to being more emotional they would like be aloof and alone. They pose discipline problems. They do not feel balanced and stable; this thing affects their learning positively.

Teacher's responsibility to cope with the emotional differences of the students

1. The teachers should treat all the students at one level
2. The teachers should not make one feel ashamed in the class.
3. The emotions should be respected.
4. The measures should be adopted to pacify the emotions of the students through activities and teachers loving attitude.
5. The teacher should train his students to be patient.
6. The teacher should not pose such questions and situations that fairs up the situation i.e., the political and religious question should be avoided.

Attitudinal and capability differences

It cannot be said that these differences have a great impact on the students' education. If the student is given education according to his attitude, he proves his worth. If the education does not match the attitude of the students, he would be a failure. The subject selection is a good example in this respect. There are certain students who want to become doctors but they don't have the capability or the

attitude, if such students are given admission, they prove to be the misfits. Certain students get admission on the basis of their numbers only having no aptitude they remain mal-adjusted. If one wants education in arts and given the same, they prove to be a real success. We do not give importance to the students' attitudes so the caliber and capabilities die down.

Responsibilities of Parents and Teachers in case of Attitudinal And capability differences

Students differ in their attitude and capability. The teacher should inform the students about their capabilities and attitudes during their studies. They should help them adopt the areas of study or vocation according to their attitude and capability. The teachers should use different techniques and methods in educating the children so that their attitudinal demands and capability requirement is met. The teacher and parents should encourage the children to exercise their own choice according to their attitude and capability. No children should be compelled to take up the area of Study against his will so that child may not fail or leave education for good.

Social Differences

The students come to 'school from various families, social strata, income groups. The students with better economic background do well in education since they get better facilities and supportive teaching learning environment.

Hence, find no difference between house and school. Children of poor families are dressed poorly they eat simple food; they don't find better learning material. The rich families manage for the tuition of their children. The children of the poor families have to walk a lot because of the non-availability of the transport. Sometimes they have to teach the tuitions to support the family and meet the expenses of education.

In brief the children of the poor families;

(a) Remain disturbed for supporting the family

(b) Have to work hard and spare time for tuition work.

(c) Don't get necessary guidance regarding learning so they remain behind the children of rich families.

Responsibilities of Teachers in case of social differences

1. The teachers should not punish or insult such poor children without knowing the proper cause.

2. The teacher should help out of the students in getting funds to facilitate their studies.

3. The teachers should provide the chance to students to make earning through easy means in the school without injuring their self-respect

4. Where ever possible the teachers should provide necessary guidance to the students regarding their learning problems.

5. The teachers should guide and help the students in getting the books and learning materials from the school library.

6. The teachers should encourage the children of poor families to participate in the academic as well as co-academic activities.

Miscellaneous Individual Differences

Individuals have different views about religion, politics and Fashion. They have different likings about sports, hobbies, social service and allied reading etc. The teacher is required not to convey his/her view point about these. Rather the teacher should be moderate and respecting all the viewpoints. No one should be regarded as superior to any one.

Responsibilities of Teachers in case of Miscellaneous Differences

1. Each individual should be respected with his/her view points and ideas.
2. No comments and criticism should be given with a focus on certain personality.
3. The needs of the students should be explored and treatment of the same be given to the students.
4. The teacher should not express his own view point about religion; politics and fashion.
5. Rules and regulations should be strictly followed with total impartiality.
6. The individual attention, specific activity, or treatment if needed should be provided to the students to facilitate learning.

Exercise

Question I

1. Describe development and growth; identify the difference Between the two with examples?
2. What factors govern the hereditary factors; explain?
- 3: Write the principles that govern development.
- 4: Identify the types of individual differences; explain any two.
5. Identify mental differences and describe the teacher's responsibility to cope with individual differences.
6. Identify the emotional differences state the teacher's responsibilities to cope with these differences.
- 7: What do you understand from social and economic differences; state in what way the teachers can cope with these differences?

Question II

Write short answers to the following questions.

1. To your perception what is meant by development?
- 2: State how do you understand growth?
3. How heredity may be explained?
4. Identify the principles of growth; explain any one?
6. How the environment may be isolated from heredity; explain?
- 7: On what basis the individual differences are categorized?
State what are miscellaneous differences?

Chapter V

LEARNING

Human beings throughout their life keep on learning. Sometimes they imitate others, sometimes they are asked to follow certain instructions or steps or sometime they do the effort themselves. It is a hard fact that child cannot walk, talk, eat, dress and express his feeling at the early stages of his life. First of all he crawls and then starts walking sideways he makes an effort to talk and with the passage of time he starts talking. In the beginning his acts were not coordinated but the sooner he develops recognition of things, parents, brothers and sisters he develops command of catching hold of things with a tight grip. As the age grows the child changes slowly. This change makes him adopt good habits good manners and best use of his limbs.

The changes do not come at one time, nor are the changes in different dimensions the same.

We can judge the changes in the human beings through these examples;

Formal Changes

1. First the child starts uttering meaningless sounds and then starts uttering the sounds of the alphabets,
2. The child crawls before starting to walk,

3. The teething process starts at the age of nine months and continues through infancy.

4. The child moves his hands and feet aimlessly there after coordination in the movement develops.

5. The child first develops the recognition of sounds and then recognizes the sound of his mother.

6. First the child learns how to catch hold of the pencil than starts writing

7. Child develops the control over his limbs and then starts using the bicycle.

8. The child first starts catching hold of the things and then he picks up the book from the table.

9. Children learn typing and ultimately start using computer, fax for machine or the mobile

10. All these changes are not alike;

11. Some are for the time being and are no longer lasting; gripping the pencil is for the time being

12. Some turn into permanent way of life and a behaving pattern.

13. The behaving pattern turns into a permanent lifelong behavior.

Out of the above said changes we can infer that these changes are;

Permanent changes

1. Continues throughout the life'
2. Adds to the experiences and takes new forms,
3. Brings in new changes and make a space for these changes
4. These changes are due to the experiences; one step becomes a footing for other as in crawling
5. These are due to the experiences of others shared with the children, as in computer and use of allied machines adults use their insight children use their insight also. Children behave differently in different situations.
6. These are permanent and last long.
7. These are due to some stimulus.
8. If the stimulus occurs repeatedly the change becomes permanent.

All such changes which are permanent last longer and the result of a stimulus are known as learning.

Definition of Learning

In an effort to define learning we come across certain factors like action, change, experience and environment. The four are inter-connected. The action starts as a result of some stimulus and the person gains experience through his/her his own effort or the observation of others and feels a change in

Him/her. If the stimulus lasts long the change becomes permanent and is called learning. In the simplest words learning is a change in behavior due to the direct or indirect experiences.

