EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 09:14 PM, 07 February 2023

Question # 10 of 10 (Start time: 09:25:28 PM, 07 February 2023)

Total Marks: 1

Federal Ministry of education was abolished in June_____.

Select the correct option

- 2010
- 2012
- 2013
- 2011

Click to Save Answer & Move to Next Question

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If you are developing curriculum what would be your source for setting the aims of education?

Select the correct option

- social aims
- aims of life
- cultural aims
- aims of change

curriculum 10 of 136

- Educational sociology has a great impact on the modern educational theories and practices, such as:
  - Aims of Education
    - Educational sociology has its indirect impact on the aims and objectives of education
    - Educational sociologists think that education is a social process and it should be directed to social welfare
  - Curriculum Construction
    - The impact of educational sociology on the principles of curriculum construction cannot be ignored
    - In ancient times children were not the ultimate focus of curriculum formation.
    - Whereas the curriculum is now in conformity with the general aims of education and it must help in the total development of the child
    - Modern curriculum thus emphasizes the social need of education

ra Reading

cation takes place in society constituted of individuals. It is a social process. It has a social function as well as social ance. A school is created by the society and the society is shaped and molded by the school. Thus, education is both se and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There s an intimate relationship between education and society. Modern education has two-fold functions. It must help in

There are currently about 60,000 government schools and 35,000 private schools in Punjab, spread across 36 districts

Government schools are administered at the district level, and districts are further subdivided into tehsils and clusters

One education district officer per district provides the main administrative link to the provincial government and plays a key leadership role in the delivery of education

Education district officers are assisted by two or more assistant education officers

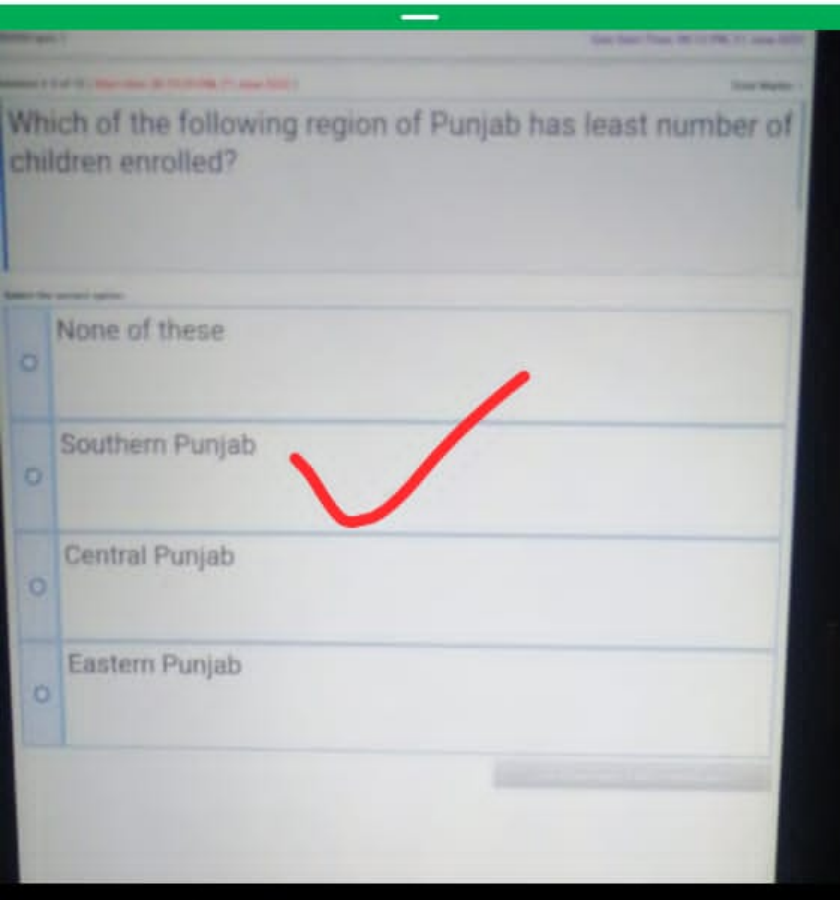
Punjab's elaborate education administrative structure, however, has produced poor outcomes

