

Course: Secondary Education-II (827)

Level: M.Ed./M.A-STED

Semester: Autumn, 2019

ASSIGNMENT No. 2

Q.1 Compare the formal education of Iran and Indonesia, give suggestion for improvement in Pakistani education system.

The formal education of Iran and Indonesia

Education in Indonesia falls under the responsibility of the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan* or *Kemdikbud*) and the Ministry of Religious Affairs (*Kementerian Agama* or *Kemenag*). In Indonesia, all citizens must undertake twelve years of compulsory education which consists of six years at elementary level and three each at middle and high school levels. Islamic schools are under the responsibility of the Ministry of Religious Affairs.

Education is defined as a planned effort to establish a study environment and educational process so that the student may actively develop his/her own potential in religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him/herself, other citizens and the nation. The Constitution also notes that there are two types of education in Indonesia: formal and non-formal. Formal education is further divided into three levels: primary, secondary and tertiary education.

Schools in Indonesia are run either by the government (*never*) or private sectors (*swats*). Some private schools refer to themselves as "national plus schools" which means that their curriculum exceeds requirements set by the Ministry of Education, especially with the use of English as medium of instruction or having an international-based curriculum instead of the national one. In Indonesia there are approximately 170,000 primary schools, 40,000 junior-secondary schools and 26,000 high schools. 84 percent of these schools are under the Ministry of National Education (Monev) and the remaining 16 percent under the Ministry of Religious Affairs (MORA).

Early education

Pre-school education in Indonesia is covered under PAUD (*Pendidikan Anak Usia Dini*, lit. Early Age Education) that covers *Taman Bermain* (playgroup) and *Taman Kanak-Kanak* (kindergarten, abbreviated TK). PAUD is under direct supervision and coverage of Directorate of Early Age Education Development (Directorate Pengembangan Pendidikan Anak Usia Dini).

From the age of 2, parents send their children to *Taman Bermain*. From the age of 4, they attend *Taman Kanak-Kanak*. Most TKs arrange the classes into two grades: A and B, which are informally called *kolas no Cecil* (little zero grade) and *kolas no bear* (big zero grade) respectively. While this level of education is not compulsory, it is aimed to prepare children for primary schooling. Of the 49,000 kindergartens in Indonesia, 99.35% are privately operated.^[9] The kindergarten years are usually divided into "Class A" and "Class B" with students spending a year in each class.

Public primary and secondary education

Indonesians are required to attend 12 years of school.^[10] They must go to school six (or five, depending on the institution) days a week from 6:30 a.m. until afternoon (usually 2 or 3 p.m.).^[11] They can choose between state-run, nonsectarian public schools supervised by the Ministry of National Education (Kemdiknas) or private or semi-private religious (usually Islamic) schools supervised and financed by the Ministry of Religious Affairs.^[11] Students can choose to participate in extracurricular activities provided by the school such as sports, arts, or religious studies.^[11] However, although 86.1 percent of the Indonesian population is registered as Muslim, according to the 2000 census only 15 percent of school-age individuals attended religious schools.^[11] Overall enrollment figures are slightly higher for girls than boys and much higher in Java than the rest of Indonesia. A central goal of the national education system is to impart secular wisdom about the world and to instruct children in the principles of participation in the modern nation-state,

A style of pedagogy prevails inside public-school classrooms that emphasises rote learning and deference to the authority of the teacher.^[11] Although the youngest children are sometimes allowed to use their local language, by the third year of primary school nearly all instruction is conducted in Indonesian.^[11] Teachers customarily do not ask questions of individual students; rather, a standard teaching technique is to narrate a historical event or to describe a mathematical problem, pausing at key junctures to allow the students to call out responses that "fill in the blanks". By not identifying individual problems of students and retaining an emotionally distanced demeanor, teachers are said to show themselves to be patient, which is considered admirable.

Children ages 6–12 attend primary school, called *Sekolah Dasar* (SD). As of 2014, most elementary schools are government-operated public schools, accounting for 90.29% of all elementary schools in Indonesia. Students spend six years in primary school, though some schools offer an accelerated learning program in which students who perform well can complete the level in five years

Three years of junior high school (*Sekolah Menengah Pertama*, or **SMP**) follows elementary school. Some schools offer an accelerated learning program in which students who perform well can complete the level in two years.