Characteristics of Learning

1. Learning continues throughout the life.
2. It has no relation with intelligence, place, sex and age.
3. It is not the ones own experiences but the observation of others does provide experiences.
4. Experiences serve as the basis of all learning.

Methods of Learning

There are four methods of learning;

- Learning by Trial and Error
- Learning by Imitation
- Learning by Insight
- Learning by Doing

➤ Learning by Trial and Error

In the cases discussed the common factors are;

1. Problem is felt.
2. Need to solve the problem is also felt.
3. Effort to solve the problem is made.

4. By chance success is gained.
5. On success the act is repeated.
6. On failure the effort is made again and again
7. The mistakes are weeded out in case of success and the act is repeated again and again
8. On finding the solution the acts are memorized
9. There was no cut and dried solution available
10. The effort was made by chance the solution is found
11. Over the time and frequency of repetition learning becomes permanent it.

➤ **Learning by Imitation**

Child observes his parents brothers and sisters at home doing many things very keenly. The very common are talking, walking, sitting, eating and dressing and do the same. Language is learnt through imitation by the children. The way of dressing is also learnt by observing the elders. At the table child learns not to start eating earlier than the elders. Child also learns to eat with the right hand and clean the hands before and after eating. Child also learns to sit till all leave the dining table. In the social settings child learns to vacate the seat for his/her elders .In play or actual life we idealize someone and try to follow his/her actions or acts. The language pronunciations are normally the result of imitation.

In all such efforts to imitate we find the following acts;

1. We observe keenly.
2. We try to repeat the observed act.
3. Where we go wrong we make self-correction.
4. We try to avoid mistakes and do the act again as was observed
5. We do the activity as was observed and master it

➤ **Learning by Insight**

In this type of learning the individual uses his experience and insight to solve his/her problem. In such learning the individual identifies the problem, separates the unnecessary parts of the problem joins the needed elements gets the insight into the problem. Sorts the already learnt and tries to apply it for the solution of the problem. In mathematics the basics are put before the students and thereafter they are required to apply the formulae to solve the problems. In mechanics we know about certain machines and their operations and make other similar machines operative on the basis of insight. When one is made to learn the basics of the computers he is provided with petty training to operate other software without going into the details of the basics. In making one understand how to write creatively? Simple new details are given without going into the details of the basics of the languages or the punctuation marks. In such learning the salient steps are;

1. The perception of the environment and the surroundings is gained.
2. The clarity of the objective to hit the target and solve the problem is to be there.
3. The recollection of knowledge and experiences for the use in new surroundings.
4. Use of thinking process selecting the needed and leaving a side the additional experiences and knowledge.
5. Using the higher order skills to find the solution to the problems.
6. Most of our intellectual learning is based on learning by insight.

➤ **Learning by Doing**

It is a fact that one can only learn when one makes the effort; it is true about language skills, sports skills, giving talks and debates. The Good writers make a lot of practice. The good orators, practice speech skills a lot. The good players practice the sports skills a lot. The good recitation of Holy Quran needs people practice under guidance. One may not be perfect in any activity without ample practice. What the people do in learning by doing is;

1. The aims are determined.
2. The difficulty is identified.
3. The ways to solve, the knowledge and skills needed are identified.

4. The steps to be followed are identified and determined.
5. the most relevant procedural steps are applied, in case of success a systematic way is developed to be followed.
6. In case of a failure the mistakes are pointed out as not to be repeated and followed.

Laws of Learning

The laws of learning presented by Thorndike are;

1. Law of Readiness
2. Law of Exercise
3. Law of Effect

➤ **Law of Readiness**

There are two things important in learning; first is the ability to learn and the other is the desire to learn. When the child grows fit to walk he starts walking a weak may not start walking .When the child feels to learn the language computers or driving he learns it abruptly. If both are not there we cannot make the individual learn. For learning we develop readiness in the children. Certain factors does have an effect on learning like desire, interest, aims to achieve, pervious knowledge, mental level, experience, emotions, discomfort, tiredness etc.

A good example of cultures is that we cannot make others understand the Chinese culture unless they have some knowledge about it. Likewise the taste size, color weight of a

fruit can only be made to understand if one has seen that. Previous knowledge is used to prepare and develop readiness in the learners. It is just like warm up in sports, if it would not be there the sport would not be beneficial rather harmful.

➤ **Law of Exercise**

The more an activity is repeated the more the mastery develops. In making the students master the alphabets the exercise is repeated to master the sounds associated words and the sequence of these. Think of yourself and try to repeat the alphabets in a correct sequence it would be a bit difficult for you since you are not repeating it in daily life. Flow in writing comes through exercise. With exercise it becomes neat clean and pleasing. Making a speech with fluency and logic would only be possible when you exercise it. One forgets the learnt which is not used over the span of time. If you learn driving and do not exercise it in the daily life you feel hesitant first and then forgets. Similarly you learn a language but do not practice or speak it for a longer time you will definitely forget it. To improve and retain the knowledge and skill one has to exercise it.

➤ **Law of effect**

The learning would directly be related to the results of learning if it is pleasure some it would be longer lasting. If it is troublesome it will not last longer. Some of the children go to school with pleasure because the treatment of the teacher is pleasing. Some go to school weeping because the teacher and

Classroom is not a soothing place for them. Some children are interested in some subjects where as some students hate some subjects, the subjects of liking would be learnt easily and the. Subjects of disliking would be difficult for the student. The personality of the teacher may make a difficult subject easier for the student and an easy subject difficult for him.

Conditions of Learning

There are certain factors that make learning easier and some make it difficult. These sometimes facilitate and sometime hinder learning. These are also known as conditions of learning. These are;

1. Readiness, Exercise and Effectiveness
2. Motivation
3. Interest
4. Attention
5. Meaningful/ Relevant
6. Attitude

➤ Readiness, Exercise and Effectiveness

It is a fact that until and unless one is not prepared to learn we cannot make him learn. When one has to learn the requirement is proper maturity and physical ability. The teaching always starts with the already learnt and progresses with time and repeated exercise. If we learn some time and keep on practicing it we master it and our learning becomes

permanent and resultantly our behavior changes. Furthermore if we put in our knowledge in the real life situation than this act strengthens our learning. If anything learnt is not beneficial in the everyday life processes and has no productive application would be forgotten.

