Course: Education in Pakistan (6405)
Semester: Autumn, 2021

Assignment No.2

Q.1 **Describe the role of Directorates of education in provision of Education at school level. Also highlight the issues of teacher education institutions by quoting examples.**

(i) Boards of Intermediate and Secondary Education

Boards of Intermediate and Secondary Education are responsible to administer school and colleges offering primary and secondary education in Pakistan. Every BISE also administer the exames for such classes. Every province has boards in major districts.

BISE in Punjab

Punjab Board of Intermediate and Secondary Education administers all education boards in Punjab. Its Head Office is situated in Lahore. The Board is responsible to maintain the same standard of evaluation and transparency in examinations throughout Punjab.

BISE in Sindh

Sindh Board of Intermediate and Secondary Education administers all education boards in Sindh. Its Head Office is situated in Karachi. The Board is responsible to maintain the same standard of evaluation and transparency in examinations as well as the uniform standards of evaluations in the province.

BISE in Sindh

Sindh Board of Intermediate and Secondary Education administers all education boards in Sindh. Its Head Office is situated in Karachi. The Board is responsible to maintain the same standard of evaluation and transparency in examinations as well as the uniform standards of evaluations in the province.

BISE in KPK

There is a great revolution in this province in education and there is a great need of more boards to enhance the standards and working for the educations base.

Responsibilities of BISEs

Public education is universally available. School curricula, funding, teaching, employment, and other policies are set through locally by school boards in compliance with over all provincial and federal policies. Every provincial government takes care of standards at Intermediate and secondary education level in the region by help of BISE at district level. Hence; every board is responsible to offer a transparent examination system and evaluation methodology. Each BISE in any province is controlled by a single provincial Board of Education.

(ii) Executive District Officers.

Executive District Officer (EDO) is the Head of this Department, who has been assigned following responsibilities in the Local Government Ordinance 2001:

- Elementary, Secondary and college education except professional education
- Education of handicapped children, especially deaf, dumb, blind and with low vision
- Production and distribution of educational and scientific films
- Promotion of sports and co-curricular activities

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- Service matters except those entrusted to the services and general administration department attached

- departments and the administrative departments

- Establishment of new schools and up-gradation of existing schools

- Identification and formulation of development schemes

- Formulation of District education budget (development and non-development) reconciliation of expenditure and audit matters

- Technical and surprise inspections of educational institutes

- Matters related to school councils

- Periodic and regular reporting to the heads of attached department and the administrative department

Q.2   Elaborate the procedure for curriculum development in Pakistan. Also highlights the characteristics of good curriculum.

1. At the heart of a high quality curriculum is the premise that all students are able to learn and are capable of being successful. In effect, a standard curriculum is built on high expectations and should be rigorous to undertake.

2. Because the curriculum prepares learners for life in the society, a curriculum obviously should be dynamic and evolve regularly to meet the needs of learners as well as the society. –

3. A curriculum should gradually build the learning experience. This means that it should allow for continuity of experiences as the learner progresses and grows.

4. Every curriculum should meet the needs of individual learners – whether it's for private or public schools, every student's needs should be considered while choosing a curriculum.

5. Because it caters to a wide variety of people, a good curriculum should be developed democratically. This means educators representing all grade levels and disciplines should be included in order to achieve cohesiveness that targets the success of every child.

6. Every aspect of the curriculum should have a clear objective or end goal to achieve.

7. A good curriculum is not rigid- it allows room for flexibility, monitoring and evaluation by administration.

8. It should provide sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations.

9. It should be psychologically sound. It should take into account the theories of learning relevant to the fields of study. As such, a broad range of possible learning styles must also be considered.

10. Lastly, a Curriculum should be responsible for personality development of the learners.

The bulk of the secondary schools come under the aegis of the Ministry of Education. They follow a common curriculum, imparting a general education in languages (English and Urdu), Pakistan Studies, Islamiyat and one of the following groups: Science, "General" or Vocational. The Science group includes Mathematics, Physics, Chemistry and Biology; the "General" group includes Mathematics or Household Accounts or Home

Economics, General Science and two general education courses out of some 40 options. The Vocational group provides choices from a list of commercial, agricultural, industrial or home economics courses. There are also "non-examination" courses such as Physical Exercise of 15-20 minutes daily and Training in Civil Defense, First Aid and Nursing for a minimum of 72 hours during grades 9 and 10.

The Secondary School Certificate Examination (SSCE) taken at the end of the tenth grade is administered by the government's Board of Intermediate and Secondary Education. Admission to the "intermediate" colleges and Vocational schools is based on score obtained at the SSCE. The grading system is by "divisions" one to three. In order to be placed in the First Division, a student must score a minimum of 60 percent of the total of 1000 "marks;" those obtaining 45 to 59 percent are placed in the Second Division ; and those getting between 264 and 499 out of 1000 are placed in the Third Division, while below 264 are declared failed. For those accustomed to U.S. grading, these norms would appear low. Those in the First Division would compare favorably with A students in American schools.