There are academic and vocational junior high schools that lead to senior-level diplomas. There are also "domestic science" junior high schools for girls.

After completion, they may be attend three years of high school (*Sekolah Menengah Atas* or **SMA**). Some high schools offer an accelerated learning program so students who perform well can complete their level in two years. Besides high school, students can choose among 47 programmes of vocational and pre-professional high school (*Sekolah Menengah Kejuruan* or **SMK**), divided in the following fields: technology and engineering, health, arts, craft and tourism, information and communication technologies, agro-business and agro-technology, business management. Each requires three years of study. At the senior high school level, three-year agricultural, veterinary, and forestry schools are open to students who have graduated from an academic junior high school

Education in Iran is centralized and divided into K-12 education plus higher education. Elementary and secondary education is supervised by the Ministry of Education and higher education is under supervision of Ministry of Science, research and Technology and Ministry of

Health and Medical Education (medical fields). As of September 2015, 93% of the Iranian adult population are literate.^[2] In 2008, 85% of the Iranian adult population were literate, well ahead of the regional average of 62%. This rate increases to 97% among young adults (aged between 15 and 24) without any gender discrepancy.^[1] By 2007, Iran had a student to workforce population ratio of 10.2%, standing among the countries with highest ratio in the world.

Primary school for which the last three years is not mandatory, is divided between theoretical, vocational/technical and manual, each program with its own specialties and in the end of it, students are given High school diploma.^[4] The requirement to enter into higher education is to have a High school diploma, and finally pass the national university entrance examination, Universities, institutes of technology, medical schools and community colleges, provide the higher education. Higher education is sanctioned by different levels of diplomas: *Fogh-e-Diplom* or *Kārdāni* after 2 years of higher education, *Kārshenāsi* (also known under the name “licence”) is delivered after 4 years of higher education (Bachelor's degree). *Kārshenāsi-ye Arshad* is delivered after 2 more years of study (Master's degree). After which, another exam allows the candidate to pursue a doctoral program (PhD)

Achaemenid Dynasty

Scholars have discovered documents from around 550 BC relating to an emphasis on education in ancient Persia (modern day Iran).^[5] The documents urged people to gain knowledge in order to better understand God and to live a life of prosperity.^[5] Religious schools were set up in limited areas to serve the government. Although the majority of the problems focused on religious studies, there were also lessons regarding administration, politics, technical skills, military, sports, and arts. The first higher education organization, Gundeshapur or Jondishapoor (which still exists) was formed during the Achaemenids period, around the 3rd century.

Safavid Dynasty

This dynasty marks the first of modern education in Iran. There was a mixed emphasis on Islamic values and scientific advancements

Muzaffari

Formed in 1898, the Educational Committee (Anjuman-i Ma'arf) was the first organized program to promote educational reform not funded by the state. The committee was composed of members of foreign services, ulama, wealthy merchants, physicians, and other prominent people. The conflicting interests of people involved led to difficulties enacting, however they did succeed in the opening of many new primary and secondary educational schools.

The program included hiring young men who had a degree in secondary education to serve in the Literacy Corps, and involved teaching children between the ages of 6 and 12, and of which had not attended 2nd grade education, to read. The goal being to improve literacy in Iran in a cheap and efficient manner, which they also believed would improve workmanship. 200,000 young men and woman participated in the Literacy Corps, teaching 2.2 million boys and girls and over a million adults. In many cases, the volunteers would continue to work as educators after their conscription ended

Post-Islamic Revolution

At first, post 1979 Islamic Revolution placed heavily emphasis on educational reforms.^[5] Politicians wanted Islamic values to be present within the schooling system as quickly as possible. However, pressures due to the Iran-Iraq War and economic disparities forced plans for education back as other issues took priority. However, there were some significant changes made. First, came Islamization of textbooks. The schools were then segregated regarding to the sex of the student. Observation of Islamic Law in the schools became mandated and religious ceremonies maintained.^[5]

By the 1990s, more significant changes arose. The annual academic system switched to a system based on credits. So, for example, if a student were to fail a class, rather than repeating the whole year they simply would retake the credits. The mandatory duration of high school was shortened from four years to three, however the fourth year was still available as an option to bridge the gap between high school and university.^[5] Also, many technical and vocational programs were added to help train students for the workforce, which proved to be popular with students.