➤ **Motivation**

It is one's internal state that moves one to do the task. It may be a need, interest, attitude or emotion. There may be the external factors that may act as the driving force for one to initiate and act to achieve the target. The motivation either internal or external makes one disturbed and put to work to achieve the goal. The example may be getting through the entry test or the military commissioning process or the induction test to civil services. Look one wants to get admission in a medical college he/she would definitely be working with full force. The one wants to gain prominence in sports would practice more and more for perfection. In school we see the students comfortable in the class because of their interest or the fear of the teacher. The motives may be immediate or remote. In case of doing the home work the immediate motive may be getting free of the punishment in the class and seeking of teachers praise and the remote motive may be getting through in good marks for getting admission in the prestigious school, college, university or an institution.

➤ **Interest**

Interests relate to age and sex. The male students have interest in the power exerting and games based on make and break. They dislike sophistication it is liked by the female students. With the growth of age these interests change. In the early age boys and girls play together but with the growth of age and identification of the character roles one has to follow the interests to play with one's own sex. It is customary that the male children would like to go out and make purchases of the house hold items but the female children would not take interest in it. The games and the subject's students under take are mostly related to their character roles. Males plan for better earning and the females for better housekeeping. In the early state children love to read fairy tales but with the growth of age they feel like reading about computers space and technological advancements and likewise the technology creeping into the kitchen and house for comfort becomes the concerns of the females.

➤ **Attention**

It is a mental state of the individuals. When the individuals pay attention to certain act they comprehend and learn about these easily and with comfort. Attention may be sought through the noise, gestures, movements, acts and activities. The actors, lecturers and the magicians seek individuals' attention according to the age and mental level as well the interest. Teachers normally give examples according to

The tastes of their students. Sometime pause in talking, sometime low and high pitch, sometimes pin drop silence and sometimes lights and signals are used to seek attention. Think we are sitting in a room and someone passes by making a tick we will be more anxious to learn who passed by, what was the sex, age and status of the passer by. Teachers use techniques to attract the attention of their students. The more effective the technique would be the more effective the learning would be.

➤ **Meaningful/Prevalent**

Children learn the things which are;

- Meaningful to them,
- Which are liked by the society?
- Which are of everyday use?

The good example would be of the language. In the early age the children use dis-organized and meaningless language. On understanding they try to master the correct language try to write it in a more pleasing way. Their behaving pattern would be turning into the one liked by the society. They keep in mind the knowledge and skills of everyday use but forget intricate and least used formulas.

➤ **Attitude**

It is the inner state related with the values of the society. There are certain things liked in a society certain are

disliked these are accordingly followed by the people. In a society people love the doctors so one would like to be a doctor. People hate drug taking so one would refrain from that. The brave and courageous people are liked by the society so the youth would like to be the pilots. The attitudes may be either positive or negative these are all learnt they are adopted in the light of societal values. In a school fear of beating makes the students work but in prestigious schools it is the presentation in the assembly with few derogatory words make the people work.

Theories of Learning

The research of the experts gave rise to two types of theories;

(a) Behavioristic theory of learning

(b) Cognitive Theory of Learning

➤ Behavioristic Theory of Learning

The behavioristic theory takes learning as the visible change in behavior. They perceive that what type of tasks one can do with what changes in behavior both visible and operational. They understand that if there is a stimulus there would definitely be a response. The learning to them is a pattern of reaction to a stimulus what one learns. Each and every response is associated with a specific type of stimulus. The more the repetition of the stimulus, the more the occurrence of that response would be there, that would develop a specific pattern ultimately known as learning.

Behaviorists say that the experiences and occurrences over the time develop a specific relationship between the reacting and fixate it. They call this process as stimulus and response relationship and the way that relationship exists is conditioning.

Behavioristic theories include;

1. Thorndike's connectionism
2. Pavlov's classical conditioning
3. Skinner's operant conditioning

➤ **Cognitive Theory of Learning**

The followers of this theory believe that it is not the behaving pattern rather it is the cognition that forms 'the basis of learning. Mental abilities, emotions, attitudes, and perceptions determine which way one should respond to a specific stimulus. To them thinking, attitudes and ability to respond develop a specific visible behaving pattern. This pattern is not only associated with these only but it does have the impact of the environment also. In environment there are very many stimulus but all are not selected to be responded to. The selected stimuli are selected to be responded to. In this process the thinking process. First of all you're thinking would be changed which would be seen in the behaving pattern. Visible behavior is the cause of inner change and change of thinking.

The prominent followers of cognitive theory are;

Kofka, Kohler, Wertheimer, Vigotsky, Bruner, Piaget, Ausbel, Robert Gangne.

The most common cognitive theories are;

1. Gestalt theory of learning
2. Knowledge analysis theory of learning.
3. Insight theory of Learning.
4. Structural theory of Learning

EXERCISE

Question I

1. Explain learning with examples.
2. What are the various methods of learning?
3. Explain learning by trial and error with examples?
4. Explain three methods of learning with examples.
5. Express the three basic principles of learning.
6. Portray the behavioristic theories of learning.
7. Describe the cognitive theory of learning.

Question II

Write short answers to the following questions

1. Define learning.
2. What is meant by experimentation?
3. What do you understand from stimulus and response?
4. Identify the methods of learning.
5. Classify the conditions of learning.
6. Identify the behavioristic theories of learning.
7. Sort out the cognitive theories of learning.

Chapter VI

SOCIETY, COMMUNITY AND EDUCATION

Adam and Eve were sent to this earth. They gave birth to a small society. Their family grew in number and they started very living together. Right from the beginning of the life men has been living together. This living together gave birth to a society. With the development of the numbers various societies came into being. Each society has its own culture and traditions. These traditions and culture has continuously been transmitted to the younger generation. With the growth of number of population this responsibility has been transmitted to the school. Islam covers all the areas of life. It does not divide the life into religious and material. It takes the life as a single identity. Religion and material life is taken as a single identity.

Society

Society is a group of people that live together for achieving the common goals. Another way we can say that the people who have common culture, ideas, attitudes, values and are united form a society. Every society has its own values and culture. It is the expectation of the society that the culture should be transmitted to the younger generation. It includes ideology of life, national objectives, knowledge, skills, attitudes, beliefs. Ethical, social and economic experimentation. On this basis different societies came into being Russia and China are

socialist societies they are different from other world and have their own way of life. In Islamic countries people have their own way of life.

1. There are four pillars of Islamic education like recitation of holy Quran, purity of body and soul, education of Quran and education of knowledge and wisdom.
2. Quran and hadith are the basis of aims of education, curriculum, and teaching methodology.
3. Individuals in an Islamic society have the mastery over material and religious knowledge.
4. Islamic education is meant for the protection of religion, country, Muslim ummah and preaching of Islam.
5. The facilities of education in an Islamic society equally available for all the individuals and parts of society.
6. Islamic education focuses on success in the life there after.

