Course: Foundation of Education (831)
Semester: Autumn, 2019
Level: M. Ed
ASSIGNMENT No. 2

Q.1   Write a detailed note on cognitive domain of Bloom Taxonomy of educational objectives.

Answer:

Bloom's taxonomy, introduced in 1956 and revised in 2001, is one of the most well-known frameworks for classifying educational goals, objectives and standards, and it is practically synonymous with the cognitive domain.

Bloom's taxonomy is traditionally structured as a pyramid. Basic skills lie at the bottom, and more advanced ones reside at the top. As students progress, they make their way to the pinnacle. In the cognitive domain, these skill levels range from remembering to creating. Bloom's is often used for lesson planning, and for selecting appropriate assessment questions for each stage.

But an alternative way to look at Bloom's taxonomy in the cognitive domain is to introduce a new dimension to the pyramid: the knowledge dimension. In this blog post you'll read about the different levels of the knowledge dimension, how to apply it, and some of the challenges involved.

What is the cognitive domain?

The cognitive domain is one of the three domains of measuring learning. It focuses on acquisition, retention and usage of knowledge, whereas the affective domain covers emotions and values and the psychomotor domain includes physical movement and coordination.

Bloom's taxonomy for the cognitive domain contains the intellectual skills that are normally seen as the traditional focus of academia. In the illustration below, on the left you'll find the original 1956 version of Bloom's taxonomy, and on the right the revised version (which you might be more familiar with).

What changed for the cognitive domain in the revised Bloom's taxonomy?

First, to reflect that learning is an activity, the category names were changed from nouns to verbs. So, for example, the "application" level became "applying", the "comprehension" level became "understanding", and so on.

Second, two categories switched spots: synthesis (creating) and evaluation (evaluating). The revised taxonomy puts creating at the pinnacle of the hierarchy.

Third, the revised Bloom's taxonomy proposed something far more radical: the idea that each category of the cognitive domain could itself be broken down into degrees of knowledge. This means four stages—collectively known as the knowledge dimension—can be added to each layer of the pyramid: factual, conceptual, procedural and metacognitive knowledge.

The knowledge dimension in the cognitive domain

When we apply the knowledge dimension to the pyramid, we get a matrix that allows educators to not just assess how far up the pyramid each student is, but the level of understanding and awareness at each stage.

The highest level in the knowledge dimension is metacognition, or knowledge about knowing.

Metacognition involves awareness of one's own thinking and its limits, especially in relation to general ideas about how learning happens. Educational psychologist Richard Mayer describes this in a 2004 paper as the difference between rote learning and meaningful learning.

As educators, we are always interested in nurturing meaningful learning, even if we sometimes settle for correct answers, accurately repeated. So how can you make your students aware of their own learning?

The cognitive domain: Learning about learning in the classroom

Explicitly teach metacognition to your students, and develop a classroom discourse about learning. Set aside time to teach for and assess metacognitive skills, and identify and label metacognitive practices for students while they are engaging in them.

Here are some phrases you can use or adapt.

- "What strategies are you using for this physics problem?"
- "How are you going to ensure you have the final draft of you book report submitted by deadline?"
- "I've set the word limit very low on this assignment to force you to…"
- "Really what that instruction is asking you to do is demonstrate that you know the difference between…"
- "We're having a quiz every week so you can practice retrieving information, which is an effective training for…"
- "The exam questions mainly involve legal case studies, so let's talk about the processes you could use to analyze a case study."
- When you demystify the learning process in this way, it promotes self-awareness and inclusivity. Science and English are no longer subjects some people simply "get" and others don't.

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Q.2   Discuss the historical development of education in the first phase (1947 to 1958) in Pakistan.

Answer:

Pakistan achieved independence from British colonial rule on August 14, 1947. At independence 85% of the population was illiterate, and the condition of women and backward areas was even worse.

National Education Conference (1947)

One of the first steps towards education development in Pakistan was the National Education Conference in 1947. The Quaid-e-Azam, in his message to the Conferences said,

"There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan ….. We should not forget that we have to compete with the world which is moving very fast in this direction."

National Plan of Educational Development (1951-57)

In 1951, a conference for Educational Development was held to adopt six-year plan for the period 1951-57. Towards the Educational Development the principal constraint identified was that of lack of trained teachers. It was studied that about 50% of the teachers in primary schools were untrained.

The plan proposed to establish over 24,000 new primary schools, and the expansion of primary schools would require over 86,000 additional teachers.

However, the efforts were failed to produce the desired results.

First Five Year Plan (1955-60)

The recommendations and programmes of the six year national plan of educational development were taken into consideration by the planning board of the government.