Modern education

The first Western-style public schools were established by Haji-Mirza Hassan Roshdiah. Amir Kabir (the Grand Minister) helped the first modern Iranian college establish in the mid-nineteenth century, and the first Iranian University modeled after European Universities established during the first Pahlavi period.^[8] There are both free public schools and private schools in Iran at all levels, from elementary school through university. Education in Iran is highly centralized. The Ministry of Education is in charge of educational planning, financing, administration, curriculum, and textbook development. Teacher training, grading, and examinations are also the responsibility of the Ministry. At the university level, however, every student attending public schools is required to commit to serve the government for a number of years typically equivalent to those spent at the university, or pay it off for a very low price (typically a few hundred dollars) or completely free if one can prove inability to pay to the Islamic government (Post secondary and university). During the early 1970s, efforts were made to improve the educational system by updating school curriculum, introducing modern textbooks, and training more efficient teachers.

The 1979 revolution continued the country's emphasis on education with the new government putting its own stamp on the process. The most important change was the Islamization of the education system. All students were segregated by sex. In 1980, the Cultural Revolution Committee was formed to oversee the institution of Islamic values in education. An arm of the committee, the Center for Textbooks (composed mainly of clerics), produced 3,000 new college-level textbooks reflecting Islamic views by 1983. Teaching materials based on Islam were introduced into the primary grades within six months of the revolution.

Q.2 Compare the Seventh And Eighth five year educational plans regarding targets and achievements in secondary education.

The **Seventh Five-Year Plans for National Economy of Pakistan**, otherwise known as **Seventh Plan**, were a set of a highly centralized and planned economic development targets designed for the improvement of the standard of living, and overall strengthening of gross domestic product (GDP) growth in Pakistan, between the period of 1988 until its termination in 1993.

The seventh plan was drafted and presented by the Ministry of Finance (MoF), led by then popularly elected Prime Minister Benazir Bhutto, at the Parliament in 1988. The plan was studied by the Economic Coordination Committee (ECC) and resources were gathered to be allocated by the Planning Commission. The seventh plan was an integral part of Bhutto's social capitalist policies implementation and was also integrated with the nationalization programme of former Prime Minister Zulfikar Ali Bhutto. The plan emphasized macroeconomics principles and was intended to support the development of the agricultural and electricity sectors in Pakistan in order to keep up the GDP growth rate, which at that time was 6.6% — one of the highest in the world.

Under this plan, science policy was further expanded to integrate academic scientific development into national development plans] The seventh plan also took initiatives to revive deregulation of the corporate sector but did not privatize the sector into private-ownership management. Unlike the sixth plan, not all targets were met and goals were not sufficiently fulfilled. Only the agricultural and scientific development aspects of the plans were continued whilst all major initiatives were cancelled by the upcoming Prime Minister Nawaz Sharif who replaced the programme with an intensified privatization programme, launched in 1991.

Sixth Five Year Plan (1983-88)

Before the end of Fifth Five Year Plan preparation for Sixth Five Year Plan was made. NEC approved the Plan well in time and implemented according to its schedule.

Size of the Plan:

The plan aimed at a financial outlay of Rest. 495 billion which was more than double the amount of Fifth Five Year Plan. Rest. 295 billion were decided to spend in the public sector and Rest. 200 billion were decided to spend in private sector. As regard to the proposed resources to finance the Plan two points were important:

- (a) The share of net external resources in the gross investment would fall from 24% to 16% in the Sixth Five Year Plan.
- (b) The compensating efforts in the domestic front were expected in the private sector, almost quadrupling the total private savings with little change in the size of the public savings.

Objectives:

- (a) To make production sector of the economy powerful and stable.