Importance of education in Islam

Islam is a religion of nature which stressed education a lot. Basically Islam is a system of training. It started from IQRA which means to read. Revelation started on the holy prophet with the same word IQRA Creating the universe God gave importance to Adam over the angles because of his knowledge. The Angles did not know which Adam knew. Quran expresses the importance of education at different places with different angles.

Quran states in surah mujadla verse 11;

“Those who are believers amongst you and bestowed with knowledge will be given high ranks.”

Community

People living in a particular area, their language, dress, values, customs, traditions, interest activities are common, form a community. Community for the child is the street and mohallah where one lives, the child finds the peer group there and shares with others the feelings and needs of the area.

To the adult's community is a unit which works for the prevention of disease, provision and disposal of water, provision of roads and light, mosque, bazaar and places for social gathering. Community works to cope with the national disasters and natural calamities. Though the people in the cities live in their tight cells but the people in the villages live cohesive and are more sharing and caring for others.

Relationship of Society and Education

Education is a social process. And is the responsibility of the society. Education and its processes work in accordance with the objectives designed to achieve the societal needs. Good societies want to develop in the individuals humanism, tolerance, patience, sympathy, equality, justice, confidence and alike good qualities. The ideology of society guides and directs education in this regard. The curriculum and all its elements

Seek guidance from the societal ideology. In brief it can be said that the practical aspect of ideology of a nation is education and the theoretical aspect of education is ideology. Curriculum is designed to accomplish the economic, social and political dimensions to the satisfaction of society. The teaching methods are designed to promote individuality, in democratic attitudes or materialistic view point. Islam develops the total submission to the Quran teachings. It demands from the Muslims to be a caliph to god on this universe.

Education helps in developing an organized system for the discipline. In the capitalistic, socialistic, democratic and Muslim societies a special type of discipline is developed Education imparts the training of citizenship. It gives the awareness of the rights and responsibilities to the individuals. The biases, the disparities, un-equality, lingual division is brought to an end through education. Individuals are made to learn and act upon that national interests are supreme to personal benefits.

Education provides the insight into the requirements of living together. Where the people live there they need a political system leading to the understanding of the rights and responsibilities. The understanding into the rights and responsibilities facilitates the processes of human relationing. The processes of education at school treat all the students equal and try to develop their personalities in multi-dimensions. The biases are eradicated and concept of brotherhood and co-operation is promoted in the formal and organized activities of the school.

Consumer education, environmental education, population education, women education, traffic education, safety, education, resource utilization education, resource reprocessing education, education of citizenship, are in addition to the traditional processes of education that take place in the school.

Role of Education in the development of individual and society

Poverty is not an economic issue it is an educational issue. It is a fact that the educated nations are better well of disciplined and their standards of life are superior to others. Education helps the individuals to develop in the following ways.

Psychology deals with human nature, attitudes and the mental processes. Each individual is different from other and has different interest, intelligence, attitude, capability, and emotions. Many a times we have to deal with the personalities wide apart from each other at that time we need to seek the help of psychology.

Role of education in the development of an individual

The branch of psychology that applies the principles of psychology to education is known as educational psychology. Educational psychology helps us in finding solutions to teaching learning problems, development of balanced personalities, exploring the talent and interests enabling adjustments in the

social and educational setups. Enabling the individuals to pass through the developmental stages and helping them to grow as balanced personalities. Educational psychology helps the individuals to

1. Develop a special type of behaving pattern, grow physically, mentally, socially, morally and emotionally.
2. Make physical spiritual moral social and emotional adjustments.
3. Organize their academic activities, teaching learning difficulties, class organization, and coping with interests and individual differences.
4. Explore their characteristics and capabilities and polishing these to the optimum.
5. Chose and study the subjects of their choice.
6. seek for the need, mental level and competence related job to avoid mal adjustment.
7. Chose and practice the religion of their choice.
8. A peace loving and a productive citizen.
9. Participate in the leisure time activities to overcome fear, anxiety depression etc.
10. Control the emotions and divert the energies to the positive direction
11. Understand self and the cause of creation.

12. Facilitate;

(a) Understanding of the phases of development

(b) Understanding of characteristics of phases of development

(c) Exploring interests attitudes

(D) care of individual and group needs

(e) Enabling the individuals to follow the acceptable character by the Muslim society (f) Enabling the students to control the evil acts and evil motives of the personality.

Role of education in the social development of the individual

Sociology teaches patience love and tolerance for others. It develops the human relations concept among the individuals. They try to share care and sacrifice for others as an when the need arises in the social occasions. The process of socialization starts from home. The parents are the first teachers to develop a cohesive force or attraction among the members of the family. School adds to it by promoting a love for the nation and society.

Religion is one of the needs of an individual. Education enables one to understand and follow the religion of his choice or in accordance with the demand of the society. Societies if are Christian, Hindu, or Jews want their members to adopt the religion accordingly, and education leads the individual in this way.

- When the people live together for common purposes they develop a society. Society helps in socialization, preservation and development of the human beings. Peoples living styles, language, traditions and customs, ideology of life, values, religion and cultural heritage form the elements of culture.

Man lives in a society and keeps on studying the people environment and the way the people adjust in the society. With the passage of time individuals become adjusted in the society more and more. Education of the child starts from the lap of mother. Parents are the first teachers of the child. Home environment is the first step towards the teaching of social processes adjustment to the environment and acquisition of new knowledge. Child adopts the processes procedures skills and knowledge out of his/her environment. Parents and teachers teach their children golden words, Assalam o Aleikum, Kalima Tayyaba, Tauooz, Salah, and basics of faith. The dos and don'ts of society are also taught to the children by the parents.

Education of the values aesthetics and social adjustment had been the responsibility of the parents. The societies have grown large so it is not possible for the parents to educate their children. This responsibility has now been shifted to the school by the society. Education helps the individuals to have the insight into rights and responsibilities. It makes them patriotic peace loving and exemplary for others. They are helped to adopt the profession of their choice in accordance with the social norms. In this way they add to the earning hands.

The sanctity of the relations is identified and individuals are made to practice it in the social settings. The younger are to be loved and elders are to be respected equality are to be honored education manages for the same also.

