COURSE: HIGHER EDUCATION

0828

LEVEL: M.A

ASSIGNMENT: 2

Q1: COMPARATIVELY discuss the system of higher education India Malaysia .which system according to you is more effective and how?

Ans Before going to define Teaching Effectiveness, we have to know clearly what is 'Teaching'. Actually, "Teaching is complex, and great practice takes time, passion, high-quality materials, and tailored feedback designed to help each teacher continuously grow and improve" (Vicki Phillips, 2013) [8]. According to Oyedeji (1998) - Teaching is a process of imparting knowledge, skills and attitude in order to bring about a desirable change in learners. [3] The primary goal of teaching is to ensure that meaningful learning occurs (Ogunyemi, 2000) [3]. When such kind of teaching took place by a teacher then we called the teaching delivered by the teacher has become effective i.e. effective teaching or teaching effectiveness.

Teaching effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the students' academic performance or achievement. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance by a teacher. Actually *Effective teaching is dependent on the coordination of several components: the objectives, the student, the content, and the teacher"* (McKeachie, 1997) . That's why Richard Elmore (2009) said that *"To improve student learning, you do not change the structure. You change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it"*

Tom Kane (2013) also said on this matter that "*If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. Public school systems across the country have been re-thinking how they describe instructional excellence and*

let teachers know when they've achieved it" [. Therefore, it can be said that teaching is effective when it enables student learning .

Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly . "Good teaching fosters [a] sense of student control over learning and interest in the subject matter". "Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected".

However, Teaching Effectiveness or Effectiveness of Teaching or Effective Teaching is an established field of study. Many scholars and researchers have tried to define the term 'Teaching Effectiveness' in numerous ways through their study. But it is very difficult to give a precise definition of Teaching Effectiveness. Kullbert (1989) and Baker (1990) have tried to give a definition of Effective Teaching that is "*Effective Teaching should stimulate student curiosity and active learning, encourage student analytical, logical, and creative thinking, and increase both their desire and capacity for future learning*". Bastick (1995) defines Effective Teaching as maximizing student academic attainment, and teacher and student course satisfaction. He also stated that effective teaching can be measured by using the Three-Ability Framework (3AF) which consists of Technical Skills, Professional Competence and Professional Attitude

Olatoye (2006) said that Teaching Effectiveness is the extent that student's performance improves after a period of instruction in a manner consistent with the goals of instruction [6]. Omoniyi (2005) asserted that effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learners .

Ogunyemi (2000) argued that effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by someone with a specialized knowledge in a skilful way to enhance the cognitive, affective and psychomotor development of a person or group of persons [3].

J. A. Centra (1993) emphasizes on cognitive theory approach to define Teaching Effectiveness. According to him, *Effective Teaching is demonstrated when instructors use classroom procedures that are compatible with a*

student's cognitive characteristics, can organize and present information to promote problem solving and original thinking on issues, and can show that students are able to become more productive thinkers and problem solvers [15].

Palmer (1998) has defined Teaching Effectiveness in a different angle. According to him, *Reduce teaching to intellect and it becomes a cold abstraction; reduce it to emotions, and it becomes narcissistic; reduce it to the spiritual, and it loses its anchor to the world. … Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher* [16].

According to Stringer and Irwing (1998), Teaching Effectiveness could be figured out through the extent that students' performance improves after a period of instruction, in a manner consistent with the objectives of the instruction and in accordance with prior set goal(s). Thus, the effectiveness of teaching can be measured through the changes which have occurred in the students' knowledge (declarative and procedural), their level of motivation, ability to cope with constant changes in life, and effective management of stress after they had been given the instruction [17]. Due to this uniqueness of effective teaching, many post-secondary institutions adopted students' rating of instruction as one measure of instructional effectiveness (d'Apollonia & Abrami, 1997; Griffin, 2004) [18].