Based on the methodological orientation, the data has been gathered by applying the mixed method approach: questionnaires (quantitative), interviews and textual analysis (qualitative). As the study deal with the sensitive issue of the alignment, the use of mixed method approach will help the researcher to produce quantifiable data and at the same time enable her to validate the research with qualitative data. To ensure the suitability and to counter any difficulties involved in data collection tools, a pilot study has been carried out. Using SPSS a reliability test, Cronbach's alpha test was applied. The cronbach's alpha for the pilot study were 0.92. During the pilot study, on the recommendation of experts and further consideration the four point likert scale for two questionnaires was changed to five points.

So far, the researcher has completed the collection of empirical data in Pakistan. The process of the collection of data had been quite enlightening for the researcher. The response from the teachers at secondary SSC and higher secondary HSSC had been quite encouraging. The collection of data took five months, due to the security situation in Pakistan. The researcher had to go through a process of security checks at almost every school and college. However, she accomplished her target and collected the data from English teachers at SSC and HSSC level. The researcher has also done the content analysis of the textbook. Different themes emerged in the analysis of the textbooks. This analysis is subjective in nature and shows the clear stand point of the researcher. In the later stage of the analysis, the findings of the content analysis will be incorporated with findings of questionnaires and interviews to make the whole scenario clear.

A detailed time line has been set out to show, what has been done and what has to be done in the researcher's pursuits towards a PhD.

Signed by Candidate Print Name Saira Farooq Shah Date

Transfer Document Report

An Inquiry into the Alignment between the 'Pillars of Quality' (Aly, 2007:17). i.e. Curriculum and Textbooks used to teach English Language at the Secondary level in Pakistan.

Aims:

The focus of this research is, to examine the alignment between the English Language Textbooks and the proscribed curriculum at the secondary level in Pakistan. Accordingly, the research has several related aims;

To explore the process by which the English Language Curriculum is implemented at secondary level in Pakistan.

To critically review English Language textbooks used at secondary level in Pakistan in order to uncover their strengths and weaknesses in terms of meeting the aims of the curriculum.

To analyse the English Language textbooks to assess the inclusion of the ethical and social development (or social cohesion) explicit in the national curriculum of Pakistan.

To make a contribution to the existing body of research into the alignment of curriculum delivery methods (textbooks) and the curriculum aims.

Context:

Language Educational Policy in Pakistan:

English has acquired the status of the universal language in the recent years. The importance of English is being emphasized in different newspapers and books by various authors. Crystal (2003, p.1) rightly points out ,

" From Bengal to Belize and Las Vegas to Lahore, the language of the scepted isle is rapidly becoming the first global lingua franca. "

Economic and social well being, advancement in science and technology has made people dependent on English around the world. Crystal (2003, Pg.30) reveals the fact in the following words,

"English has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education."

Another point of view has described English as a "Trojan horse" (Cooke, 1988 cited in Pennycook, 1995 p.39). This reflects that when English is used as a lingua franca the language user start to think in the manner positioned by that language and they are hooked on that culture and perhaps change their original views. The use of this metaphor implies that the perceptions and culture of English take root in the environment and acculturation takes place. Another comment on the status of English as a lingua franca comes from Phillipson(2001). According to him,

"English being referred to as lingua franca conceal the fact that the use of English serves the interest of much better than others. The concept includes some and excludes some"(p.188)

The notion was asserted by Pennycook (1995) that English is the

"gate keeper to the positions of prestige in society"(p.40).

An important question which arises is that of, for whom English is serving as a gate keeper. Phillipson (2001) explained this in that the English speaking Population which is 10-20% of the world's population consumes 80% of the resources and is getting richer, whereas, the rest are impoverished. Bearing this standpoint in mind,

the place of English in the context of Pakistan is important to analyse. The analysis can give a clear picture about the use of English and the benefits derived from its expansion.

The role of English in Pakistan is to be studied in the light of the fact that English has spread a world language and also as a lingua franca beyond as, "any lingua franca of the past" (Wright, 2004 p.136). English is seen as a means of attaining modernisation, of the nation as a whole (Rahman, 2002; Haque, 1993; Shamim, 2007). In Pakistan, improving the competency in English is seen as part of improving the standard of education as a whole (Shamim, 2008). Since independence, Pakistan has seen many changes in the language policies during the initial years Urdu was approved as a medium of instruction but English was not replaced by Urdu in the private schools. As a result, two different systems of education took firm roots in Pakistan resulting in creating a division in the people as asserted by Shamim (2008) that, this strengthened,

"the British Education policy of two streams of Education, English- and Urdu- medium continued with the same aims, that is, to create two classes of people- the ruling elite and the masses" (Shamim, 2008 p.238).