Role of education in the development of Society and School

1. Societal responsibilities have been shifted to the school.
2. Societal needs change with the development of technology and modernization of the life of individuals.
3. World has become a global village and now along side the local needs international needs are also to be met by the societies. Schools continuously keep on updating their curricula to meet such needs.
4. Females form a wider segment of the society and the importance of their education has grown equally important. Schools provide for such education relating to requirements of both the sexes.
5. Intellect is not only the property of the societies but they are the international property and their training in line with the international and future needs of the world.
6. Education helps develop the society in the following ways;
 - (a) Developing better economic status which develops better status of life

- (b) Develops trained and experienced man power having qualities of; research, responsibility, skill perfection and minimizing the wastage.
- (c) Natural traits of the individuals are explored and polished.
- (d) mal-adjustment becomes the least.
- (e) Burdon on the society is removed
- (f) Knowledge and skill sale value remains the highest.
- (g) Economic progress leads to social progress.
- (h) Educated artesian earns more.
- (i) Turnover of the school remain in match with the requirement of the society.
- (j) Correct and acceptable ways of earning arc practiced.
- (k) Exploration of hidden and natural resources becomes possible.
- (l) Talent is explored and utilized no disparities remains.

Role of School in a Society

1. School acts as a social center, provides social experiences and experiments for the individuals.
2. In a society school plays the following role;
 - (a) Prepares individuals for peaceful social life.
 - (b) Blends acceptable and uniform cultural elements.
 - (c) Develops discipline enabling the individuals to apply in the daily lives.

- (d) Develops uniformity through common uniform, rules, regulations, curriculum, behaving pattern and social relations
- (E) Develops which the individuals don't learn in the society.
- (f) Prepares man power according to the needs of the society.
- (g) Identifies the issues defines into problems and tries to find the solutions to these.
- (h) Communicates values, traditions, and cultural aspects to prepare the real Muslims and Pakistanis.
- (i) Promotes the concept of equality and human identity through debate, writing contest and Qurat competition.

EXERCISE

Question I

1. Explain the concept of a society. 2. Explain the idea of community.
3. What is the importance of society for education?
4. Explain the role of education in the development of an individual with examples.
5. Express the role of education in the development of a society. 6. Portray the difference between the society, and community with examples.

Question II

Write short answers to the following questions

1. Define society.
2. What is meant by community?
3. What is the relationship of society and education? 4. Identify the role of education in the development of an individual.
5. Classify the development of society through education. 6. Identify the social development of an individual through education.

Chapter VII

GUIDANCE AND COUNSELING

Where ever the man lives he comes across many problems, and does not find himself competent enough to solve all such problems of his own. Sometimes his friends help him to overcome the problems being confronted by him. At certain occasions he becomes stuck up and even finds his friends helpless in guiding him. The reasons are being the lack of insight, lack of experiences, lack of confidence in doing so and variety of dimensions of the problems. The dimensions of the problems may be educational, social, psychological, economic and educational. Right from the start of life child needs the help assistance of his/her parents. The informal guidance is provided by the family members and the elders. The formal guidance is provided by the experts and the specialists of the different areas.

Meanings of Guidance

Guidance means leading to a path. It is guiding a stranger to reach certain destination. We do not take one to his/her destination rather we guide for easy access to the destination. In doing so we give certain clues to the one who needs guidance for comfort and easy access. In guidance what we do instance for comfort

1. Enabling one to explore the inherent potential and using the same for solving the problems being confronted.
2. Enabling one to identify and pinpoint ones problems.

3. Enabling one to organize the schedule of activities.
4. Enabling one to nourish and broaden ones experiences.
5. Enabling one to adjust to his/her environment.

All the above said relate to the life in total rather than the process of education in isolation.

Types of Guidance

Guidance takes many forms, since it is the need and continues to be for all ages, people, times, experienced or inexperienced. It may be religious, economic, educational, vocational and social. It is in accordance with the situation and demand of the person the guidance takes the form. Four types have been discussed setting others aside. These are;

➤ Educational Guidance

It relates to the students and their academic problems like; Adjustment with colleagues; students come from families with different languages, socio economic back ground so it becomes a problem to adjust with these all.

Adjustment with teachers; teachers have the different qualification, experiences, social and economic status, temperaments and attitudes, teaching and communicating styles, guiding and directing styles, all this give rise to different teaching and learning problems, so guidance becomes a need of the students.

Problems related to health

Problems related to co-curricular activities.

➤ Professional Guidance

It relates to someone helping to opt a profession as to why; A particular profession be adopted by

Someone, One should choose a particular profession,.

Ones qualities make relevance with the profession, Ones qualification matches the job requirement, Health of the individual matches the requirements for a job, the ability to requirements, establish relationship matches the job

Certain principles need be mastered or followed

Chances of promotion are ample enough as compared to the other jobs. .

➤ Psychological Guidance

This type of guidance relate to the mental and insightful processes like;

The problem related to one's sex,

The superiority or inferiority complex the emotional problems

The problems of adjustment like love jealousy, hatred, rivalry,

The ma-adjustment due to non-availability of guidance

➤ Social Guidance

Guidance needed for better and peaceful life is known as social guidance;

This type of guidance is needed for social adjustment,

Exploration of inherent qualities and their use in the life settings,

Exploration of individual differences and acting accordingly in the life settings,

Enabling one to adopt pleasant habits and attitudes towards

Others like love and respect for others,

Making one understand his/her rights and responsibilities.

Meanings of Counseling

It is the seeking of someone's advice or opinion on matter. Each of us carries with him/her certain attitudes or behaving pattern which he/she has learnt at home. This creates adjustment problem with other colleagues or peer group. For making one to adjust the teacher gives advice for adjustment. O at the secondary level the subject selection becomes problem on the basis of which one has to choose a profession. Some people remain aloof at home but to move in the society they feel terrified or cannot adjust with the people. Such people also need the expert opinion or advice.

In brief counseling is a process of seeking expert opinion to solve immediate or intricate problem enabling one to solve it him/herself. Counseling has three facets; the counselor and counselee and counseling

The expert person with the experience and training to give advice to others

Enabling one to solve the problem him/herself on the basis of the expert's advice To Carl Rogers it is a process of mutual discussion and consultation enabling the one confronted with the problem to change his view point or behaving pattern or modify his/her behavior to solve the problem.

In counseling there is a counselor; the one expert and experienced to provide tangible and practicable advice to the needy. The counselee seeks expert's advice; he/she shares his/her problem with the expert and resultantly gets the advice workable

The advice which is sight, personality, environment, need, depth of the issue based; providing a path to choose and act upon to the counselee.