Evans (2006) argued that Effective Teaching is synonymous with Teaching Effectiveness and has been defined in three basic ways. These include definitions in terms of (i) Teachers' personalities (ii) Teacher-pupil interactions and (iii) Teachers' impact on pupil's behaviour [19]. The presage, process and product aspects of teaching are represented in these definitions very well. The presage and process aspects of teaching bear direct relationship to teachers' personalities and teacher-pupil interactions. Similarly, the product aspect bears direct relationship to teacher impact on pupil's behaviour [19]. Evans (2006) also defined that Teaching Effectiveness as a manifestation of knowledge of content, skills in lesson presentation and creating desirable atmosphere for learning. Along teacher-pupil interaction line, Evans (2006) also defined Teaching Effectiveness as a kind of classroom transactions that occur between teachers and students resulting to increase in students' knowledge. This refers to communication skills, use of praises, rewards, motivation, etc during teaching process [19].

Afe (2003) defined Teaching Effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability,

love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students [20].

1.2. Factors Contributing to Teaching Effectiveness:

Oyekan (2000) investigated the attributes of Teaching Effectiveness among the secondary school teachers. Findings revealed that Teaching Effectiveness in classroom practices include; Broad based knowledge of the subject matter, effective use of chalkboard, good language and communication skills; well organized learning environment; formulation of clear objective [3]. According to Ferdinand (2007) effective teaching entails a clearly formulated objective illustrated instruction and effective evaluation technique [21].

Nonis and Hudson (2004) stated five important dimensions of students' perceptions of Teaching Effectiveness which include rapport, classroom interaction, enthusiasm, clarity and learning [22]. Berk (2005) derived twelve strategies to measure effective teaching which include student ratings, pear ratings, alumni ratings, employer ratings, administrator ratings, self evaluation, student interviews, videos of practice, teaching scholarship, teaching awards, learning outcome measures and teaching portfolios [23]. Miron and Segal (2004) stated that the university student rated their lecturer by their ability to transmit knowledge rather than according to the university's criteria of research and publication. They added that good teacher and effective instruction were used interchangeably although they are not identical [24].

On the basis of study conducted by eminent scholar Paul Ramsden, Maryellen Weimer (2009) identified six important strategies which make teaching effective. These are Interest and Explanation, Concern and respect for students and student learning, appropriate assessment and feedback, Clear goals and intellectual challenge, Independence, control and active engagement, and Learning from students [11,12].

According to Marsh (1987) and Ramsden (1991) Teaching Effectiveness depends on some teacher related characteristics such as empathy, facilitation, personal attention, teacher support, student involvement, negative effect, enthusiasm and rapport and interaction as more conducive to teaching effectiveness [11, 25, 26]. On the other side Harrison et al. (2004) have emphasized on teacher's academic competence, communication competence, professional maturity, presentation, and organization and clarity as indicative of teaching effectiveness [27].

Mahfooz Ansari and Mustafa Achoui Ansari (2000) have indicated that, the delivery of information, meaningful interaction, feedback and fair treatment etc. are the most responsible factors in Teaching Effectiveness. They

suggested that Teaching Effectiveness is a multi-trait and multi-dimensional phenomenon in which many characteristics of the instructor are involved [28]. In this connection, Els Heijnen-Maathuis (2003) said that, the Classroom Management is an integral part of Effective Teaching, as it helps to prevent behavior problems through improved planning, organizing and managing of classroom activities, better presentation of instructional material and better teacher-student interaction, aiming at maximizing students' involvement and cooperation in learning [29].

Eble (1971) pointed out that there are five components of effective teaching as perceived by the students. They include teacher must use an analytic/synthetic approach, well organized, teacher-group interaction, teacher-individual students interaction and dynamism/enthusiasm manner [30]. Smith (1980) contributed a checklist for good teaching by including test prerequisite skills, provides feedback to the teacher, adopts to individual differences, provide feedback to the students, flexible, promotes active student learning, motivates students and clear and well-organized [31].

Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*, outlines measures relating to effective teaching organized into four domains, each with several observable teacher behaviors: Planning and Preparation, The Classroom Environment, Instruction, and ProfessionalResponsibilities [32].

Robert Marzano's model of Teaching Effectiveness, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design including: establishing learninggoals, students interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectation for students, and effective, standards-based, formative and summative assessment practices which use multiple measures of students' proficiency [33].

Colker (2008) reported that teachers claimed there were four characteristics of an effective teacher which include having a sound knowledge of subject matter, take personal interest in each student, establish a caring or loving or warm atmosphere and finally to show enthusiasm with students [34]. Colker (2008) also identified the twelve characteristics of teachers that children believe are integral factors to effective teaching. There are passion, perseverance willingness to take risks, pragmatism, patience, flexibility,

respect creativity, authenticity, love of learning, high energy and sense of humour [34].