The Minister of Education, Zubaida Jalal in 2004 emphasized the need for teaching English as

"an urgent public requirement" (Jalal, 2004 p.25).

This need was expressed with the

"aim to provide literacy in English to the masses for levelling social inequalities" (Shamim, 2008 p.239).

This inclination of the government was also manifested in the revised white paper on education:

"English should be made a compulsory subject, starting from class I, in all public schools. Such compulsory education of English should only start after suitably qualified teachers for English language are available to staff positions in all primary schools of the country to ensure that the benefit is assured to all the citizens and not just the elite" (Aly, 2007 p.54).

The recent educational policy presented in August 2009, also lays stress on the provision of opportunities for all to learn English in the following words,

"Develop a comprehensive plan of action for implementing the English language policy in the shortest possible time, paying particular attention to disadvantaged groups and lagging behind regions" (MoE, 2009 p.27).

The policy has taken onboard the recommendation of the white paper mentioned above and the policy provision is to use English as a medium of instruction for teaching Sciences and Mathematics from Grade 6 in all the public sector institutions.

English has been used by the elite class in Pakistan as, in Pennycook's terms

"the gate keeper to positions of prestige" (Pennycook, 1995 p.55) (i am using it again to show the implications of it in the scenario in pakistan)you used this quote above

The concept of inclusion and equity in the new education policy is suppose to spread the benefits of English language to the masses so that they can also compete with the elite class for the positions and high ranks and take part in the development of the country. The discussion above shows that the governments of Pakistan have

been introducing the policy of spreading the benefits of English to masses. The following section throws light on the governmental efforts and commitment to promote education.

Education and Political commitment:

Education performs a vital role in nation building. The attention paid to the education sector by any government shows the level of commitment of that government to its people. Pakistan is a developing country and education is one of the many challenges the government of Pakistan faces. The Constitution of Pakistan has placed the responsibility of basic education on the state as this obligation is reflected in the Principles of Policy in Article 37, (GoP, 1973). Despite constitutional and policy commitments to promote literacy and education, for most of the past six decades, budget allocation for education and public spending have been very nominal. Educational funding by the Government of Pakistan has not increased from an average of 2% of GNP over the past ten years while the recommended allocation for developing countries is about 4 %(GoP, 2008 p.157). The economic survey states the reason for allocating less budget in the following words.

"It is on the lower side in accordance to its requirement given the importance of the sector but seems appropriate in terms of current financial situation of the economy"(GoP, 2008 p.157)

The outcome of this situation is that the,

"Enrolment in government schools continues to fall due to out-dated curriculum and text books, damaged buildings and absent teachers" (Qureshi,2003 p.22).

Literacy rate has been improving even though at a very slow pace, a little over 0.7 percent per annum over the last decade with considerable urban-rural and provincial differences. Of the over 163 million population, over 72 million are illiterate, 31% males and 56% females (GoP,2008). the economic survey of Pakistan 2008-09 says,

"According to Pakistan Social and Living Measurement (PSLM) Survey (2007-08), the overall literacy rate (age 10 years and above) is 56% (69% for male and 44% for female) in 2007-08 compared to 55% (67% for male and 42% for female) in 2006-07. Literacy remains higher in urban areas (71%) than in rural areas (49%) and more in men (69%) compared to women (44%)." (p.158)

If we add the 69% male and 44% female they give the total of 113 which should be 100 so is the case with rest of the figures. This shows a wide discrimination in the gender wise ratio of education. As stated in the RD1PA different policies and plans were made to address the issues of education and literacy in Pakistan. The brief summary of the plans and policies is as below.

The Governmental Policies: A Glance.

Policies and Plans

Important Issues Addressed

National Conference on Education Dec, 1947

Qualitative and quantitative expansion of education (AIOU.2007).

Commission of national Education 1959

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Teaching of National Languages (GoP, 1959).

The National Education Policy 1970

Organization of curriculum committees and encouraging private publishers to publish textbooks (AIOU.2007).

The National Education Policy 1979

Revision of entire curricula with the reorganization of the textbook boards to ensure quality textbooks in time availability of the textbooks and the reasonable prices (AIOU.2007).

The National Education Policy 1992

Introduction of national ideology and social values (AIOU.2007).

The National Education Policy 1998-2010

Make Learning Rewarding and attractive. The introduction of Competitive textbooks (GoP, 1998).