- (b) To accelerate the rate of economic development so that the standard of living of the people may be raised.
- (c) To increase the agriculture production by using more fertilizers, better seeds and modern technology.
- (d) To make the country self-sufficient in oil.
- (e) To develop steel based engineering goods, modernisation of textiles, expansion of agro-based industries, etc.
- (f) To provide maximum social services to increase the rate of literacy and to provide drinking water facilities, draining water facilities, etc.
- (g) To create harmony among different sectors of the economy.

Targets:

- (a) To increase GDP by 6.5% p.a.
- (b) To increase family income by Rest. 900 p.a.
- (c) To increase agriculture production by 5% p.a.
- (d) To increase industrial production by 9% p.a.
- (e) To provide jobs to 4 million people during the Plan period.
- (f) To provide facilities of electricity to 88% of the village population.
- (g) To increase exports from \$ 2.43 billion to \$ 4.91 billion by the end of the Plan.
- (h) To construct 15000 km new roads from villages to cities.
- (i) to lower dependence on foreign aid from 20 to 19% by the end of the Plan.
- (j) To increase the efficiency of private sector, certain effective measures would be taken so that private sector may play its role effectively in the development of the economy.
- (k) To enable 3 million acres of land for cultivation which had been destroyed by water logging and salinity.

It was decided to allocate 18.1% of the total expenditure to agriculture and water sector, 20% to power, 18.1% to transportation, 15.6% to industry 12.2% to minerals and 11.5% to social institutions. See the table below:

Sector-wise Division of Expenditure

(Rupees in billions)

Sectors	Total Expenditure	Percentage of Total
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Agriculture and Water	89.72	18.1
Sources of Power	100.00	20.0
Transportation	89.62	18.1
Industry	76.91	15.6
Minerals	6.05	1.2
Social Institutions (Health, education, etc.)	59.91	11.5
Other Sectors	75.79	15.3
Total	498.00	100.0

Strategy:

(a) **High Growth Momentum:** High rates of growth of GDP and other related macro-economic variables are to be maintained:

- (i) Emphasis on increased efficiency in agriculture, particularly self-sufficiency in oil seeds, expanding the exports of rice, cotton and fruits, etc.
- (ii) Balanced development of service industries, especially public services for basic human needs.
- (iii) Balanced development of service industries, especially of private services for government servants and private people.

(b) **Rural Transformation:** Increased opportunities for small farmers and provision of infrastructure.

(c) **Employment and Income Policies:** Creation of about 4 million new jobs for emphasis on small scale production in agriculture and industry, rural works programme, vocational training with combination, income policy which related wages to productivity, indicated salaries from fixed income growth.

(d) **Decentralisation:** To increase share of provincial governments in development programme of public sector and also encouraging to local bodies to participate in investment plans.

(e) **Backward Regions:** Recognition of the tribal and Baluchistan as economically backward regions and provision of special funds for specific development programmes in these regions.

(f) **Self Reliance:** Continuing import substitution and export promotion policies and reducing dependence on foreign aid.

Q.3 Critically analyses the on-going in service training programmers at secondary level in Pakistan. (20)

The on-going in service training programmers Education Sector in Pakistan

Despite increase in budgets, enrollment in schools remains low, quality of learning is poor, and there are not enough buildings or teachers. Ali Abbas reviews the long-standing issues with education in Pakistan.

Even after years of investments, reforms and promises, the education sector remains weak in Pakistan. Data from the Pakistan Education Statistics (2015–16) report, Annual Status of Education Report (ASER) 2016, Alive Aliana’s 2014 report titled “25 Million Broken Promises” and various other sources identify key trends and challenges in the education sector. The 6 biggest challenges are:

1. Children Who Should be Enrolled Are Out of Schools

Overall enrolment increased from 42.9 million students in 2013–14, to 44.4 million in 2014–15, and to 47.5 million in 2015–16. In terms of children aged 5–16 years, enrolment increased from 27.3 million students in 2014–15 to 28.6 million students in 2015–16. An analysis based on stage in education is given below: A big challenge is the children who should be enrolled in school but are not. By focusing on how well children are doing at school, we limit our attention to those who are enrolled. But the number of out-of-school children is not small either. In fact, in 2015–16, while 28.6 million children aged 5–16 years were in school, 22.6 million were not.

