

ASSIGNMENT No. 2

Q. 1 Highlight the role of Boards of Intermediate and Secondary Education and “Education Extension Centers” in Pakistan System of Education.

Following the primary education from ages 5 to 9 is the 3-year Middle School (sixth to eighth grades for children ages 10 to 12), a 2-year secondary school (ninth and tenth grades culminating in "matriculation") and higher secondary or "intermediate"—eleventh and twelfth grades). Some accounts, including official reports, include the post-primary Middle School as part of the "secondary" stage. On the other hand, some include the "Intermediate" or "Junior College" as part of the "secondary" distinguishing it as "higher secondary."

In 1991, there were 11,978 secondary schools with an enrollment of 2.995 million students and 154,802 teachers with a student-teacher ratio of 19:1. Because of the relatively low enrollment at the primary education level and high dropout rates at the Middle School (see the section on Preprimary & Primary Education), the Seventh and Eighth Five Year Plans substantially augmented allocations at the primary and Middle School levels. The government also sought to decentralize and democratize the design and implementation of the education strategy by giving the parents a greater voice in running school. It also took measures to transfer control of primary and secondary schools to nongovernmental Organizations (NGOs).

There is a major qualitative difference between government-run schools and "public" schools (public in the British usage, which means real exclusive, elite schools). These charge very high fees affordable only by the economically topmost level of the society, probably no more than five percent of the families, some of whom prefer to send their children to even more exclusive schools in the Western world, notably, Great Britain. Such "public" schools are mostly located in major cities and in the "hill stations" and attract children from the wealthy and the powerful including the higher levels of bureaucracy and the military. They generally prepare students for the Cambridge Examination, maintain excellent facilities including laboratories and computers and highly-trained teachers. Thanks to economic growth of the country including foreign trade, employment in multinationals and according to some, higher levels of corruption, the number of families which can afford the high fees of the "public" schools has been increasing since the 1960s. It is also considered a mark of high status to have one's children admitted to such schools because of the possibility that it may result in developing contacts which may be useful in their future careers. There are, therefore, tremendous pressures on such schools for admission. There were also "socialistic" pressures. In 1972, following the rise of Zulfikar Bhutto to power, some of these "public" schools were compelled to reserve one-fifth of their places for students on academic merit basis, thus helping the less affluent to get into such schools.

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.

Function of the Board of Intermediate and Secondary Education:

The main function of the Boards are as under:-

1. To hold and conduct examinations pertaining to Intermediate Education, Secondary Education, Pakistani and Classical Languages and such other examinations as determined by the government.
2. To accord, refuse or withdraw recognition to the Educational Institutions.
3. To lay down conditions for appointment to various examinations held by the Board.
4. To grant certificates and diplomas to the successful candidates.
5. To fix, demand and receive fee as may be prescribed by.
6. To award scholarships, medals and prizes to position holders.
7. To organize and promote extra mural activities.
8. To create posts and appoint such staff as may be considered necessary for the purpose of its functions; provided that a post in Bs-17 or above, shall be created with a prior approval of the Controlling Authority.
9. To make provision for building's premises, furniture, apparatus, books and other means required for carrying out the purposes of the Act.

Q.2 Explain the concept and fundamentals questions in curriculum planning. Also discuss the characteristics of good curriculum with examples.

Curriculum planning involves the implementation of different types of instructional strategies and organizational methods that are focused on achieving optimal student development and student learning outcomes. Instructors might structure their curriculum around daily lesson plans, a specific assignment, a chunk of coursework, certain units within a class, or an entire educational program.

During the curriculum planning phase, teachers consider factors that might complement or hinder their lesson curriculum. These include institutional requirements. Each administrator at a university or college will have guidelines, principles and a framework that instructors are required to reference as they build out their

curriculums. Educators are responsible for ensuring that their curriculum planning meets the students' educational needs, and that the materials used are current and comprehensible.

Educators should employ the curriculum process that best incorporates the six components of effective teaching. These components are applicable at both the undergraduate and graduate level:

- To demonstrate knowledge of content;
- To demonstrate the knowledge of students;
- Select suitable instructional strategy goals;
- To demonstrate knowledge of resources;
- To design coherent instruction;
- Assess student learning.