Check (2006) found out from a study on the teachers that the following traits to be essential for effective teaching: proper dress and grooming, extensive use of examples, employment of humour, effective communication in teaching, valid testing techniques and availability for extra help [35].

Q2: Explain the concepts and reasons of Wastage in higher education .Give suggestion to minimize Wastage in higher education Pakistan.

Starting its journey in 1947 with only one university, the University of the Punjab (established in 1882), Pakistan today has 177 universities and degree awarding institutions (DAIs), spreading across its map and the number is growing fast. Of these 177 universities and DAIs, 103 are public while the rest have been established by the private sector. The government has awarded charter to 33 of these universities and DAIs while the rest have been chartered by the respective provincial governments. The federally chartered universities and the DAIs are mostly located in the federal capital, Islamabad, but some operate in other cities of the country too. For example, the Karakoram International University is a federal chartered university and is based in Gilgit-Baltistan.

Pakistan's most populous province, Punjab, with an estimated population of over 90 million, half of the country's total population, is on top of the rank with its 51 chartered universities and DAIs (27 public and 24 private) while the Sindh province, which has almost population equal to half of Punjab's, ranks second with its 49 universities and DAIs. But unlike Punjab, Sindh province has more private universities and DAIs as only 20 out of 49 are public.

Khyber Pakhtunkhwa (KP) has 29 universities, Balochistan province eight while there are seven universities chartered by the Azad Jammu & Kashmir (AJK) government.

PhDs produced in Pakistan since 1947
From 1947 to 2014, Pakistan's higher education institutes (HEIs) produced 11,988 PhDs. As of 2014, Pakistan, having an estimated population of over 180 million, had student enrollment of 1.4 million, including over 900 foreign students and Afghan refugees,

studying in various HEIs. The percentage of female students in the HEIs was around 40 percent.

From 1947 to 2002, Pakistani universities had produced only over 3,000 PhDs. However, the country witnessed a sharp rise vis-à-vis PhDs produced per year. From 202 in the year 2001 before the Higher Education Commission (HEC) was established, to 1,211 PhDs in year 2013 and 1,325 PhDs in the year 2014.

Most of the PhDs, 1,541, were produced in Language and Literature, followed by 1,462 in Chemistry and 933 in Agriculture. Up to the year 2014, the country's HEIs had produced only 500 PhDs in Engineering and Technology while 908 PhDs were awarded in Religious Studies.

The University Grants Commission (UGC) which drew its powers from The University Grants Commission Act, 1974 was replaced by the Higher Education Commission (HEC) in 2002.

A comparison of funding to the universities by the UGC and the HEC is enough to understand the level of commitment to higher education by the successive governments in Pakistan. The UGC provided funding of PKR 7,538.835 million to the universities from financial year 1978-79 to 2001-02 while after the establishment of the HEC, a whopping PKR 115,413.194 million have been pumped into universities by the commission from the financial year 2002-03 to 2015-16.

University education versus school education
The Pakistani universities and DAIs are offering academic and research programs in anthropology, agriculture, space sciences, fisheries and aquaculture, computer science and IT, business and management, engineering and technology, veterinary science, psychology, so on and so forth.

With institutes of higher learning like the Virtual University (VU), the country's first university based completely on modern information and communication technologies offering academic programs while "using free-to-air satellite television broadcasts and the

Internet" and the Information Technology University (ITU) which is nurturing "an environment of hightech research and entrepreneurship with its state-of-the-art facilities, world-class faculty, in-house startups incubator and well-established government and industry linkages," Pakistan's higher education landscape is certainly versatile.

The Pakistan Education and Research Network (PERN), an initiative of the HEC, launched in 2002, is providing communication infrastructure to the 250 plus universities and institutes of higher learning, including colleges and research organizations of the country to meet their networking and internet requirements.

Whereas, as per the latest Pakistan Education Atlas, a staggering 46 percent of public sector primary schools (124,284 primary schools) in Pakistan are without electricity. The Pakistan Education Atlas, prepared by the federal government's Academy of Educational Planning and Management (AEPAM) and UN World Food Program, was launched in September 2015. Besides many others, the country's school education system is facing challenges of missing facilities. Luckily, most Pakistani universities do not face such challenges.