The National Education Policy 2009

Objective driven and outcome based Curriculum, introduce competitive textbooks, launch a review process for textbook approval by the textbook boards, promote national cohesion by respecting each others faith and religion and cultural and ethnic diversity ,provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.(MOE,2009)

It is clearly evident that the focus of educational policies has remained the curriculum as delivered by the textbooks. Different provisions were made in all the policies to make the use of textbooks effective. A White Paper was published by the Ministry of Education in Feb, 2007 (written by Aly)in the situational analysis it was clearly stated that ,

"Textbook development appears to be the only activity flowing from curriculum even the assessments are based on these textbooks. (Aly, 2007 p.17)"

Especially in the developing countries, the textbooks are considered as the sole source of information to accomplish objectives and aims of curriculum. For the majority of the educators the textbooks are the only authentic material to rely on, while the students are laden with a big bag full of textbooks approved by the government to study.

To cite Altbach & Kelly (1988),

"Texts constitute the base of school knowledge, particularly in Third World countries where there is a chronic shortage of qualified teachers." (p.3)

An important development in the new educational policy of 2009(MOE, 2009) is the concept of inclusion and equity which were not emphasized in any previous policy. Deliberate efforts to mould the minds of youth through education especially through textbooks, started in early 1980 in Pakistan with the political agenda of Zia-Ul-Haq in the name of Islamization of the state (Nayyar, 2003). The insensitivity towards other faiths not only causes unrest and a sense of inferiority among the students belonging to other religions but also in the Muslim students belonging to other sects. Agitation was seen between 2000-2005, in the Northern Areas of Pakistan which are Shia (a religious sect in Islam) dominated. The 'textbook controversy' took hundred lives

and constant curfew paralyzed the whole area. The Shia Muslims were not ready to accept the books written by Sunni (a religious sect in Islam) Scholars as they only depicted one perspective of Islam i.e. the Sunni Islam (Ali, 2008). Insensitivity and discrimination promoted in textbooks has also been observed in other countries. In Indonesia, for example, textbooks on the English Language give a single picture of the Javanese (a special group in Indonesia). The textbooks for Dalits in India and Buraku in Japan also tell the same stories of insensitivities towards the minorities (Plantilla, 2005).

The textbooks of Pakistan according to Nayyar (2003) only highlights the Muslim figures, rituals, doctrines and values irrespective of the rest of the population. Masood & Usmani (2007) in their report on textbooks in Pakistan explored that the content of the textbooks is discriminatory and in their words it results to,

"make Muslims feel superior tear at the very fabric of society we need to build and preserve, rather than destroy."

The current English curriculum for secondary school level in Pakistan (2006) says that,

"All students will develop ethical and social attributes and values relevant in a multicultural, civilized society… embedded in the chosen themes and topics of the reading texts" (MOE, 2006p. 119).

Curriculum Formulation and the use of Textbooks:

The curriculum for grades 1-12 is the responsibility of the Ministry of Education curriculum wing, Islamabad. In each province there is a curriculum Bureau or Curriculum Research and Development Centre (CRDC) that provides academic support to the ministry of Education Islamabad. Curriculum formulation is a lengthy process, as the ministry has to take expert opinions from all regions of the country. The curriculum draft is finalized by national Curriculum Review Committee, Islamabad. Thus uniform curriculum of each subject is followed all over the country.

Q.3   Elaborate the scope and significance of examination in Pakistan. Also explain different types of examination with examples.

The Importance of Assessment

Exams and essays along with speeches and projects are forms of assessment. **Assessment** is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A **learning objective** is what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and school funding.

Student Learning

Assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder.

Imagine this situation:

Johnny is a chemistry student. He just took his first exam in his class. He earned a 56%; he needs a 79% to pass the class. The low exam score lets Johnny know that he missed something important he should have learned. Perhaps, he did not understand the material, or maybe he did not study long enough. Whatever the case, the assessment results let Johnny know that he did not successfully learn the material and that he must try something new in order to earn a better score.

Teaching

Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives.

Imagine this situation:

Mrs. Brown is a 12th grade biology teacher. After finishing the unit on cell division, she gives a 50-point multiple-choice test. Upon grading the exam, Mrs. Brown realized the average class grade was a 68%, far below the cutoff line for passing. Mrs. Brown can easily see that her students didn't fully learn cell division. This tells her that she needs to re-visit the unit on cell division and determine why students failed the exam. Perhaps she may need to try a different teaching strategy, or perhaps she did not spend enough time on difficult material.

Frequency and Feedback

Assessment is designed so that students understand their progress towards course goals and modify their behavior in order to meet those goals. In order to do that, assessment should be ongoing. In other words, classes that use one or two exams a term are not using assessment as effectively as it could be used. In order for students to gain a true representation of their understanding, frequent assessment is critical, and it should be accompanied with feedback.