Teaching, learning and assessment are aspects of the curriculum for which lecturers take responsibility. Having a shared understanding of these aspects is important. Definitions of these aspects are given below:

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively.

Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something (Merriam-Webster dictionary). Learning is about what students do, not about what we as teachers do.

Assessment is defined as the act of judging the amount of learning that took place as a result of learning and teaching.

According to the [UNESCO website](#), **curriculum** has various meanings and can be envisaged from different perspectives. The following description is useful:

What societies envisage as important teaching and learning constitutes the "intended" curriculum. Since it is usually presented in official documents, it may be also called the "written" and/or "official" curriculum. However, at classroom level this intended curriculum may be altered through a range of complex classroom interactions, and what is actually delivered can be considered the "implemented" curriculum. What learners really learn (i.e. what can be assessed and can be demonstrated as learning outcomes/learner competencies)

constitutes the "achieved" or "learned" curriculum. In addition, curriculum theory points to a "hidden" curriculum (i.e. the unintended development of personal values and beliefs of learners, teachers and communities; unexpected impact of a curriculum; unforeseen aspects of a learning process). Those who develop the intended curriculum should have all these different dimensions of the curriculum in view. While the "written" curriculum does not exhaust the meaning of curriculum, it is important because it represents the vision of the society. The "written" curriculum should therefore be expressed in comprehensive and user-friendly documents, such as curriculum frameworks; subject curricula/syllabuses, and in relevant and helpful learning materials, such as textbooks; teacher guides; assessment guides.

In some cases, people see the curriculum entirely in terms of the subjects that are taught, and as set out within the set of textbooks, and forget the wider goals of competencies and personal development. This is why a curriculum framework is important. It sets the subjects within this wider context, and shows how learning experiences within the subjects need to contribute to the attainment of the wider goals.

All these documents and the issues they refer to form a "curriculum system". Given their guiding function for education agents and stakeholders, clear, inspired and motivational curriculum documents and materials play an important role in ensuring education quality. The involvement of stakeholders (including and especially teachers), in the development of the written curriculum is of paramount importance for ensuring ownership and sustainability of curriculum processes.

There are three basic types of curriculum design—subject-centered, learner-centered, and problem-centered design.

Subject-centered curriculum design revolves around a particular subject matter or discipline, such as mathematics, literature or biology. This type of curriculum design tends to focus on the subject, rather than the student. It is the most common type of standardized curriculum that can be found in K-12 public schools.

Teachers compile lists of subjects, and specific examples of how they should be studied. In higher education, this methodology is typically found in large university or college classes where teachers focus on a particular subject or discipline.

Subject-centered curriculum design is not student-centered, and the model is less concerned with individual learning styles compared to other forms of curriculum design. This can lead to problems with student engagement and motivation and may cause students who are not responsive to this model to fall behind.

Learner-centered curriculum design, by contrast, revolves around student needs, interests and goals. It acknowledges that students are not uniform but individuals, and therefore should not, in all cases, be subject to a standardized curriculum. This approach aims to empower learners to shape their education through choices.

Differentiated instructional plans provide an opportunity to select assignments, teaching and learning experiences, or activities. This form of curriculum design has been shown to engage and motivate students. The drawback to this form of curriculum design is that it can create pressure on the educator to source materials

specific to each student's learning needs. This can be challenging due to teaching time constraints. Balancing individual student interests with the institution's required outcomes could prove to be a daunting task.

Problem-centered curriculum design teaches students how to look at a problem and formulate a solution. Considered an authentic form of learning because students are exposed to real-life issues, this model helps students develop skills that are transferable to the real world. Problem-centered curriculum design has been shown to increase the relevance of the curriculum and encourages creativity, innovation and collaboration in the classroom. The drawback to this format is that it does not always consider individual learning styles.

By considering all three types of curriculum design before they begin planning, instructors can choose the types that are best suited to both their students and their course.

Q. 3 Critically discuss the structure of and system of examination in Pakistan at secondary level. What are the drawbacks of this system and how the situation can be improved?

Examination Department remains associated with every student till the award of Degree/certificate. Department perform the following tasks:

1. Collection of result of continuous assessment component from Regions and its inclusion in the final result.
2. Conduct of term final examination at the centers like conventional system and compilation/processing of the result.
3. Issuance of Certificate/Degrees to successful students.