Scholarships galore

Presently, there are some 40,000 faculty members in public and private sector universities and DAIs of the country and only about 10,000 of them are PhDs which makes it a 25 percent of the total teaching strength in Pakistani universities.

After the establishment of the HEC, Pakistan witnessed a kind of 'revolution' in indigenous and foreign scholarships for MPhil and PhD programs both for the faculty members and the students.

The HEC, under its Faculty Development Program (FDP), has so far awarded 2,450 foreign scholarships, executed by universities and DAIs, with maximum 938 scholarships in the discipline of Engineering and Technology. These are followed by 493 scholarships in Physical Sciences and 431 in Social Sciences.

So far, the HEC has sent 7,806 Pakistani students under its Overseas Scholarships Program out of which 5,683 have returned while 2,123 are currently pursuing MPhil leading to PhD or PhD programs abroad. Those who have returned 1,874 scholars completed their studies in Biological and Medical Sciences, 1,406 in Physical Sciences and 979 in Engineering and Technology.

Of those who availed Overseas Scholarships, 1,341 were sent to United States, 1,226 to United Kingdom and 907 to Cuba.

Academics believe that Pakistani universities should work as research centers because, they argue, research output is directly linked with development by fighting the challenges faced by the country. This also matches with the HEC's mission of facilitating the 'institutions of higher learning to serve as an engine of socio-economic development of Pakistan.' The academics also frequently highlight the need of promoting research culture in universities and allocating the maximum resources for in-house research and development (R&D) facilities.

There are different parameters and indicators to measure the performance and research output of a university. With slight variations, many of these indicators are also used by national bodies (like HEC) and international bodies like QS World Universities Rankings, World University Rankings and Times Higher Education.

These are: teaching and learning environment, research and its influence and impact, including citations, patents and international outlook both in terms of faculty and students. From only 877 publications indexed in the ISI Web of Knowledge in the year 2001, Pakistan had 8,163 publications indexed in the Web of Knowledge by the year 2014.

Since 2006, a total of 73 patents have been filed by Pakistani universities and so far only 22 have been issued. Most of these patents, 34, have been filed by universities from Karachi (Sindh), 20 from Punjab, three from KP and 16 from universities and DAIs of the federal capital, Islamabad. No patent has been filed from universities of Balochistan. Of those issued, universities of Sindh lead with 12 followed by eight of Punjab and two universities of federal government.

Q3 critically discuss need of assessment in higher education in Pakistan.what is the role of teacher assessment at higher education level?

Ans **Assessment in Higher Education**

Explore links to ASHA and outside sources designed to assist administration and faculty in establishing and assessing program goals, institutional goals, and student learning outcomes to improve the quality of education. This resource was designed with both individuals new to assessment in higher education and those with years of experience in mind.

General Principles About Assessment

Principles

Principles and Indicators for Student Assessment Systems
This resource created by the National Center for Fair and Open Testing discusses the seven ideal principles of assessment as they have been defined by this organization in an effort to improve assessment and education.

Assessment Glossaries

Glossary of Assessment Terms
A list of commonly used assessment terms compiled on the American Public University System's website.

Wikipedia
Wikipedia's site defines assessment and the various types of assessment: formative, summative, objective, subjective, criterion-referenced, and norm-referenced assessment; and descriptive characteristics of good assessments (i.e., validity, reliability, practicality, fairness, and authenticity).

Establishing and Assessing Program Goals

Assessment and Planning

Academic Assessment in Communication Sciences and Disorders
This website was developed by the Joint Committee on Academic Assessment in Communication Sciences and Disorders (JCAA) as an aid to sharing academic assessment information with the aim of enhancing meaningful assessment.

Association of American Colleges & Universities
AAC&U has responded to the increased attention to assessment in higher education by sponsoring meetings, publications, and links to online resources to assist campuses to set clear goals, plan instruction and curricula to achieve the goals, assess student accomplishment, and revise and improve the whole learning/teaching cycle.

Assessment Workbook
This assessment workbook developed by Ball State University's Office of Academic Assessment

& Institutional Research presents the process for designing and implementing an assessment plan at the departmental level.