Assessment is really only as good as the feedback that accompanies it. **Feedback** is the teacher's response to student work. In order to make assessment as effective as possible, teachers should provide their feedback as well as a letter grade. It is important that students understand why a particular question was incorrect or why their essay did not meet requirements.

Creating a Formative Assessment

The best way to prepare pre-service teachers for their future career is with hands-on learning that they can apply to their lives. After completing this lesson on assessment, there is no better way to have students practice their new skills than by creating their own assessment.

Begin by having students talk about the different types of assessment. A key point from this lesson is that evaluations need to take place during a lesson, before the summative assessment is given, to evaluate how students are learning and what needs to be retaught.

With this in mind, students will create some type of formative assessment that evaluates the content covered in this lesson. Encourage students to be creative. Remember, a good formative assessment is quick, provides feedback for the teacher and students and evaluates a small chunk of knowledge.

Examples of formative assessments include: exit cards, 3-2-1 tickets, quick write, sticky note discussion, short quiz, thumbs up/down, etc.

After students have finished their formative assessment, divide the class into small groups. Each student will take a turn being the teacher and giving their assessment to the students. This will provide real feedback on what it takes to create an effective formative assessment.

1. Level of seriousness of the exams in one's life

a. High Stake Examinations: These types of examinations have very high impact on one's lives or are high stake. Examples of such examinations in our country are the 10th board exams, 12th board exams, and university level examination, that could be a semester examination or annual examinations.

b. Medium Stake Examinations: These types of examinations are of medium impact on our lives or are medium stake. Example of such examinations are Science Olympiad or the National Talent Search Examinations or Scholarship Examinations etc.

c. Low Stake Examinations: These types of examinations are of low impact on our lives or are of low stakes. Example of such examinations are practices tests, mock tests and class tests etc.

2. Frequency of the conduction of the examination.

a. Semester Examinations: It follows a semester wise pattern, where universities conduct the final assessment on the basis of internal assessment which is conducted by various types of colleges via class test, sessional performance and practical exams and, an external assessment conducted by universities. These are conducted at the end of each semester.

b. Annual Examinations: These examinations are conducted by a university annually to assess the performance of the students at the end of the year. It is based on a combination of internal assessment [done by colleges], practical assessment [done by colleges] and external assessment [done by the University directly].

3. Objective of conducting the examinations

a. Summative Examinations: The goal of a summative exam is to evaluate the student learning at the end of the session and that exam could be an end semester exam or annual exam. Basically, it is a mid-term level of the exams.

b. Preparatory Examinations: The aim of the preparatory exam is kind of pre-university exam, who are scheduled to write the preparatory examination before the final examination, that will have set up for the revision as they will be getting the final level of examination.

c. Supplementary Examinations: This examination is conducted by universities and provide the second chance to the students who are not clear the main examination.

4. Type of course component being assessed

a. Theory Examinations: This type of exams includes theoretical exams for the various subjects which shall be conducted by universities, schools, and colleges.

b. Practical Examinations: This type of exam component includes a practical exam, which conducts after the theory examinations. The candidate shall be given the practical exams either in the college/Schools or any specific place which is allotted to the candidate.

c. Sessional Examinations: This type of examination shall be conducted by colleges as a matter of continuous assessment of performance of students. Example by means of class tests / quizzes etc.

5. Mode of conduction of the Examination

a. Pen and Paper based: These types of examinations are conducted physically where in students take the exam using pen and paper. Most University examinations are subjective / open ended tests and hence are conducted using this mode.

b. Computer Based: These types of examinations are conducted using a computer / tablet of mobile device. Questions are usually served from an online database and candidates maybe taking the test from their homes or from a physical designated centre.

Examination systems are modern web enabled applications like **SmartExam** or **UCanAssess** which can help in managing university examinations or online examinations successfully. They have been used by Universities like **Banaras Hindu University, University of Mysore and Tezpur University** over many years.

Q.4 **Explain the concept; significance and system of continuing education also differentiate between continuing and adult education buy providing examples.**

Continuing education (similar to further education in the United Kingdom and Ireland) is an all-encompassing term within a broad list of post-secondary learning activities and programs. The term is used mainly in the United States and Canada.

Recognized forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, college remediation, workforce training, and formal personal enrichment courses (both on-campus and online).

General continuing education is similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age.

Frequently, in the United States and Canada continuing education courses are delivered through a division or school of continuing education of a college or university known sometimes as the **university extension** or **extension school**. The Organisation for Economic Co-operation and Development argued, however, that continuing education should be "'fully integrated into institutional life rather than being often regarded as a separate and distinctive operation employing different staff' if it is to feed into mainstream programmes and be given the due recognition deserved by this type of provision".

Georgetown University, Michigan State University, and the University of Denver have benefited from non-credit programs as it relates to strengthening partnerships with corporations and government agencies, helping

to inform and shape the curriculum for degree programs, and generating revenue to support the academic enterprise.