Assessment

Assessment of students in distance education system is made by two mode:

1. Continuous Assessment
 2. Term. Final Examination on
1. Continuous Assessment:

1.1 Assignments

Students are required to do two assignments for each half-credit course and four assignments for each full credit course. The marks obtained in the assignments contribute to the final course result. For successful completion of the course, it is imperative to obtain a minimum 40% from Matric to Master level programmes and 50% for M.Phil Ph.D. programmes. Students failing in continuous assessment (assignments) are not eligible to appear in the final examination.

1.2 Purpose of Assignments

The main purpose of assignments is to test the student's comprehension of syllabus of course and books, the students received from the University and also to help them to get through these courses. The students are advised to take the assignments seriously. A simple omission on their part may cause considerable loss to them, which can be avoided by exercising proper care.

1.3 Submission of Assignments

The students should submit complete answers to all assignments' questions in their own words and before submitting the assignments they should ensure that they have answered all questions in all assignments. Normally after evaluation, teacher returns the marked assignments to the students with comments and grading. All assignments are required to be submitted within due date and no assignment will be accepted after due date. It is the responsibility of the students to get back their duly evaluated marked assignments along with a copy of the assessments sheet containing comments of the teacher on their performance.

2. Term Final Examination /

2.1 Need of Examination

Final examination is another component of overall assessment system of a course. Exams help the students to review their studies and see the course as a whole. At the end of each semester the University arranges a final three hours, written examination in each course on the set dates, usually at the convenient center established near the home town of students.

The final examinations carry 70% weightage in the determination of final results. In order to be eligible to appear in the final examination in any course, the student are required to obtain at least minimum 40% from Matric to Master level programme and 50% for M.Phil & Ph.D. programmes qualifying marks in the assignments. The minimum passing marks in the final examinations are 40% from Matric to Master level programme and 50% for M.Phil & Ph.D. programmes. In case a student fails to get minimum qualifying marks in the final examinations, he/she is allowed to re-appear in the examination of the same course during the next semester. In case he again fails, one more final chance is given to qualify the examinations in the next semester. If he does not obtain minimum passing marks in 3rd attempt in the final examinations, he/she is considered fail in overall evaluation of the course; no matter he has secured passing marks in the assignments. In this circumstance, he/she will have to re-enroll in that particular course(s) after paying the requisite admission fee of course(s).

2.2 Viva Voce

In Post-Graduate Programme thesis component is involved which also carries weightage. After evaluation of the thesis by the external experts, the student has to appear before a viva-voce committee to defend thesis .

3. General Information

3.1 Issuance of Roll No. Slips

The University send Roll Number Slip to each student to appear in the final examination at least 10 days before the examinations in which Roll Number, Registration, address of examination center and dated on which paper is held are mentioned. If any student does not receive this intimation slip 10 days before the commencement of examinations, he/she can contact Deputy Controller Examination (Results) Block 3, Allama Iqbal Open University, Islamabad Telephone No. 051 9250015 & Incharge, Complaints & Information Cell Phone No. 051 9250014 or concerned Regional Office for obtaining duplicate Roll No. Slip. The same could also be got printed from AIOU web site: www.aiou.edu.pk

3.2 Change of Examination Centre:

The University does not entertain the request for change of Examination Centre except in exceptional circumstances wherein the student has genuine reasons for this change. For this she/he has to apply at least 45 days before the commencement of examinations.

3.3 Eligibility for Appearing in Examinations :

It is the duty of the student to check whether he/she is registered for that particular course and whether he/she is eligible to appear for the examination or not. If he/she neglects this and take the examinations without being eligible for it, his/her results is cancelled. The student must bring their National Identity Cards while appearing in the examination centers to prove his/her identity.

3.4 Declaration of Results of Examinations

The results of examinations are declared within three months of completion of examinations and dispatched at his/her postal address by ordinary mail. Results can be downloaded from AIOU web site .

3.5 Weightge of Assignments & Final Examination

For calculation of final result of a student weightge of assignments & final examination is considered as 30% and 70% respectively .

3.6 Preparation of Certificates/Degrees

On successful completion of the required number of courses for a programme, the student has to apply to Certificate Section of Examinations Department for the issuance of Certificate/Degree. The certificate/degree to the successful student is issued within the period of two years.