Most children in the out-of-school population are boys: Some of the reasons children drop out or don’t go to school in the first place include the families’ needs to keep children at home to help with farm work and other income-generating activities, as well as lack of motivation to study among the children, and inability to pay the expenses related to education:

Baluchistan has the highest percentage of children who are out of school, with Azad Jammu and Kashmir having the lowest, according to ASER’s rural data. As expected, poorer children predominantly enroll in public schools, and richer students on average, tend to enroll in private schools.

2. There Is Not Enough Infrastructure

PES data shows that approximately 9% of schools do not have a building available. This implies that 9 out of 100 schools are held out in the open, putting students' health at risk. Furthermore, even for schools that have buildings, a large number of them are in disrepair.

Further, only 58% of schools have access to electricity, and approximately 68% have access to drinking water (PES 2015–16).

Focusing on primary schools, private schools have better infrastructure as compared to public schools, as shown in the table below:

3. Substantial Shortage of Trained Teachers

The total number of teachers from primary to higher secondary levels has increased from 1.27 million in 2013–14 to 1.35 million in 2015–16. What is interesting to note is that while increasing amounts of money are being spent on teacher salaries for existing teachers, there is still a substantial shortage of teachers. The PES 2014–15 indicates that in Baluchistan, a shocking 23.7% of sanctioned posts are vacant. For Punjab, the figure is as high as 16.5%. Figures for other regions are given in the table below. Data on sanctioned positions was unavailable for Sindh and Islamabad Capital Territory (ICT).

Q.4 What is micro teaching? Explain its characteristics. (5+15)

What is Microteaching?

The art of teaching is a complex process, which is not limited to transferring of knowledge from one to another.

It requires good verbal and non-verbal skills. It includes various techniques in order to transfer knowledge effectively. Not everyone can master it.

With the vast growth in all sectors, effective teaching skills are in great demand. Therefore, due to this demand, the concept of micro teaching came into action.

It is a new innovative program for teachers, which enhances their classroom attitude and behavior. Many pre-primary education institutes have taken up micro teaching practices in order to equip teachers with effective method of teaching.

Principles of Micro teaching:

Micro teaching revolves around certain principles to improve its reach in all round development of the teachers.

1. One skill at one time:

In skills in microteaching are targeted one at a time. Training on particular skills are given until it is mastered. Once mastered another skill is targeted next. Thus, micro teaching aims for one skill at a time.

2. Small scale content:

Limiting the content gives more freedom and ease to the trainees. Thus, micro teaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content therefore it becomes easier for them to conduct their lessons.

3. Practice makes a man perfect:

Mastering skills require practice. While focusing on one skill at a time, micro teaching program also gives an opportunity to practice those skills. Lots of practice can boost the self-confidence and promote in development of teaching skills.

4. Experiments:

Experiments are the key factors in any concept. In micro teaching, many experiments are conducted in order to test the skills of the teachers.

For example, the supervisors conduct experiments where the length of the lessons, time duration, strength of students in the class etc. is changed. These skills are tested under controlled condition.

5. Instantaneous feedbacks:

Micro teaching consists of teacher-pupil and supervisor as students. Once a session ends, teacher-pupil and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

Important features of micro-teaching:

1. Micro-Element: It is based on the supposition that before one attempts to understand, learn and perform effectively complicated task of teaching, one should first master the components of that task.
2. Technical Skills of Teaching and Teaching Strategies: A repertoire of teaching skills like lecturing, questioning or leading a discussion and mastery of teaching strategies is another important feature of micro-teaching
3. The Feed-Back Element: It is another important element of micro-teaching. At present, “feedback” in the students teachers is ordinarily based on supervisor’s recall and selective note-taking the evaluation of student teacher’s performance is based on overall impressions. In it subjective factors affect the evaluation and in the absence of objective criteria the student teacher may overtly or covertly oppose supervisor’s evaluations and suggestions.