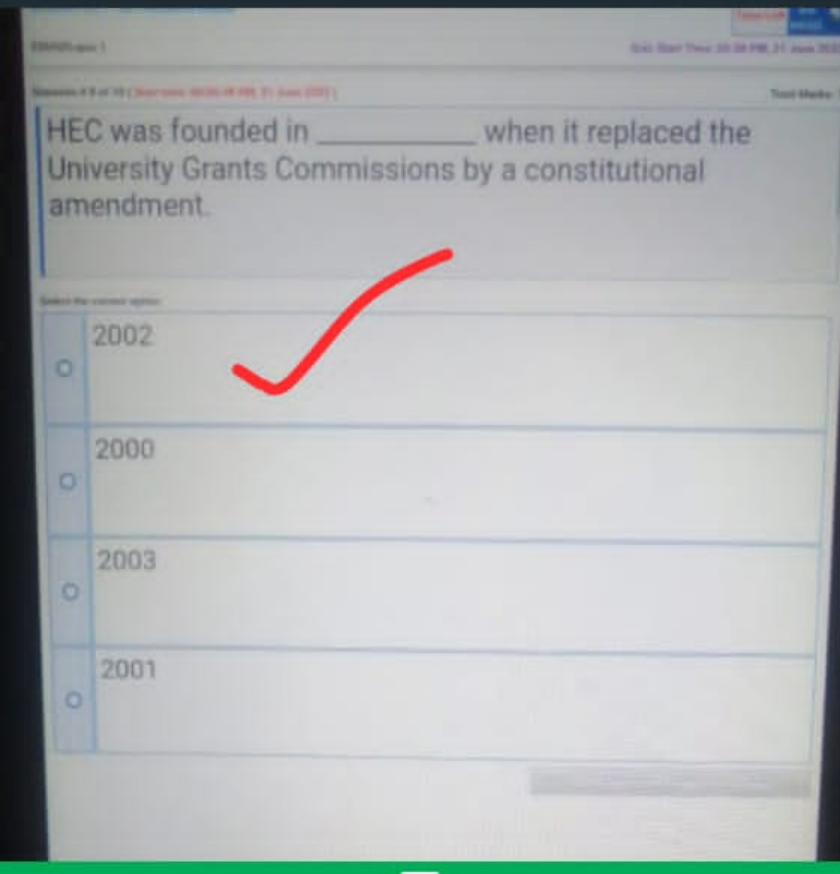
Low enrollment rates (reflecting children who have never attended school as well as early dropouts), low levels of learning in schools, inadequate access to schooling for girls, and poor transition to middle and higher levels of education are of particular concern

Moreover, the poorest households and southern districts show the least numbers of children enrolled

Topic 118
State of Education: Absence of Census Data

In case of enrollment rates of students, there is a serious lack of census data





was around 180 million

Out of this 180 million, the rough estimate of the university going cohort (ages 18 to 25) is estimated to be around 25 million

The enrolment in the higher education sector in Pakistan is barely 6% from the above mentioned 25 million people

However, efforts are being made by the government and HEC to increase the enrollment of both men and women in the higher education

Topic 100

Higher Education Commission

The Higher Education Commission of Pakistan is an independent, autonomous and constitutionally established institute of primary funding

HEC was founded in 2002 when it replaced the University Grants Commissions by a constitutional amendment

Previously, the universities were accredited by the UGC established in 1947

Responsibilities of HEC

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EDU505:quiz 1

Question # 10 of 10 (Start time: 01:17:41 PM, 21 June 2022)

In which year the political instability led to the first military regime of General Ayub Khan?