Adult education, also called **continuing education**, any form of learning undertaken by or provided for mature men and women. In a 1970 report, the National Institute of Adult Education (England and Wales) defined adult education as "any kind of education for people who are old enough to work, vote, fight and marry and who have completed the cycle of continuous education, [if any] commenced in childhood." Adult education comprehends such diverse modes as independent study consciously pursued with or without the aid of libraries; broadcast programs or correspondence courses; group discussion and other "mutual aid" learning in study circles, colloquia, seminars or workshops, and residential conferences or meetings; and full- or part-time study in classes or courses in which the lecturer, teacher, or tutor has a formal leading role.

Types of adult education

Types of adult education can be classified as follows:

1. Education for vocational, technical, and professional competence. (Such education may aim at preparing an adult for a first job or for a new job, or it may aim at keeping him up to date on new developments in his occupation or profession.)

2. Education for health, welfare, and family living. (Such education includes all kinds of education in health, family relations, consumer buying, planned parenthood, hygiene, child care, and the like.)

3. Education for civic, political, and community competence. (Such education includes all kinds of education relating to government, community development, public and international affairs, voting and political participation, and so forth.)

4. Education for "self-fulfillment." (Such education embraces all kinds of liberal education programs: education in music, the arts, dance, theatre, literature, arts and crafts, whether brief or long-term. These programs aim primarily at learning for the sake of learning rather than at achieving the aims included in the other categories.)

5. Remedial education: fundamental and literacy education. (Such education is obviously a prerequisite for all other kinds of adult education and thus, as a category, stands somewhat apart from the other types of adult education.)

In reference to the fifth category, adults frequently need to compensate for inadequacies of earlier education. If these inadequacies are not remedied, they inhibit recourse to modes of education that are "adult"—adult, that is, in terms of sophistication in modern society and not in terms of age. Such remedial education is required most extensively in societies changing rapidly from a subsistence to an industrial economy and concurrently changing politically and socially. Mass literacy acquires a new importance in these nations of Asia, Africa, and Latin America, and the establishment of universal primary education becomes a social imperative. To prevent a "generation gap" in reading skills and education while an effective school system is being created for the young, governments must attempt to provide parallel facilities for adults. Even in countries with mature systems of childhood education, however, opportunities for higher or even sometimes secondary education are

unequal among various regional, occupational, and social groups. Hence there are adult programs for completing high school or preparing for examinations normally taken at the end of secondary school.

Q.5   Write notes on followings

- **Education for global understanding**

The terms global education and international education are used to describe strategies for:

- gaining knowledge of world cultures;
- understanding the historical, geographic, economic, political, cultural, and environment relationships among world regions and peoples;
- examining the nature of cultural differences and national or regional conflicts and problems; and
- acting to influence public policy and private behavior on behalf of international understanding, tolerance and empathy.

Global education and international education are complementary approaches with different emphases. The integration of both perspectives is imperative to develop the skills, knowledge, and attitudes needed for responsible participation in a democratic society and in a global community in the twenty-first century.

Global education focuses on the interrelated nature of condition, issues, trends, processes, and events while international education emphasizes specific world regions, problems, and cultures. International education encompasses studies of specific areas or regions of the world as well as the in-depth examination of a single culture or some aspect of that culture, such as its history, language, literature, religion, political organization, economic system, or current issues. it also includes cross-cultural studies that use a comparative approach in the examination of the characteristics of two or more cultures. Multicultural education is a closely related approach that explores the interactions among differing cultures within a political region.

Development of the Concepts of Global Education

In a social studies classroom, international studies targets the in-depth study of a specific area or region of the world to develop knowledge and understanding of another culture. In the elementary or middle school classroom, area studies focus on specific cultures or nations such as the Andean region or Zimbabwe, as a means of introducing students to the geography, history, economic relationships, and cultures of other countries. Such studies should also include an introduction to a nation's literature, music, folklore, visual arts, and popular culture. A comparative approach helps students understand similarities among cultures as well as the distinctive qualities of societies. At the high school level, global and international studies are integrated and folded into specific disciplines or areas of study such as geography, economics, history, political science, and current affairs. At this level, the causes and effects of international problems or conflicts are a major focus of study.

The concept of international education is not limited to the social studies classroom. An opportunity for the social studies teacher to engage in an interdisciplinary approach to international education can be found in the foreign language classroom. Here the primary object of study is language as a form of communication and as a powerful vehicle of culture and identity. The major goal of second language learning is the development of both

the language skills and the cultural understandings needed to function in and to appreciate another culture. In addition to study of the linguistic structure, the second language classroom integrates experiences that focus on patterns of everyday living, such as social mores, occupations, and family life, as well as history, literature and the fine arts. Students are encouraged to compare another culture with their own in order to gain a better understanding of both. The international influences of the target language and culture are also examined. For example, students might identify and study the areas of the world where French or Spanish are spoken, explore the influence of Japanese culture in the visual arts, or the contributions of Germany in science, literature and music.