The Center for Academic Integrity
The Center for Academic Integrity offers an Academic Integrity Assessment Guidefor a fee, as well as free access to a Model Code of Academic Integrity and related resources.

Council for Higher Education Accreditation
CHEA is a non-profit organization offering print and Web resources as well as workshops throughout the year on critical topics in higher education. CHEA also conducts a recognition program of accrediting agencies using standards focused on quality of education and meeting student outcomes.

The Higher Learning Commission
The Higher Learning Commission is part of the North Central Association of Colleges and Schools. The organization is dedicated to advancing the quality of education, in part through the review and accreditation of colleges and universities in 19 states. Resources on best practices, including assessment are provided on their site.

Middle States Commission on Higher Education
This organization is dedicated to educational excellence and improvement through peer-evaluation and accreditation. The site assembles important assessment information and links for best practices for assessment, guidelines for institutional improvement, and many others.

Planning & Assessment: Assessing Programs
Resources provided by North Carolina State University answer a wide range of questions about assessment. This site includes Internet Resources for Higher Education Outcomes Assessment, which features annotated links to a wide range of print and Web resources on assessment.

Student Assessment: College and University Assessment Web Pages
The National Association of Independent Colleges and Universities' (NAICU) compiled on its website a collection of webpages devoted to assessment activities and plans at private colleges and universities.

Teagle Initiatives in Value Added Assessment
The Teagle Foundation's signature "Outcomes and Assessment" initiative grows from a conviction that nothing has as much potential to affect students' educational experience as a sustained and systematic assessment of what and how they learn. The Foundation provides leadership to strengthen liberal education and sponsors scholarships, grants, links to print resources, and opportunites to participate in a national dialogue on assessment.

Assessment of Research Programs

Association of American Universities
AAU initiated in 2001 a five-year pilot project, Assessing Quality of University Education and Research (AQUER), to develop improved measures of the quality of university education and research. The AAU membership criteria are also used by research universities as part of their self-assessments.

The Center for Measuring University Performance
The Center is a research enterprise that developed a variety of methods for measuring and improving university performance. The Center's annual report, The Top American Research Universities, offers analysis and data useful for understanding American research university performance and provides a comprehensive set of data on over 600 institutions.

University of South Florida: Planning, Performance & Accountability Model
This model is an example of how one university has established a comprehensive system for review at the local, state and national levels.

Standards and Resources of Institutional Accrediting Agencies

Institutional accrediting agencies provide resources and tools related to assessment and improvement of educational quality. Below are links to the six regional accrediting agencies that conduct accreditation reviews of the majority of U.S. institutions of higher education. Reviews of an institution by any of these agencies are based on criteria that include requirements for institutional planning, faculty, students, research, curriculum, etc. and are provided here as a resource. In addition, many of these agencies also sponsor regional conferences on assessment and other relevant issues in higher education.

- Higher Learning Commission of the North Central Association of Colleges and Schools
- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools: Commission on Colleges
- Western Association of Schools and Colleges

Student Learning Outcomes

Guidelines for Developing and Evaluating Plans for Assessing Student Achievement (April 2002)
Review guidelines to assist graduate programs in developing plans for evaluating student progress toward meeting the new Standards and Implementation for the Certificates of Clinical Competence (SLP in 2005 and Audiology in 2007).

Guidelines for Developing Formative Assessment Plans for Implementation of New Standards for the Certificate of Clinical Competence (October 2001)
Review guidelines to assist graduate programs in developing formative assessment plans related to the new Standards and Implementation for the Certificates of Clinical Competence (SLP in 2005 and Audiology in 2007).

Required Assessments for ASHA Certification
New certification standards, written in response to changes in the scopes of practice, to protect consumers, and to promote quality services, include specific assessment requirements for an applicant. Standard V of both the audiology and speech-language pathology standards requires an applicant for ASHA certification to demonstrate successful achievement of the knowledge and skills through both formative and summative assessments.

- Standards for the Certificate of Clinical Competence in Audiology (2012)

- Standards for the Certificate of Clinical Competence in Speech-Language Pathology (2014)

The Assessment CyberGuide for Learning Goals and Outcomes in the Undergraduate Psychology Major
This online resource from the American Psychological Association provides a wealth of links and readings that transcend disciplines and get to the heart of asking the right questions to get you started with assessment planning, application, and analysis.