Need for Guidance and Counseling at the School

No individual is perfect; there had been felt a need for the common man for which God sent prophets. The younger being immature needs the help and guidance of their elders for better conduct and peaceful life. The sooner the child leaves home the nature of problems changes and for this change the child once again needs the guidance and counseling to adjust to new. The student starts going to the school there he/she finds a totally changed atmosphere he/she has to adjust to the; school timings. Friends or peer group for seating with them,

The learning problems are multiple and needs individual attention and guidance. The students need to explore their own capabilities to use them as and when needed.

To tackle the individual differences children need guidance and counseling.

Children may develop in a balanced way through guidance and counseling Children may be helped to plan at the proper time in a proper way through guidance and counseling.

The children are enabled to develop adjustment at home school and society through guidance and counseling. The guidance by the parents can be made more effective through guidance and

Counseling at school.. Children may be made aware of the needs and problems confronted by them through guidance and counseling.

Less facilitated children and children with problems may be helped through guidance and counseling.

The children are enabled to behave like a productive citizen. . Children may be made to think and act positively and without bias towards others the children may be helped through guidance to make best use of their leisure time.

Procedure of counseling

Counseling may be of two types; individual and counseling.

➤ Individual Counseling

The counselor keeps on observing the students educational, physical, social, emotional and psychological difficulties continuously. The counselor conducts counseling formally or informally to enable the student to adjust to his/her environment.

The counselor takes it light and discusses it, ii case the problem is of minor nature. In case the problem is, delicate and deep than the counselor seeks help from observation, questionnaires, and interviews for the analysis of the problem. After the analysis of the problem the solution to the problem is sought.

Characteristics of individual counseling;

1. It is applied in case the problem relates to an individual student.
2. It is used when the problem is of minor nature.
3. The relevant information is either available or can be made available with simple effort.
4. In case the problem is very deep and intricate individual counseling may be used.
5. Some time we have to conduct sessions with the counseling to dig out information.
6. Sometimes questionnaires, observation; interviews are to be conducted for collecting information.

Group counseling

This type of counseling is used when the groups need help regarding their physical, mental, social problems, interests, incentives. needs. It is also used to enable the students to make adjustment in different settings.

Characteristics of group counseling;

1. Relates to the groups and the programmers of the institutions.
2. Brings about change in the attitudes of the groups.
3. Develops confidence to cope with the problems and seek adjustments.
4. Students common problems need group counseling, e.g. Health problems, promotion of leadership, change of attitudes.
5. It develops future adjustments.

6. The students may be divided into groups according to the commonality of the problems.
7. The groups may be large or small according to the nature of problems.
8. The problems may be sought and solutions worked out by exploring from the groups.

Common procedure for individual or group counseling

The following steps are followed for counseling either individual or group;

1. Confidence is developed in the students to talk,
2. Problem is discussed with the student,
3. The objectives of guidance and counseling are developed,
4. Effective tool are chosen to collect the information from the students,
5. The data is collected about the student's personality or the problem,
6. The data obtained is analyzed,
7. The problem is diagnosed,
8. The solutions are sought and a list is prepared, 9. The students are informed about their problems and enabled to solve it.

Types of counseling

There are two types of counseling;

1. Directive counseling
2. Non-Directive Counseling

➤ Directive Counseling

Williamson is the pioneer in this type of counseling. The counselor enables the counselee to solve the problems. This type of counseling is used where the counselee don't find himself competent to solve his problem. The counselee tells his/her problem to the counselor. The counselor listens, analyzes and tells the way the counselee has to proceed. In this type of counseling, counselor has to play the main role. The counselee follows the directions of the counselor. This type of counseling is applied to dull, children, ill and those who cannot solve their problems.

➤ Non-Directive Counseling

Carl Rojers started this type of counseling. In this type of counseling the counselee tells his/her problem to the counselor. The counselor makes the counselee comfortable to expresses the way he/she wants. The counselor gives no cues or comments rather he accepts the feelings of the counselee. The counselor does not interrupt the counselee or nor does give any advice. The counselee is provided with the free environment to discuss his/her problems.

Eclectic Counseling

It is mid-way the directive and non-directive counseling. The followers of this type of counseling believe in the fact that that there, exist the problems which need guidance and counseling. It is also believed that non two similar problems may be sought in a similar way. It selects the way most appropriate for the situation, need, environment and temperament of the individual seeking guidance and counseling.

EXERCISE

Question I

1. What do you understand from guidance and counseling, explain?
2. Clearly describe the concepts of guidance and counseling.
3. What are the different types of guidance, discuss?
4. To your understanding what is counseling?
5. State the need of guidance and counseling in a school.
6. What is the procedure of counseling, discuss?
7. What commonality is there in the individual and group counseling?
8. What are the different types of counseling, give details of each?

Question II.

1. Write short answers to the following questions
2. Define guidance and counseling in precise terms.
3. Identify the different types of guidance.
4. How do you recognize the educational guidance?
5. Classify the professional guidance.
6. Categorize the psychological guidance
7. Spot the social guidance.
8. Describe counseling.
9. State the needs of counseling in a school. Fight fall
10. Identify the types of counseling. What do you understand from individual counseling?

11. What do you understand from group counseling?
12. What factors are common in the procedural steps of individual and group counseling?
13. Identify the types of counseling.
14. Discover the salient features of directive counseling.
15. Make out the salient features of non-directive counseling.
16. Name the salient features of eclectic counseling

Chapter VIII

CURRICULA, SYLLABUS AND TEXTBOOKS

The parents who are concerned with the education of their children come across variety of terminology relating to education. Mostly they use these terms as a lay man but some of them do understand the meanings of the terms in the context these are being used. A detail of such terminology which is commonly used is being given in the lines to come.

Syllabus

It is actually a list of contents to be taught for the purpose of external examinations. It includes the numbers attached to each topic which is to be taught. The aims of teaching are sometimes mentioned in the syllabus. It is actually a sketch of contents to be taught and activities to be done. It is left to the teachers how they fill in the gaps. This sketch demands the narrowed down contents, time schedule for the activities, and developing the links with other subjects and areas of schooling. Commonly no detail of objectives and teaching methods is provided.

Course

It provides the details of the breakdown of the contents given in the syllabus. Sometimes it determines the weightage of the

contents to be taught, or given a place in a book, Course means a way or passage or a path which may be used to achieve specific aims. We go to the mosque, or school, or college, or university; using different paths but after reaching we try to achieve our specified aims. Regarding the education of children we want them to develop through different paths. These may be the path of mathematics, language, play and sport, science, social studies and geography etc. The objective of teaching all these subjects is the same that is the development of the child. In brief we can say that the course is a detail of a single subject with the topics, concepts, number of lectures to complete, time taken to complete the teaching.