Global education as a concept has been more difficult to put into practice. Social studies efforts have fallen short by presenting a fragmentary view of the world. Global studies does not deal in isolation with a problem, an area of the world, or an aspect of a specific culture. Instead, the dynamic expressions and influences of that culture must be examined. An important characteristic of global studies is the analysis of problems, issues or ideas from a perspective that deals with the nature of change and interdependence. This perspective refers to the interlocking components of both human and natural systems. Change in one part of a system is likely to affect other elements of that system and related systems. Accordingly, a global perspective is attentive to the interconnectedness of the human and natural environment and the interrelated nature of events, problems, or ideas. It is important for students to understand that activities or decisions made by individuals or nations in one part of the world can have an important impact on both the local and world environment and on people in other parts of the world. In fact, such an understanding should be central to global studies.

For example, a global perspective on a topic such as population change might lead to and examination of the impact of this change on environmental quality and resource management. As a case study, these issues would be analyzed within the context of a specific nation or culture, and interactions with other areas of the world would be identified. Students would examine the cause and effect issues relating to population growth and movement in a specific area, nation or community. The impact of changes on life in near-by areas also would be explored, and comparisons could be drawn to world population patterns. The learning tools acquired through the in-depth study of this topic would then be applied to other topics or issues.

The integrative nature of global and international education can be seen in these examples. In order to understand problems or issues that are global in nature, a student must have a strong knowledge base from several disciplines. The skills to acquire and analyze information about specific cultures and regions of the world must be developed. Central to this process is the existence of a civic environment which permits the responsible exchange and debate of information and ideas.

Global education and international education are important because the day-to-day lives of average citizens around the world are influenced by burgeoning international connections. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside of them, and increased worldwide

communication capabilities all contribute to an imperative that responsible citizens understand global and international issues.

In studying the traditions, history, and current challenges of other cultures, the perspective consciousness of our students must be raised and ethnocentric barriers must be addressed. The social studies curriculum should provide a forum for discussion of issues of inequity and unfairness, racism, and power in and among societies.

Multiculturalism is a component of interdisciplinary curricula, but it must be distinguished from global and international education. Multicultural issues focus on accepting people from many cultural backgrounds within a political entity, whereas global and international education move far outside of one,sown country. Studying the common threads and themes of daily life in other countries helps students see the human condition, clarifying their understanding that across the globe, people share common concerns, but find solutions in different ways.

The Internet is one tool. among a wide array of technological resources that is revolutionizing the access to up-to-date information that social studies teachers can utilize in teaching a global perspective.

Evidence of Globalization

In summary, the imperative of global and international studies is found in the following evidence of globalization characteristic of our planet.

- the technical developments of global systems of communication and transportation;
- the change from local, regional, and national economies into a global economy;
- the increased interaction among societies, resulting in a need for understanding the distinctiveness as well as commonalities of world cultures that coexist with an array of distinctive local, national and regional cultures;
- the world-wide political interdependence that is altering traditional boundaries between domestic and international politics;
- the impact of human activity upon the planet's ecosystem and the constraints on human activity imposed by limits of the system;
- the power of art and popular culture to communicate common affective and cognitive experiences around the globe;
- the perspective consciousness that expands our daily awareness that we are members of the global human species, with the world as our community;
- the changes in land use

Teaching and Learning Concepts

Social studies teaching and learning concepts that issue from the imperatives of globalization include;

- rapid change is operative and characteristic;
- there are an increasing number of corporations and jobs with international connections;
- the Information Age increases interrelatedness among all peoples;

- political changes across the world and increased interaction among governments require understanding of others, traditions and cultures. This is central to cooperative problem solving;

- interdependent global economy and internationalization of economies is a reality;

- there are problems as well as benefits related to globalization.

- That the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions. Viewing human experience only in relation to a North American or European frame of reference is unrealistic given the globalized nature of American society today. Today, the social studies should include a world centered treatment of humankind. For example, the teaching of history can be improved by the use of a global approach to the study of our past and by the addition to the curriculum of more content focused on developing nations and domestic minorities.

  o The variety of actors on the world stage. The dramatic increase in transnational interactions in recent years has produced growing numbers of individuals, groups, and agencies with international contacts and influence. The character and influence of multinational corporations, church groups, scientific and cultural organizations, United Nation agencies, and local, state, and federal agencies working with and serving the community deserve fuller treatment in the social studies curriculum.