Grading Scheme

The University has adopted the following grading scheme for its students:

80% and above	A+
70% to 79%	A
60% to 69%	B
50% to 59%	C
40% to 49%	D
Below 40%	FAIL

(The percentage in assignment and final examination do not apply to programmes like BBA, MBA as indicated earlier).

A student who fails in the assignment component is not eligible to appear in the final examination. He/she has to take re-admission in that particular course and repeat it. A student who fails in the final examination is allowed two more chances to reappear in the examination within next three semesters on payment of reappear fee only.

Credits Required for Certificates, Diplomas and Degrees:

Qualifications are awarded on credit basis. A full-credit course contains 18 units while a half credit course consists of nine units to be studied during a semester. If assignments are completed successfully and the final examination for the course is passed, a student is awarded a credit.

Q. 4 Critically discuss the role of Information and Communication Technologies in education. How as a teacher you can ensure effective use of ICT in teaching learning process?

Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum.

Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information.(6) In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.(18)

ICT issues planners must consider include: considering the total cost-benefit equation, supplying and maintaining the requisite infrastructure, and ensuring investments are matched with teacher support and other policies aimed at effective ICT use.(16)

Digital culture and digital literacy: Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world.(14) Graduates who are less familiar with digital culture are increasingly at a disadvantage in the national and global economy. Digital literacy—the skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society—has thus become an important consideration for curriculum frameworks.(8)

In many countries, digital literacy is being built through the incorporation of information and communication technology (ICT) into schools. Some common educational applications of ICT include:

- One laptop per child: Less expensive laptops have been designed for use in school on a 1:1 basis with features like lower power consumption, a low cost operating system, and special re-programming and mesh network functions.(42) Despite efforts to reduce costs, however, providing one laptop per child may be too costly for some developing countries.(41)
- Tablets: Tablets are small personal computers with a touch screen, allowing input without a keyboard or mouse. Inexpensive learning software ("apps") can be downloaded onto tablets, making them a versatile tool for learning.(7)(25) The most effective apps develop higher order thinking skills and provide creative and individualized options for students to express their understandings.(18)

- Interactive White Boards or Smart Boards: Interactive white boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied.(3) Simultaneously, handwritten notes can be taken on the board and saved for later use. Interactive white boards are associated with whole-class instruction rather than student-centred activities.(38) Student engagement is generally higher when ICT is available for student use throughout the classroom.(4)
- E-readers: E-readers are electronic devices that can hold hundreds of books in digital form, and they are increasingly utilized in the delivery of reading material.(19) Students—both skilled readers and reluctant readers—have had positive responses to the use of e-readers for independent reading.(22) Features of e-readers that can contribute to positive use include their portability and long battery life, response to text, and the ability to define unknown words.(22) Additionally, many classic book titles are available for free in e-book form.
- Flipped Classrooms: The flipped classroom model, involving lecture and practice at home via computer-guided instruction and interactive learning activities in class, can allow for an expanded curriculum. There is little investigation on the student learning outcomes of flipped classrooms.(5) Student perceptions about flipped classrooms are mixed, but generally positive, as they prefer the cooperative learning activities in class over lecture.(5)(35)

ICT and Teacher Professional Development: Teachers need specific professional development opportunities in order to increase their ability to use ICT for formative learning assessments, individualized instruction, accessing online resources, and for fostering student interaction and collaboration.(15) Such training in ICT should positively impact teachers' general attitudes towards ICT in the classroom, but it should also provide specific guidance on ICT teaching and learning within each discipline. Without this support, teachers tend to use ICT for skill-based applications, limiting student academic thinking.(32) To support teachers as they change their teaching, it is also essential for education managers, supervisors, teacher educators, and decision makers to be trained in ICT use.(11)

Ensuring benefits of ICT investments: To ensure the investments made in ICT benefit students, additional conditions must be met. School policies need to provide schools with the minimum acceptable infrastructure for ICT, including stable and affordable internet connectivity and security measures such as filters and site blockers. Teacher policies need to target basic ICT literacy skills, ICT use in pedagogical settings, and discipline-specific uses.(21) Successful implementation of ICT requires integration of ICT in the curriculum. Finally, digital content needs to be developed in local languages and reflect local culture.(40) Ongoing technical, human, and organizational supports on all of these issues are needed to ensure access and effective use of ICT.(21)

Resource Constrained Contexts: The total cost of ICT ownership is considerable: training of teachers and administrators, connectivity, technical support, and software, amongst others.(42) When bringing ICT into

classrooms, policies should use an incremental pathway, establishing infrastructure and bringing in sustainable and easily upgradable ICT.(16) Schools in some countries have begun allowing students to bring their own mobile technology (such as laptop, tablet, or smartphone) into class rather than providing such tools to all students—an approach called Bring Your Own Device.(1)(27)(34) However, not all families can afford devices or service plans for their children.(30) Schools must ensure all students have equitable access to ICT devices for learning.