It proclaimed that "a system of universal primary education is imperative". A system of free and compulsory primary education for both, boys and girls, was expected to be in place in about twenty years, i.e. by about 1975 to 1980. The Plan proposed to add 4000 new schools.

In order to achieve various targets set during the plan period, a sum of Rs.580,70 million was allocated for the education sector of the plan.

National Education Commission 1959

On 30th December 1958, led by the Chief Secretary, Mr. S. M. Sharif, National Education Commission was established.

On 5th January 1959 the Commission started to prepared education policy. On Aug 26, 1959, the Commission submitted its report covers 350 pages. The Commission reports had the following key points:-

Commission emphasized the importance on higher education, vocational education, primary education, secondary education, adult education, education, physical education, religious education, the arts, education of children with disabilities, educational institutions, and of military training.

Training of teachers and their prosperity measures were suggested.

Duration of BA / BSc courses increased from two years to three years was recommended. For passing exam percentage as a whole 50% and for pass in individual 40% marks were suggested. Fifty percent of the total number of higher education appointed exam pass forty percent of the recommended numbers. Quran-e-Pak education was compulsory. Urdu declared as a compulsory subject from six classes to degree level. Duration of initial education suggested as eight year.

The National Education Commission recommendations were useful but due to the conditions of country and the situation of resources they were not applied well.

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Q.3 Explain the concept of education for international understanding.
Answer:

Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. There are some of the ways and means of organising education for promoting the feelings of internationalism and the teacher plays a very vital role in contributing international understanding

Meaning of International Understanding

Dr. Radhakrishnan has rightly said

"It is essential for us not to live apart but to live together, understanding one another's fears and anxieties, aspirations and thought. We must work for racial harmony. we may be American, we may be Russian but we are essentially human beings. Let us learn to live in a world community."

Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. It also refers to international efforts at co-operation and harmony in the exchange of teachers and students, rehabilitation of backward cultural areas, mutual understanding through school instruction and the like.

Ways and Means for education for International Understanding

Education for international understanding implies the promotion of democratic citizenship etc. The following are some of the ways and means of organising education for promoting the feelings of internationalism :-

1) Aims

i) Promotion of world citizenship

ii) Promotion of world peace

iii) Promotion of independent and critical thinking

iv) Promotion of construction rather than destructive feeling

v) Developing the student's faith.

vi) Eradicating of racial, religious, cultural and national prejudices

2) Redesigning the curriculum

The traditional curriculum followed in our schools and universities does not fulfill all the possibilities of internationalism. The redesigning curriculum should enable our students :-

i) To learn that the earth is the home of man and other living things

ii) To gain knowledge about the world we live in

iii) To learn how to promote better understanding of the interdependence of the world

iv) To inculcate respect for all major religions of the world

v) To know something about the long strength of mankind to replace conflicts with co-operation

vi) To develop a desire and the simple skills

vii) Knowledge of various cultures of the world

3) Instruction in various school subjects

i) Literature

A UNESCO publication states,"Extracts from the works of the writers such as Dickens, Gorkey, Tolstoy, Tagore and Isben can be used to illustrate stages in social progress. So the best of literature of other nations must be included in the curriculum.

ii) Art

True art should be included in the curriculum. The true hape of human feelings should be depicted and shown in art. It is beauty involved in the art that is significant.

iii) Language

it can play a vital part in the peaceful intercourse of the people of the world. The study of modern languages should be the study of modern people.

iv) Science

Students should be told how the scientists of various nations have contributed in fighting against disease. He nourishes in his heart goodwill to the whole of mankind.

v) History

The field of history should be wide enough to enable the students to cultivate international outlook. History should be taught objectively and with a cultural bias. students should be encouraged to study newspapers and magazines.

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vi) **Economics**

The knowledge of consumption, production, taxation, human resources etc can be given our international level.

vii) **Philosophy**

Philosophers throughout the history of the world have been stressing mental peace as the human goal.

vi) **Mathematics**

The language of mathematics is universal, with largely the same symbols, through out the world. It should be impressed that almost all subjects and problems lend themselves to mathematical treatment.