- That human kind is an integral part of the world environment. The human-natural environment should be seen as a single system. This requires an emphasis on (1) the ultimate dependence of humankind upon natural resources; (2) the fact that natural resources are limited: (3) the nature of the planet's ecosystem: and (4) the impact of ecological laws on human culture.

- The linkages between past actions, present social, political, and ecological realities and alternative futures. Students should perceive the close relationships between past, present and future. The use of "historical flashbacks", for example, can add to students' understanding of the relation of past to present. Greater emphasis is needed on studies designed to improve student's ability to see present choices as links to possible alternative futures.

- That citizens, participate in world as well as local affairs. World affairs have been treated as a spectator sport in which only the "expert" can participate. The increasing globalization in the human condition has created additional opportunities and responsibilities for individuals and groups to take personal, social and political action in the international arena. The curriculum should demonstrate that individuals and groups can influence and can be influenced by world events. Furthermore, social studies curriculum should help develop the understanding, skills, and attitudes needed to respond effectively and responsibly to world events.

To become a more effective agent of citizen education in a global age, the school in general, and the social studies teacher specifically, needs to continue to expanded efforts to globaliz the curriculum and the classroom.

To engage students in global education, educators should:

- use an interdisciplinary approach within and beyond social studies and make links to multicultural education;
- take advantage of technology, including Internet and e-mail;
- utilize primary sources from other countries, from constitutions to literature to artifacts;
- include internationally experienced persons; students, teachers, parents, and others in the community;
- emphasize interactive methodology, such as a model United Nations and cross-cultural simulations and role plays;
- address global issues with an approach that promotes multiple perspectives and intellectual honesty and action;
- encourage new avenues for research in the international arena and encourage teachers to participate and/or make use of this research in their classrooms.

- **Significance of environmental education**

Environmental education (EE) connects us to the world around us, teaching us about both natural and built environments. EE raises awareness of issues impacting the environment upon which we all depend, as well as actions we can take to improve and sustain it.

Whether we bring nature into the classroom, take students outside to learn, or find impromptu teachable moments on a nature walk with our families, EE has many benefits for youth, educators, schools, and communities.

As a long time supporter of environmental education and as an Adjunct Professor of EE at University of Wisconsin – Stevens Point, it is my passion to inspire future educators in this field. Over the years, I have asked each of my classes to share the reasons they teach EE, what it means to them, and how it can benefit learners of all ages. Here are our top ten benefits of EE.

Top 10 Benefits of Environmental Education

1. Imagination and enthusiasm are heightened

   EE is hands-on, interactive learning that sparks the imagination and unlocks creativity. When EE is integrated into the curriculum, students are more enthusiastic and engaged in learning, which raises student achievement in core academic areas.

2. Learning transcends the classroom

   Not only does EE offer opportunities for experiential learning outside of the classroom, it enables students to make connections and apply their learning in the real world. EE helps learners see the interconnectedness of social, ecological, economic, cultural, and political issues.

3. Critical and creative thinking skills are enhanced

   EE encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative

thinking skills, EE helps foster a new generation of informed consumers, workers, as well as policy or decision makers.

4. Tolerance and understanding are supported

   EE encourages students to investigate varying sides of issues to understand the full picture. It promotes tolerance of different points of view and different cultures.

5. State and national learning standards are met for multiple subjects

   By incorporating EE practices into the curriculum, teachers can integrate science, math, language arts, history, and more into one rich lesson or activity, and still satisfy numerous state and national academic standards in all subject areas. Taking a class outside or bringing nature indoors provides an excellent backdrop or context for interdisciplinary learning.

6. Biophobia and nature deficit disorder decline

   By exposing students to nature and allowing them to learn and play outside, EE fosters sensitivity, appreciation, and respect for the environment. It combats "nature deficit disorder" … and it's FUN!

7. Healthy lifestyles are encouraged

   EE gets students outside and active, and helps address some of the health issues we are seeing in children today, such as obesity, attention deficit disorders, and depression. Good nutrition is often emphasized through EE and stress is reduced due to increased time spent in nature.

8. Communities are strengthened

   EE promotes a sense of place and connection through community involvement. When students decide to learn more or take action to improve their environment, they reach out to community experts, donors, volunteers, and local facilities to help bring the community together to understand and address environmental issues impacting their neighborhood.

9. Responsible action is taken to better the environment

   EE helps students understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. Service-learning programs offered by PLT and other EE organizations provide students and teachers with support through grants and other resources for action projects.

10. Students and teachers are empowered

    EE promotes active learning, citizenship, and student leadership. It empowers youth to share their voice and make a difference at their school and in their communities. EE helps teachers build their own environmental knowledge and teaching skills. I hope these "top ten" benefits will give you the confidence and commitment to incorporate EE into your curriculum!