Q.5 Explain the need and objectives of drug education and highlight the problems and issues in implementing of drug education at school level.

Schools play an important role, both inside and beyond the classroom, in preventing alcohol and other drug harm. While providing drug education as part of the curriculum is important, there's more that schools can do. Learning doesn't happen solely in the classroom.

The culture of the school, and young people's experiences at school can also be important protective factors against the harm from alcohol and other drugs.¹

Attending school is a major part of a young person's life. About a quarter of each weekday is spent at school, more if someone participates in extra-curricular activities.

A positive school experience isn't just about receiving a high-quality academic education – it's also about belonging to a community which has a warm, inclusive and supportive culture.

School is a place to meet new people, make friends, form social circles and try out new hobbies and other activities.

A 'whole of school' approach takes a holistic view, recognising that student health and wellbeing are the result of complex and overlapping factors in the school's environment.

Substantial social learning happens outside the classroom.

Having good relationships with peers, teachers, sports coaches and other staff, such as school counsellors and nurses, can impact a young person's development.

Feeling a sense of belonging and connection to a school, and having positive role models, can help to protect young people from experiencing harm from alcohol and other drugs.^{1, 2} A good school culture may also have other positive benefits for students, such as reducing bullying and increasing their physical activity.³

A 'whole of school' approach includes policies and plans for the management of any alcohol or other drug-related incidents. Establishing and promoting clear protocols ensures that everyone understands their role and expected behaviours, while emphasising the school's commitment to preventing harm.⁴

This approach works alongside evidence-based drug education in the classroom.

Drug education usually focuses on influencing students' values, attitudes, knowledge and skills so they make healthier decisions about alcohol and other drugs.^{5, 6}

There are principles that guide best-practice drug education. It needs to be:

- appropriately timed, so that students receive accurate information and develop skills before they need to use them
- delivered by teachers who have had relevant professional development to support their work
- interactive and include students developing skills such as decision-making and assertiveness
- accurate and relevant to real life, including information about how many young people are actually using alcohol and other drugs.

Young people need to get the facts around drug use so that they don't believe 'everyone else is doing it'. The truth is, they're not.

Overall, the rates of alcohol and other drug use by teenagers have been decreasing.⁸

Lessons should focus on the most commonly used drugs that young people are more likely to be exposed to, which are alcohol, tobacco and cannabis.

There are also some education approaches that are **not** recommended, such as:^{4,9}

- lecture-style lessons with little or no student engagement
- one-off presentations that aren't linked with the curriculum
- scare tactics that make inaccurate statements or exaggerate potential harm.

Educators should be cautious not to inadvertently glamourise or present alcohol or drug use as exciting or an adventure – even a frightening one.

It's best to avoid using language or images that stigmatise people who use drugs, such as describing people who use drugs as 'dirty' or showing extreme images of people who may have used drugs. Students might have a family member who has experienced dependence or might need help themselves. Having drug use stigmatised in the classroom may mean they feel too ashamed to ask for support.

While important, drug education in schools will only have limited impact.

Evidence-based drug education has a role to play in preventing or delaying the use of alcohol and other drugs by young people. The later that use happens and the less frequent it is, the better an individual's health outcomes are likely to be.

However, education alone won't overcome the influence of media, advertising, music, online influencers and peer or social pressures.

With alcohol, which is a legal drug, young people are exposed to clever advertising during sport, on social media, and through outdoor billboards and transport ads.

Although drug education is unlikely to prevent every young person from ever using alcohol or other drugs, the later in life that use happens and the less frequent it is, the better the health outcomes are likely to be.

Delaying and reducing, as well as outright preventing, drug use remains a worthwhile health goal.⁷

Although information is not enough, it's still important - and every young person has the right to know the facts.