4) Co - Curricular activities

Co - Curricular activities which go in the school from time to time can be geared to educating for international understanding. The following activities are suggested :-

i) Celebrating birth anniversaries
ii) Celebrating international week
iii) Celebrating days of international importance
iv) Organising and running UN societies
v) Organising pen friend's club
vi) Arranging exhibitions
vii) Dramatic representation
viii) School assembly
ix) International games
x) News of other countries

5) **Face to Face contacts**

Face to face contacts are of great help in broadening outlook, breaking rigid isolation of individual nation's and in removing imaginary fears and grievances. The following activities are useful in this regard :-

i)   International Camps
ii) Cultural and study tours
iii) Arranging visits and excursions to foreign students
iv) International youth festivals
v) Exchange of teachers and students

Role of teacher in International Understanding

The teacher is even more important than the curriculum because he is medium through which the curriculum is implemented and its goals are achieved. A teacher can make the following contributions towards international understanding:-

i) **Broad Outlook**

The teacher must have broad outlook among his students. He must have international outlook and world - mindedness to promote international understanding among his students.

ii) **To understand man as man**

The major objective of the teacher should be to enable children to "understand man as man", first then as a Indian, American, Jew, Hindu or any other

iii) **Wedding out the idea of violence and war**

The teacher has to keep in mind that , "since war begins in the minds of men, it is in the minds of men that defence of peace must be constructed." Every person should grow up with faith in man and courage in himself.

iv) **Emphasizing peace**

The teacher must emphasize that the maintenance of peace is the only panacea for all the ills of the present sick world and to build that peace in the minds of man is our major task.

v) **Cultivating right values**

The teacher should inculcate among children the right values of life, like co-operation, friendliness, love for justice, love for truth and love for humanity.

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Q.4   Discuss the similarities and differences among formal, informal, non-formal and distance education?

Answer:

Education is a gradual process which brings positive changes in human life and behavior. We can also define education as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure". Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes it ready to express it in various shapes.

Education is the main thing that encourages us to distinguish between right and wrong because in the absence of education, we can't do what we need or we can't achieve our goal.

Straightforwardly, we can say, "education is the passage to progress". It is additionally the way to our fate as achievements can only be accomplished when individuals have information, aptitudes, and frame of mind. In this way, education resembles a medium through which we can associate with various individuals and offer our thoughts.

Types of Education

Education goes beyond what takes places within the four walls of the classroom. A child gets the education from his experiences outside the school as well as from those within on the basis of these factors. There are **three main types of education**, namely, Formal, Informal and Non-formal. Each of these types is discussed below.

Formal Education

Formal education or formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school.

Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree. It is associated with a specific or stage and is provided under a certain set of rules and regulations.

The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict discipline. The student and the teacher both are aware of the facts and engage themselves in the process of education.

Informal Education

Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle.

People can also get an informal education by reading many books from a library or educational websites.

Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home.

Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.

Non-formal Education

Non-formal education includes adult basic education, adult literacy education or school equivalency preparation.

In nonformal education, someone (who is not in school) can learn literacy, other basic skills or job skills.

Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities.
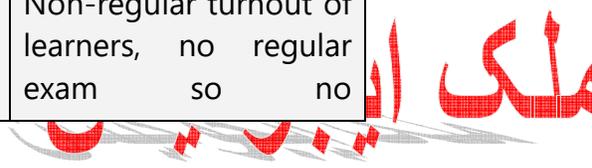
Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

This table shows the difference between formal, informal and nonformal education.

Criteria of Analysis	Formal Education	Informal Education	Non-Formal Education
Definition	Formal education is a methodical and composed training model that organized and controlled by a given arrangement of laws and standards, exhibiting a somewhat inflexible educational programs as respects goals, content and procedure.	Casual or informal education is different from formal training and especially from non-formal training, despite the fact that in specific cases it is equipped for keeping up a cozy association with both. Informal instruction does not really incorporate the destinations and subjects for the most part included by the customary educational program.	Non-formal education qualities are discovered when the received methodology does not require learner participation, diminishing the contacts among instructor and learner and most exercises happen outside the school, for example, home reading and desk work.
Instances	Acquiring proper	Students discussion,	Non-credit adult

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Criteria of Analysis	Formal Education	Informal Education	Non-Formal Education
	knowledge from educational institutions like school, college & university.	learning outside the classroom, use of DVD having educational lectures & TV shows.	educational programs, sports programs planned by community association, online courses.
Course contents	Properly organize information based on facts.	Multidisciplinary field information.	Particular knowledge of specific domain.
Type of activities	Formal activities	Routine training Calming activities	Non-formal activities (outside the school, classroom and after getting jobs)
Outcome	Positive and projected	Positive or negative and non-projected	Positive and projected
Source of acquiring knowledge	Schools, colleges, universities and other educational institutions	Internet, Social Media, electronic/print media, group discussion amongst friends/family members	Outside the educational institution
Way of acquiring knowledge	Direct	Individual, implicit	Direct
Advantages	Organized, structured and systemic learning process end with recognized certificate which leads to access a reasonable job.	Naturally learning process as you learn from daily experience, less costly and time proficient, no need to hire experts, learn from social media, electronic & print media, internet and other sources.	Practiced and vocational trainings, Literacy with skillfulness growth, flexibility in age, curriculum and time, no regular exams.
Disadvantages	Costly and rigid education, long academic session,	Unreliable sources of information, no proper time schedule,	Non-regular turnout of learners, no regular exam so no

Criteria of Analysis	Formal Education	Informal Education	Non-Formal Education
	adoption of bad habits during study hours, unprofessional trainers may cause the wastage of time and money as well.	inappropriate techniques, unpredictable results, absence of confidence and discipline in learner.	degree/certificate is awarded at the end of a training session which is just undue consumption of precious time.