Select the correct option

- 1965
- 1997
- 1998
- 1956



political instability | 1 of 1

Topic 79

Educational Scenario in the 1950s and 1960s

First Five-Year Development Plan

This plan was implanted from 1955-1960

In this five year plan the pivotal role of education was recognized for the improvement and expa of national development but it failed to address the Islamic character of education

In 1956, the political instability led to the first military regime of General Ayub Khan

During this period, the primary and secondary curricula was revised and Islamic studies and rel education was given a lot of consideration

The Commission on National Education 1959 also stressed the need of re-orientatio reorganization of the existing education system so as to evolve a national system which would reflect our spiritual, moral and cultural values

Character building and the pursuit of quality were highlighted as the main aims of education

Again, in the Second Five Year Development Plan (1960-1965), the supreme task of educatio defined as to build the national character on strong foundations of faith

1:02

EDU505:quiz 1

Quiz Start Time: 01:40 PM, 20 June 202

Question # 2 of 10 (Start time: 01:40:33 PM, 20 June 2022)

Total Marks:

The difference between the purpose and the function is in _____.

Select the correct option

- producing results
- efforts
- planning
- intent and a task

EDU505
Quiz 1

Definition: An action performed by a device, department, or person that produces a result

- Function remains more or less fixed, whereas the **purpose** (*which indicates intention or objective*) generally changes.
  - Example: Some teachers believe that the transmission of knowledge is the primary ***purpose*** of education.
  - Example: Whereas the transfer of knowledge from school to the real world is something that happens naturally as a consequence of possessing that knowledge – a ***function*** of education.
- Because a purpose is an expressed goal, more effort is put into attaining it.
- Functions are assumed to occur without directed effort.

- However, for this reason it is valuable to figure out which outcomes you consider a fundamental purpose of education.

Topic 26

language usage (I did ate with her) and the other is a deviation of the language use (she can to do whatever she wants).

3. Description of Errors:

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. Trying to identify general ways in which the learners utterances differ from target-language utterances.

Once all the errors have been identified, they can be described. Ellis says, "One way is to classify errors into four grammatical categories:

1. **Omission** (leaving out an item that is required for correct grammatical constructions)

For example: He cooking

Ellis (1997, p. 23) points out that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time".

Common Types of Omissions

Erdogan (2005, p. 264) makes the aforementioned categories very clear by providing some common types of omissions:

- Morphological omission (Hand I the pliers.)
- Syntactical omission (I hungry.)

2. Addition (addition of unnecessary elements) Addition is defined as the presence of an item that should not appear in well-formed utterance. For Example:

She doesn't works at hospital.

3. Substitution (use of one element in the place of another or wrong form of morpheme)

4. Misinformation and Mis-ordering (incorrect placement of a morpheme or group of morphemes in an utterance)

Misinformation is the use of the wrong form of the morpheme or structure.

For Example: The chair was maked by the carpenter.

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Which of the following is defined as the presence of an item that should not appear in a well-formed utterance?

- Substitution
- Addition
- Omission
- Mis-ordering

1:25

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Corder's Explanation of Error

Corder(1974) distinguishes between systematic and non-systematic errors: non-systematic errors occur in one's native language whereas, second language (L2) errors are systemic errors.

Topic-021: Stages of Error Analysis

According to Cordor (1974) there are five stages of error analysis, they are:

1. Collection of data
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

1. Collection of Data:

The first stage of error analysis is 'collection of data'. We have to collect the relevant data at this stage. Data may be written or spoken, general or specific. Researchers have identified three broad types of error analysis according to the size of the sample. These types are: massive, specific and incidental samples.

A **massive** sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population.

A **specific** sample consists of one sample of language use collected from a limited number of learners.

An **incidental** sample involves only one sample of language use produced by a single learner.

All of them are relevant in the corpus collection but the relative utility and proficiency of each varies in relation to the main goal. In other words, in this first step, the researcher has to be aware of his research, and the main objective of this stage is selecting a proper data collection system.

2. Identification of Errors:

After data collection it is identified. It means distinguishing errors. For this, errors are distinguished from mistakes in general.