The Assignment that Triggered Change: Assessment and the Relational Learning Model for Generic Capabilities (August 2002)
This paper shows how understanding variation in students' experience of learning a specific generic capability represents the first step in designing assessment instruments for bringing about desirable learning outcomes. This paper was presented at the Learning Communities and Assessment Cultures Conference.

A Constructivist Method for the Analysis of Networked Cognitive Communication and the Assessment of Collaborative Learning and Knowledge Building (2004)
This article, published in the Journal of Asynchronous Learning Networks, presents a discourse analysis method designed to study networked cognitive communication processes in knowledge communities, such as conceptual change, higher order learning and knowledge building.

Norm- and Criterion-Referenced Testing (1996)
A brief paper from *Practical Assessment, Research & Evaluation*, a peer-reviewed electronic journal, describes the differences between these two types of assessments and explains the most appropriate uses of each.

Peer Assessment in University Teaching: An Exploration of Useful Designs(September 2003)
This paper presented at the European Conference on Educational Research, University of Hamburg, reports on research focused on the contribution of peer assessment to the acquisition of writing skills by university students. Peer assessment is defined as an arrangement in which students consider the quality of their fellow students' work and in which the assessment is a formative one.

Student Learning Outcomes in the CSU
This site provides links, staff contacts and resources, and examples for assessment planning and activities throughout the California State University campuses.

Additional Resources

Higher Education Organizations

ASHA Annual Convention and Other Events

Online Journals

Assessment & Evaluation in Higher Education
This established international peer-reviewed journal publishes papers and reports on all aspects of

assessment and evaluation within higher education. Its purpose is to advance understanding of assessment and evaluation practices and processes, particularly the contribution that these make to student learning and to course, staff and institutional development. Research-based, reflective or theoretical studies which help to illuminate the practice of assessment and evaluation in higher education are welcomed. The journal is aimed at all higher education practitioners, irrespective of discipline.

Edutopia: The George Lucas Educational Foundation
Edutopia provides articles and documentaries on alternative forms of assessment, interviews and opinion pieces by experts in the field, and a wealth of useful and informative resources, including an instructional module on building an evidence-based assessment.

Research & Practice in Assessment
The goal of *Research & Practice in Assessment* is to serve the assessment community as an online journal focusing on higher education assessment. It is dedicated to the advancement of scholarly discussion amongst researchers and practioners in this evolving field. The journal originated from the Board the Virginia Assessment Group, one of the oldest continuing professional higher education assessment organizations in the United States. *Research & Practice in Assessment*is a peer-reviewed publication that uses a double-blind review process.

Q4:Discuss quality and access as the two major problems in higher education in Pakistan .suggest some ways to deal with these problems.

Ans As we know that education is the backbone in the development of any nation, it is a fact that the countries with an effective system of education lead the world, both socially and economically. The key to development is good education system. Pakistan is one of those very few countries where the system of education has constantly deteriorated. The situation at present is so bad that our system of education is almost near collapse.

Student life is not as easier as it seems. Even it is not easy to wake up for schools early in the morning everyday that is a very big responsibility to reach in time. Here are some common problems of student mentioned below.

Financial problems
Pakistan is an underdeveloped nation, majority of our people are living on the poverty line that can barely make their both ends meet. They cannot afford even the negligible fees being charged in the government institutions, let alone the books and uniforms for which they are to pay from their own pockets. Majority of our young ones are child labor, they indulge in child labor not only to feed them selves but to support their families too.

In Pakistan education is very expensive due to the shortage of public educational institutes. We have only 73 public universities and most of the population study in these universities. Similarly, there is short number of public colleges where students can get free education. Our most of the students belong to the middle class and they have very limited resources. Parents can't afford easily the expenses of studying their children. Lots of students have to work part time to sponsor their studies themselves. In students life nearly every student usually face financial crisis.

Students usually have to buy books, note books, notes of their course outline and meet transportation expenses. They have to bear some extra expenses for that they can't ask to their parents as bunk classes and going out with fellows, buying gifts for their girl friends / boyfriends and many other activities.

Solution:
Students can cope with these crises very easily by a little effort. There are lots of home tuition available for to teach students for 2 or 3 hours and earn money to meet their expenditures. Students can also do a part time job which is related to their studies this would give them a practical experience of their field. This experience would be helpful in future for getting a job.