Textbooks

(Textbook had been a source of information both for the teachers and the students since long. Earlier the hand written books were also used but in this modern age we have exercise books, workbooks and other teaching reading material for the teacher and the taught Books preserve the human knowledge and help explore new knowledge serving as a basis to go ahead. With the development of new knowledge, new books come up (Books had been a teaching aid since long Now the new and modern teaching aids have been introduced. These modern aids are based on teaching technology and information technology. In spite of the introduction of these new and modern teaching aids the books have not lost their importance. In different countries and societies the books of different subjects are developed to educate their youth according to their own psychological, philosophical and sociological

Viewpoints. The books are prepared by the experts of the subjects. Textbooks are a type of books used to educate the students with respect to their level.

In Pakistan the textbooks are being prepared by the Textbook Boards in all the provinces. These textbook boards prepare the books from class one to class XII. These are the standard textbooks available at low cost in the markets.

Characteristics of a Good Textbook.

1. The good textbooks have the following characteristics; Good text books cover the curriculum.
2. The objectives of teaching a subject can be fulfilled by teaching and studying a textbook.
3. Textbooks are the standard books so their content is kept up dated and acceptable by the intellectuals.
4. It has a sequence, continuity, balance and coordination.
5. It relates to the mental level and needs of the students.
6. The information provided there in its latest, new updated and of everyday use.
7. The content presented is complete comprehensive, clear and easy to understand.
8. The examples are simple and everyday life related.
9. These reveal the national ethics ideology and aspirations.
10. The presentation is topics and sub-topics based.

11. Textbooks include the sketches, diagrams, flow diagrams, graphs and maps.
12. To check the assimilation of the learnt exercises are given the textbooks.
13. The content is grammatically correct and free of conceptual and typographical mistakes.
14. These are of low cost and printed on a worthwhile paper
15. The size and volume of the textbooks are moderate so that keeping and assimilating becomes easier.

Curriculum

Curriculum is a complete set of activities organized or sponsored by the school, arranged inside or outside the school. Curriculum means a walk way. It has been derived from Latin word curree meaning a plain track to walk on to achieve the aims. In Islam a parallel word is "Minjah" which means a way to achieve the aims. It may be something like that an Engineer would follow a different course than a Doctor or an Accountant. In brief what we conclude from the term curriculum is that;

1. It is a way to reach the target
2. It is a collection of time bound activities
3. It is a collection of educational experiences aimed at the specified targets.

Definitions by the Experts

The commonly accepted definition of curriculum is the activities sponsored or organized by the school either inside or outside it. Different people understand curriculum in a different way the most common definitions are being given;

Paul Hurst is of the opinion that collection of organized activities to achieve the specific objectives is known as curriculum. Frank Musgrove understand curriculum as collection of activities to speed up life experiences. James Micheal Lee perceives that it is a process of learning which the school is held responsible for. Mead is of the belief that curriculum includes all the activities of schooling.

In the broader sense curriculum is the experiences provided for the behavior modification of the learners. It affects the life of the individuals inside or outside the school. It includes opportunities relating to reading writing developing social mental ethical emotional and aesthetic development. This provides reason to include teaching, sports, expressive skills, guidance, counseling and evaluation in curriculum. Sketch of the curriculum includes;

- (a) Topics included in social studies,
- (b) Experiences provided in languages teaching; prose. Poetry, grammar, and verbal communication.
- (c) The practical activities in science, and mathematics teaching.

It can be said about curriculum that;

1. It is a plan based on certain ideology of life to train attitudes skills and other traits.
2. It is a written document which guides the teacher to train physical, mental, social, emotional and spiritual aspects of the students' personality.
3. It is a plan to polish mental and behavioral characteristics of the student.
4. It is a guide line to enable the students to develop natural and acquired capabilities.
5. It includes internal and external activities of the school Essential for the students' growth and development.

Components of Curriculum

The sketches of the curriculum given by various experts reveal that there would be four components of curriculum. All the components are interrelated, and their relationship is such like that it is a never ending process. These components are;

1. Aims of the curriculum
2. Content
3. Teaching Methods
4. Evaluation

Curriculum objectives

Objectives give direction to the activities. These are based on the ideology of the nation. We formulate the objectives to serve as footing for curriculum development. In addition to it these serve as the target for the students to achieve. The objectives are logical and based on psychological principles. Objectives serve the following purposes;

1. These give clear cut direction to the programmers and activities.
2. These provide logic and reason for the selection and conduct of activities.
3. These help in prioritizing the content and activities
4. These help in fulfilling the student's interests and needs.
5. These help us to fulfill the subject demands and needs.
6. These help in planning the activities.
7. These provide us a parameter to evaluate how far we were away from the target to be achieved.

Content

After formulating the objectives we think of fulfilling them. To fulfill these objectives the subjects, the content, activities, and topics for study are selected. For the selection of subjects, contents, activities and topics the following facts are kept in view.

1. The content should match the mental level and interest of the students.
2. The content should be basically interesting.
3. The content should be recent and up dated.
4. The content should be sequential and progress from 5. The content should progress from easy to difficult.
6. The content should be balanced in all respects. 7. The content should be clear, dependable, comprehensive, and relevant to the life processes. 8. The content should enable the students to make necessary adjustments where necessary.

Teaching Method

After the selection of the content, it is essential to decide that how it should be communicated to the students. Definitely it is possible by using some teaching methods and these should be;

1. In accordance with the mental level of the students
2. Fulfilling the needs of the subjects
3. Based on the use of A.V.Aids for better comprehension 4. Matched with the psychological principles and interests of the students
5. Based on the latest teaching technology 6. Easy to be mastered and practiced by the teachers.

Curriculum Evaluation

Curriculum evaluation includes the evaluation of all the elements of curriculum.

Evaluation of objectives includes the study of;

1. The dimensions and fulfillment of objectives.
2. Focus of aims on the behavior modification
3. Practicality and tangibility of objectives
4. Realistic and achievable aspects.
5. Related to the realities on ground
6. Match of objectives with the elements of curriculum
7. Time line for the fulfillment of the objectives.