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Question # 9 of 10 (Start time: 02:36:09 PM, 23 June 2022)

Which of the following samples consists of one sample of language use collected from a limited number of learners?

Select the correct option

- Incidental
- Specific ✓
- Unspecific
- Massive

7:17

Which of the following is the best choice if you, as a teacher, are making effort to impress upon your students to be truthful in their conduct?

- character formation
- language
- spirituality
- long term memory

truthful 1 of 1

2) What causes or prevents it?
3) How can it be measured so that efforts at improvement can have corrective feedback; and
4) How can it best be developed?

Campbell and Bond – 1982

- Character formation traditionally has focused on those traits *(qualities, characteristics, behaviours)* and values appropriate for the industrial age such as obedience to authority, work ethic, working in group under supervision, etc.
- However, modern education must promote character based on values appropriate for the information age: truthfulness, honesty, integrity, individual responsibility, humility *(humbleness, modesty, simplicity)* wisdom, justice, steadfastness *(loyalty, persistence, determination)* dependability, etc.

"Character education has to be visualized not in a social vacuum but with reference to contemporary (*modern, present, up-to-date*) socio-economic and political situation" – The Secondary Education Commission (1951-52)

- Basis of moral behavior
- Means of human happiness
- Valuable asset

Topic 15

The Cultural Aim

The cultural aim refers to the **refinement of the personality.**

- Mere knowledge is not enough
- Education should lead that quality of mind which may be reflected in daily conduct.
- Education is a medium through which the cultural traditions and values of the past are transferred on to the next generation.
- The cultural aim of education helps in producing men of culture.
- But it is ambiguous and has too many meanings.
- It cannot serve as the major aim of education.

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- The cultural aim of education has been suggested to supplement the narrow view of knowledge aim.

Topic 16

The Character Formation Aim

Character has fundamental worth for a society and for an individual.

- Character is the cream of life and, as such, it should be the aim of education.
- Students' moral development is both implicit (*hidden, implied,* understood) and inevitable (*unavoidable, expected, certain*) in standard educational practice.

> "Development of character is a solution to social problems and a worthy educational ideal" – Miller and Kim, 1988

Character Formation

There are four major questions to be addresses when focusing on character development:

1) What is good character?
2) What causes or prevents it?
3) How can it be measured so that efforts at improvement can have corrective feedback; and
4) How can it best be developed?

Campbell and Bond – 1982

- Character formation traditionally has focused on those traits *(qualities, characteristics, behaviours)* and values appropriate for the industrial age such as obedience to authority, work ethic, working in group under supervision, etc.
- However, modern education must promote character based on values appropriate for the information age: truthfulness, honesty, integrity, individual responsibility, humility (*humbleness, modesty, simplicity*) wisdom, justice, steadfastness (*loyalty, persistence, determination*) dependability, etc.

This is especially true in case of students who don't have an English language environment and who's teachers don't have the required command on the language

3. The vocabulary of the language is a problem even in the English-speaking societies

In Pakistan, majority of science students come from rural backgrounds and their vocabulary is already limited in national language which at times becomes their second language

- For such students, English is a third language
- The problems posed by a foreign language to these socio-economically low-class students are more than obvious

Since independence, the successive governments have tried to adopt a uniform education policy regarding language

- However, disappointingly every government brings in their own policy without paying any heed to the aspirations of the public

The ultimate result is that they fail to stick to one policy regarding education

Topic 111

Challenges of Education in Punjab: Defining the Challenge

Improving the quality of public sector education and increasing its coverage is a complex challenge in Pakistan

This is mainly because of the very large number of schools, inherently di... of various levels and types of education, low levels of investment and weak ...