Following are some of the important sources of feed-back in the micro-teaching laboratory:

- (a) Oral feed-back of the laboratory supervisor.
 - (b) Questionnaires filled in by the pupils learning in the micro- lesson.
 - (c) Audio-tape recordings.
 - (d) Video-tape recordings.
4. Safe Practice Grounds.
 5. The Teaching Models: There are many styles of good teaching and trainees will develop their own individual styles using these models as guide.
 6. The Research Laboratory: According to Allen and Ryan, the following areas of research appear to make the most effective use of micro-teaching setting:
 - (a) In-house studies designed to optimize the procedures and sequences in micro-teaching situations.
 - (b) Research in modeling and supervising techniques.
 - (c) Task-analysis of the teaching act and the investigation of the relationships between teaching behavior and student performances.

Q.5 Discuss the problems and issues in the secondary education also give suggestions to resolve them.

Problems: The issues lead to the comprehension of the problems which are faced in the development of education system and promotion of literacy. The study outlines seven major problems such as:

- 1) **Lack of Proper Planning:** Pakistan is a signatory to MDGs and EFA goals. However it seems that it will not be able to achieve these international commitments because of financial management issues and constraints to achieve the MDGs and EFA goals.
- 2) **Social constraints:** It is important to realize that the problems which hinder the provision of education are not just due to issues of management by government but some of them are deeply rooted in the social and cultural orientation of the people. Overcoming the latter is difficult and would require a change in attitude of the people, until then universal primary education is difficult to achieve.
- 3) **Gender gap:** Major factors that hinder enrolment rates of girls include poverty, cultural constraints, illiteracy of parents and parental concerns about safety and mobility of their daughters. Society's emphasis on girl's modesty, protection and early marriages may limit family's willingness to send them to school. Enrolment of rural girls is 45% lower than that of urban girls; while for boys the difference is 10% only, showing that gender gap is an important factor.
- 4) **Cost of education:** The economic cost is higher in private schools, but these are located in richer settlements only. The paradox is that private schools are better but not everywhere and government schools ensure equitable access but do not provide quality education.
- 5) **War on Terror:** Pakistan's engagement in war against terrorism also affected the promotion of literacy campaign. The militants targeted schools and students; several educational institutions were blown up, teachers and students were killed in Baluchistan, KPK and FATA. This may have to contribute not as much as other factors, but this remains an important factor.
- 6) **Funds for Education:** Pakistan spends 2.4% GDP on education. At national level, 89% education expenditure comprises of current expenses such as teachers' salaries, while only 11% comprises of development expenditure which is not sufficient to raise quality of education.
- 7) **Technical Education:** Sufficient attention has not been paid to the technical and vocational education in Pakistan. The number of technical and vocational training institutes is not sufficient and many are deprived of infrastructure, teachers and tools for training. The population of a state

is one of the main elements of its national power. It can become an asset once it is skilled. Unskilled population means more jobless people in the country, which affects the national development negatively. Therefore, technical education needs priority handling by the government.

Poverty, law and order situation, natural disasters, budgetary constraints, lack of access, poor quality, equity, and governance have also contributed in less enrolments.

Solutions

There is a need for implementation of national education policy and vision 2030 education goals. An analysis of education policy suggests that at the policy level there are several admirable ideas, but practically there are some shortcomings also.

It may not be possible for the government at the moment to implement uniform education system in the country, but a uniform curriculum can be introduced in educational institutes of the country. This will provide equal opportunity to the students of rural areas to compete with students of urban areas in the job market.

Since majority of Pakistani population resides in rural areas and the access to education is a major problem for them, it seems feasible that a balanced approach for formal and informal education be adopted. Government as well as non-government sector should work together to promote education in rural areas.

The government should take measures to get school buildings vacated which are occupied by feudal lords of Sindh, Baluchistan and Punjab. Efforts should be made to ensure that proper education is provided in those schools.

The federal government is paying attention to the vocational and technical training, but it is important to make the already existing vocational and technical training centers more efficient so that skilled youth could be produced.

Since education is a provincial subject, the provincial education secretariats need to be strengthened. Special policy planning units should be established in provinces' education departments for implementation of educational policies and formulation of new policies whenever needed. The provincial education departments need to work out financial resources required for realizing the compliance of Article 25-A.

Federal Government should play a supportive role vis-à-vis the provinces for the early compliance of the constitutional obligation laid down in Article 25-A. Special grants can be provided to the provinces where the literacy rate is low.

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