(From Editor of SayPeople.com:

Another option for students is start some form of freelancing. So, **http://www.writerbay.com/apply.html?writer=129083** can be one of their best choices to earn while studying. For the jobs on WriterBay, (1) you have to fill a form, (2) pass a test on grammar and formatting styles, (3) write a little essay, and (4) upload a higher education certificate. However, this could be one your best choices.
Students can increase their chances of getting hired as freelancer and earn a good amount of money by reading the tips on another article on freelancing : **http://saypeople.com/2015/02/06/motivation-for-freelancers-especially-writers/**).

Banking system of education
Education that becomes an act of depositing in which the students are the depositories & the teacher is the depositor. Instead of communicating, the teacher issues the communiquers & makes deposits which the students patiently receive, memorize & repeat.

This is the banking concept of education in which the scope of action allowed to student extends only as far as receiving, filling & storing the deposits. Knowledge emerges only through invention & re-invention through restless, impatient containing hopeful inquiry Human being pursue in the world, with the world & with each other.

In the banking concept of education, knowledge is the gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing, projecting an absolute ignorance on to others a characteristic of the ideology of oppression, negates, education as a process of inquiry. The teacher presents himself to

his students as their necessary opposite, by considering their ignorance absolute, he justified his own existence. The students, alienated like the slave in the Hegelian dialectic, except their ignorance as justifying the teacher's existence but unlike the slave, they never discover that they educate the teacher.

Solution:
The education should be through problem Posing, a method in which a teacher Pose a problem in front of students & teacher & students do brain storming & they do dialogue which leads them towards the conclusion.

Lack of guidance
In our country, students face a lot of problems during their educational career.

They are the most unguided students in the world. Neither the parent due to their ignorance due to which they can't chose proper subject and proper filed nor the teachers due to lack of professionalism are able to guide them. Lack of guidance is very serious problem which students face.

The purpose of early education is to induce in to the students an interest of education but children are taught by untrained teachers in their early stage, so they lose interest in education. The high expectation of families and absence of guidance affects the ability of the students.

Solution:
Students should get basic knowledge about any profession before deciding to take it as their future profession. For this purpose they should consult the persons which are already attached with that profession are great source of information. So you can consult a person which is related to the profession which you want to join in future.

Examination system
Students are evaluated in our institutions not on the basis of their abilities but on the basis of their class. This disheartens students who have weak financial/social backgrounds. Also our examination system evaluates students not on the basis of their cognitive abilities but is more of a rote memory test. All this is simply due to the fact that modern evaluation techniques are not applied.

Q5 what is meant by containing education? Highlight its significance for a society and individual.

Education is essential for every society and individual. It is life itself but not a preparation for life.

Man has various qualities. These qualities of the individual should be developed for the

improvement of the country. So education plays a complementary role for overall individual, social

and national development. It enables an individual to realize his highest self and goal. The key functions and roles of education towards individual, society and country are listed below.

Functions of education towards individual:

(1) Development of inborn potentialities- Education helps the child to develop the inborn potentialities of child providing scope to develop.

(2) Modifying behavior- Education helps to modify the past behavior through learning and through different agencies of education.

(3) All-round development- Education aims at the all round development of child-physical, mental, social, emotional, and spiritual.

(4) Preparing for the future- After completion of education the child can earn its livelihood getting proper education, which has productivity. The education should be imparted according to the own interest of the child.

(5) Developing personality- The whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.

(6) Helping for adjustability- Man differs from beast. Man has reasoning and thinking power. Man tries his best to adjust with his own environment through education.

Functions of education towards society:
ADVERTISEMENTS:

(1) Social change and control:
The society is never station. It is progressive and dynamic. The child lives in society. It is the social environment where the personality of the child can be developed. The old traditions, customs are preserved and transmitted with the situations, which are ever changing. We should not think or

believe in the blind beliefs, which are hindrances towards our development. Education helps to walk with the development of science and technology.

(2) Reconstruction of experiences:

Education is life-long process. Life is education and education is life. Life is full of experiences. One cannot live with his past experiences which are unable to adjust in the society. So education helps the individual to reconstruct the experience and adjust with the environment.