96 / 239

Despite significant enlargement of the school network in recent decades, Punjab continues to lag behind national and global targets in providing quality education to its children

> 32% children of school-going age are currently out of school and 41% of the total population cannot read or write (Punjab Bureau of Statistics 2011)

At the current rate of progress, Punjab is estimated to take until 2041 to provide its children their constitutionally guaranteed right of primary education (Pakistan Education Task Force 2010)

- Poor quality of education is also a serious concern

- Numerous studies have noted that an average student in Grade 3 struggles to perform simple tasks that students in Grade 1 are supposed to have mastered

Two Major Challenges

Following are 2 major challenges currently being faced by Punjab:

1. Bringing the remaining 32% of its children to (public or private) schools; and
2. Addressing the learning deficiency of enrolled children

Dealing with these Challenges

Meeting these challenges will require a coherent and comprehensive strategy addressing two sets of issues

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EDU505 quiz 1

Time Left

Quiz Start Time: 03:28 PM, 20 June 2022

Question # 4 of 10 (Start time: 03:31:26 PM, 20 June 2022)

Total Marks: 1

According to The Annual Status of Education Report, 2012 there was a slight improvement in which subject?

Select the correct option

- Urdu
- Science
- English
- Mathematics

2012

8 of 19

- The gauge of a good education system is the availability of high-quality education fo every child.

Results based on examinations in grade 4 introduced by the Punjab Examination Commission (PEC) show that most students in public and private schools have basic proficiency in mathematics language, and social studies. ASER also carries out assessments of learning, and its 2012 report shows that only 40 percent of 6-16-year old could read a second-grade level sentence in Urdu or their mother tongue and perform arithmetic (ASER, 2013). There was a slight improvement in overall reading and mathematics on average compared to the figures in the previous year's report (ASER, 2012). However, absolute learning levels in both government and private schools continue to be low.

Topic 123

Educational Vision

In the mid-19th century many countries that are now considered developed, launched public education to instill a sense of national cohesion among their citizens and develop the basic skills required by newly industrializing economies

Variations in education systems emerged from countries' unique institutional and cultural backgrounds

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different situations created in Situational Syllabi determine the language structures to be learnt which is, however, a drawback in situational language syllabi. While the aim of the Situational Syllabus is communicative competence, the nature of its contents will not necessarily lead to total communicative competence. This shortcoming led to the development of the Functional-Notional syllabus.

2. The Functional-notional Syllabus

It is the best known of contemporary language teaching syllabus types. When dealing with this type of syllabus, it is important to first clarify the definitions of the terms used in the name. The term **'function'** refers to the communicative purpose of the speaker. These functions can be personal, interpersonal, directive, referential or imaginative and they can either be expressed through fixed formulae in the language or communicative expressions (Finocchiaro & Brumfit, 1983 :28). Thus, the functions to be expressed depend solely on the speaker.

'Notions' can be defined as the words following the functional expression. "Notions" are thus "meaning elements which my be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or adverbs"(Finocchiaro & Brumfit, 1983:14). Thus, notions will depend basically on three factors: the functions, the elements in the situation and the topic which is being discussed (Finocchiaro & Brumfit, 1983 : 15).

The researchers also make use of another term **"exponents"** in order to indicate the relationship between the above-mentioned elements: exponents are the language utterances or statements which stem from the function, the situation, and the topic. They are the language forms a speaker uses to express (to complete or realize) a message; to indicate an awareness of elements

EAL522:Quiz 1

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Question # 9 of 40 (Start time: 07:02:09 PM, 24 June 2022)

Choose the correct option.

The term _____ refers to the communicative purpose of the speaker.

Select the correct option

○	notion
○	function ✓
○	situation
○	task

◁ ○ □

5:58
Done

Assignment No: 1

Course Code. Edu401

Q 1: Critique the equity issues in the field of education. Suggest the solution to deal with such issues.

Poverty

- First of all poverty is an important equity issue. In more than 65 years of independence, we have not eradicated poverty. When children come to school with a lack of certain skills, it is the teacher's job to enable them to learn those skills. But what happens is that teachers make fun of them instead of encouraging them.
- Lack of emotional support, stress and anxiety do not help us to learn more.
- Academic motivation and safety are important issues in the 21st century. There is a strong link between poverty and educational achievement. Conversely, this connection. The poorer we are, the less we will perform.
- Students with less economic base have more chances to fail almost 63% to 85% more as compared to the students with good economic base.