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Q.5 What are the problems and issues of education in Pakistan? Why have we failed to solve them? Elaborate.

Answer:

Education is considered as the cheapest defense of a nation. But the down trodden condition of education in Pakistan bears an ample testimony of the fact that it is unable to defend its own sector. Though 62 years have been passed and 23 policies and action plans have been introduced yet the educational sector is waiting for an arrival of a savior. The government of Pervaiz Musharraf invested heavily in education sector and that era saw a visible positive educational change in Pakistani society. Now a days, the economic situation in Pakistan is under stress and education is the worse effected sector in Pakistan. The Constitution of Islamic Republic of Pakistan says,

"The state of Pakistan shall remove illiteracy and provide free and compulsory secondary education within minimum possible period."

In Human development Report Pakistan is placed at 136th position for having just 49.9%educated populace. The primary completion rate in Pakistan, given by Date Center ofUNESCO, is 33.8% in females and 47.18% in males, which shows that people in the 6th largest country of the world are unable to get the basic education.

Problems in Education

Following are the problems in education in Pakistan.

**1.Education System is based on**

Unequal Lines

The educational system of Pakistan is based on unequal lines. Medium of education is different in both, public and private sector. This creates a sort of disparity among people, dividing them into two segments.

2.Regional Disparity

Regional disparity is also a major cause. The schools in Baluchistan (The Largest Province Of Pakistan By Area) are not that much groomed as that of Punjab (The Largest Province Of Pakistan By Population). In FATA, the literacy rate is deplorable constituting 29.5% in males and 3% in females.

3. Ratio of Gender Discrimination

The ratio of gender discrimination is a cause which is projecting the primary school ratio of boys & girls which is10:4 respectively. For the last few years there has been an increase in the growth
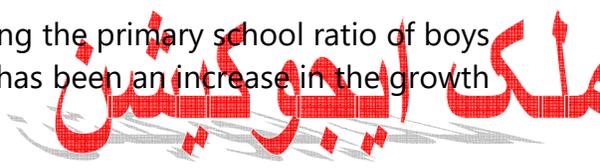
of private schools. That not only harms the quality of education but creates a gap among haves and has not.

4. Lack of Technical Education

The lack of technical education is a biggest flaw in the educational policy that has never been focused before. Therefore, less technical people mean less.

5. Funds

The allocation of funds for education is very low. It is only 1.5 to 2.0 percent of the total GDP. It should be around 7% of the total GDP.

6. Untrained Teachers

The teachers in government schools are not well trained. People who do not get job in any other sector, they try their luck in educational system. They are not professionally trained teachers so they are unable to train a nation.

7. Poverty

Poverty is also another factor that restricts the parents to send their children to public or private schools. So, they prefer to send their children to madrassas where education is totally free.

Recently, minister of education announced a new Education policy for that next 10 years. The interesting thing is that the previous educational policy from 1998 to 2010 is still not expired. Although it is projected to give new plans and to make more promises with the nation. It is said in this policy that all the public schools will be raised up to the level of private schools. No plan of action have been discussed, yet a notice is issued to private schools to induct government course in 5th and 8th class and these classes will bound to take board exams. This disturbed the students of private sector also.

Solutions for Educational System

Estimating the value of education, the Government should take solid steps on this issue. Implementation instead of projecting policies should be focused on. Allocation of funds should be made easy from provinces to districts and then to educational institutes. Workshops must be arranged for teachers. Foreign states are using LSS system. This should be inducted in Pakistani schools to improve the hidden qualities of children. Technical education must be given to all the classes. The education board of Punjab has projected a plan to give tech- education to the children of industrial workers. Promotion of the primary education is the need of time. Teachers, professors and educationists should be consulted while devising any plan, syllabus or policy. The state seems to give up her responsibility and totally relying on private sector. The need of time is to bring education in its original form to masses. Burdening students with so much books will not work as he will not understand what the world is going to do next moment. Education is the only cure of the instability in the state and can bring revolution through evolution, by eradicating the social evils. This is **how to remove illiteracy in Pakistan**.

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