Content

Content evaluation includes;

1. The practicality of activities and utility of the content
2. Match with the mental level of the students
3. Interest for the students
4. Comprehensiveness
5. Completeness
6. Relationship with the ideology of the nation.
7. Relationship with the individual and national needs.
8. Relationship with the psychological principles.
9. Organization and sequence

10. Match with the fulfillment of objectives
11. up datedness
12. Logical horizontal and vertical and parallel continuity

Teaching Methods

Evaluation of teaching methods include;

1. Relevance with students' psychology
2. Relevance with the needs of the subject
3. Relevance with the needs of the students
4. Relevance of use of technology for effective communication
5. Relevance with the communication principles
6. The use of and effectiveness of A.V.Aids
7. Match with the time available
8. Cost effectiveness

Evaluation

It includes evaluation of;

1. Element of creativity in the curriculum
2. Element of originality in the curriculum
3. Element of novelty in the curriculum
4. Element of recentness in the curriculum
5. Element of utility in the curriculum

6. Element of feasibility in the curriculum 7. Relationship between the various elements of the curriculum Evaluation may take two forms;

Formative evaluation

It takes place when the process is in progression. It is based on oral, written and practical examinations. Monthly tests, half yearly tests and annual tests are the good examples of this type evaluation. The evaluation of the curriculum development process is another example of formative evaluation.

Following characteristics are found in the good curriculum.

1. It enables the students to understand the society and its requirements.
2. It provides the students with an opportunity to choose their subjects of study according to their own liking and caliber,
3. It matches with the individual needs of the students.
4. The continuity of the experiences continues.
5. It helps in fulfilling the aims.
6. It keeps a balance in the fulfillment of the various aims.
7. It relates to the ideology of the nation.
8. It is flexible and elastic and provides space for the new additions.

Characteristics of Good Curriculum

Evaluation

Every one evaluates his talks, acts, achievements, intents and performance at different occasions after regular or irregular intervals. Educational evaluation is a comprehensive process includes; which

1. What is taught to what satisfaction?
2. What came up to the mark what needs improvement?
3. What objectives are fulfilled and what not and why not?
4. What is relevant and appropriate and what not?

Different experts defined evaluation differently as given;

Norman Gronlund says that it is a process to explore the objectives of training.

Lind well perceives that it is the fulfillment of the objectives of teaching and learning.

Carter V Good understands that, it is a process to know how far the teaching could change the behavior of the student. In nut shell it is the intermittent process of knowing the skills, attitudes, performance, behaviors change and their level?

Evaluation has three dimensions which are being discussed;

1. Measurement
2. Test
3. Assessment

Measurement

It is a quantitative process which makes us aware in numbers about the qualities of the individuals. The examples are age height weight, achievement and proficiency in different skills like typing speed.

Irving Lorge states that it is the process of quantifying the observations.

Dawn Build says it shows the level of a trait in quantitative. Norman Gronlund is of the opinion that it shows the level of a trait present in an individual.

Test

It may be a tool to measure the traits. It may be in the form of questions written or oral, the answers to which shows the presence or absence of a trait for which the test is made.

Assessment

It is the process of estimation. During teaching teacher tries to know how much the students are absorbed in teaching? How much enthusiastic are they? How much motivated are they? How much attentive are the students?

Importance of Evaluation and Assessment

Evaluation and assessment are important because of the following facts.

Evaluation of students' achievement

It reveals that what the students;

1. Knows and what not?
2. Which concepts they know and which not?
3. What level of competence they have in a skill?
4. What level of achievement they are in comparison to others?

Motivating the students

1. The students are told their comparative position with that of their fellows.
2. They are made aware of their strengths and weaknesses.
3. They are told to make over their deficiencies
4. They are made to prepare themselves. In a particular way

Grouping the students

1. Students may be grouped according to their tastes
2. Students may be grouped according to their competence
3. Students may be grouped according to their level achievement according to their subjects,
4. Students may be grouped
(a) Economic background,

- (b) Mental alertness,
- (c) Attention
- (d) Perception
- (e) Aptitude Summative evaluation;
- (f) Age
- (g) Height
- (h) Weight

It is the evaluation done on completion of the task. The final examinations are a good example of the summative evaluation. The curriculum evaluation after implementing the curriculum is also summative evaluation.

Co-Relation among curriculum elements

It is an accepted fact that the elements of curriculum are inter related, the more the inter relatedness the more effective the curriculum would be. Some education experts take the elements of curriculum as the pillars of curriculum.

In developing the objectives of curriculum the situation of the society, social values, local needs, national and international trends are evaluated. At the same time students' personality, interests, attitudes, aspirations and individual differences are also kept in view.

Content is selected after developing the objectives based on the local needs, students' needs, societal needs, future needs, mental level, and age group of the students and finally the fulfillment of objectives.

Teaching methodology is sought after the content selection. In doing so it is kept in mind that it should match the available facilities, psychological principles, cost effectiveness and dependability.

At the end the objectives and their fulfillment, the content and its relevance with the requirements, the teaching methods and their adequacy is also evaluated. If certain inadequacies are found in some elements it is, removed remodeled or renovated this way the process of curriculum development continues.

Re-organization of the content

1. The content is reorganized
2. The teaching methods are changed
3. The evaluation pattern is change
4. The teaching activities are reorganized

Promotion to next class

1. The students are promoted after evaluation to the next class
2. The student's level or grade is determined in the class
3. The positions of the students in the class are determined
4. The scholarships are awarded to the students on the basis of their achievement.

Selection for jobs

1. The students are tested or interviewed for the jobs.
2. The levels of the students are determined for first or second to be posted
3. The people are promoted to the next grades or scales Jobs are assigned or shuffled on the basis of evaluation

Use in Research

The information obtained through evaluation is used for research as data.

This information is used for improvement of the processes procedures products etc.

EXERCISE

Question I

Write answers to the following questions.

1. What do you understand from curriculum, give definitions the experts?
2. State and describe the components of the curriculum.
3. Elaborate the co-relation among the curriculum elements.
4. What do you understand from evaluation, give its dimensions.
5. State the importance of Evaluation and Assessment.
7. Identify the components of curriculum.
8. State the importance of objectives for the curriculum.

Question II

Write short answers to the following questions

1. Write short note on syllabus?
2. Write short note on course?
3. Write short note on textbooks.
4. State the characteristics of a Good Textbook
5. What is curriculum?
6. Give the various definitions of curriculum by the Experts.
9. State the principles for content selection.

10. State the criterion for the selection of teaching method.
11. What includes the curriculum objectives state?
12. What includes the content evaluation state?
13. What includes the evaluation of teaching methods?
14. What includes the curriculum evaluation, state?
15. What are the different types of evaluation?
16. Describe the characteristics of a good curriculum.
17. What is an educational evaluation?"
18. Define measurement.
19. What do you understand from test and assessment?
20. Identify the importance of evaluation and assessment