2. Religion

- Religion is also an issue of equality. An integrated curriculum is often used for beginners, with no clear distinction between religious and non-religious content given to religious minorities. In elementary school, all students study the same material, whether religious or non religious.
- A review of pakistani textbooks suggests that all national heroes, social reformers are all Muslims. This study found 96 chapters and poems of 362 had strong orientation of Islamic values. An examination for 1st grade curriculum titled "Meri Kitab" or "My Book" has 7 out of 16 chapters containing Islamic sermons.
- In 2006, the subject of ethics was introduced in the revised curriculum of Pakistan. However, many students do not have access to this ethics course.
- According to a report by the National Commission for Justice and Peace, the government has released textbooks that teach students that Hindus are superstitious and will push Muslims if given the opportunity. That may be true 67 years ago, but today we have to unite minorities and majorities and work for mutual development.
- Public school teachers often advocated respect for religious minorities. It shows that they are admitting them but they do not know how to deal with them.
- There is the division of Shia Sunni Muslims. There are teachers who respect both and there are teachers who do not respect both.

Full text: 7237

...e of equality is based on gender. Gender equality has been and still is an issue in Pakistan. The backward group is women.

by Richerd (1974). Error analysis can be considered as a fundamental tool in language teaching in order to reorganize teachers' point of view and his methodology for full filling the students gaps. Richerd distinguishes two types of errors

1. Interlingual Errors

2. Intralingual Errors

Interlingual errors are caused by mother tongue interference.

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Intralingual errors are occurred during the learning process of the second language at the stage when the learners have not really acquired the knowledge.

Interlingual errors are also subdivided into the following categories

Over generalization errors the learner creates a deviant structure on the basis of other structures in the target language.

Example: He can sing

Correction: He sings

Which of the following errors is caused by mother tongue interference?

- Interlingual
- All of the given options
- Intralingual
- Overgenralization

advancing technology has made this learning approach much easier than previously.

Repeated Listening

Repeated listening also derives from an L1 source, repeated reading. Repeated reading is one of the most common methods for developing reading fluency. It was developed by Samuels (1979) as a pedagogical application to use with L1 readers who have reading difficulties. The theory underlying repeated reading is to make word decoding more efficient through repeatedly practicing the same text. It is assumed that if much attention is paid to decoding word meanings, then little time is left for comprehending text meaning. Repeated reading is used as a means to assist unskilled readers to practice a very basic skill (word recognition) and help them move from the non-accurate to the accurate stage and eventually to the automatic stage (Samuels, 1979). By the same token, if a listener listens to a text many times, then she or he may require very little time for word recognition, so more time can be allotted to comprehending the message.

Simultaneous Reading and Listening

Simultaneous reading and listening is also termed "reading while listening" if the focus is on listening. Reading and listening at the same time can help beginner learners to develop awareness of form-meaning relationships and word recognition skills. However, it has to be noted that the post-listening phase in a listening lesson also involves reading while listening, but their purposes are different. Reading while listening at the post-listening stage is to confirm or clarify what one hears during the listening stage. Reading while listening after class is to enjoy reading and listening to all sorts of materials. Some empirical studies have also found that reading while listening improves students' comprehension (Chang, 2009; Chang & Millett, 2014).

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Choose the correct option.

Post-listening phase in a listening lesson also involves _____while ___

Select the correct option

- writing, speaking
- speaking, listening
- reading, writing
- reading, listening ✓

II. Notion: conceptual meanings expressed through language.(objects, entities, logical relationships, etc.)
III. In this syllabus language contents is arranged according to learners communicational needs.
IV. It sets realistic learning tasks
V. It provides for the teaching of real world language
VI. It provides for the widespread promotion of foreign language courses

development of language through classroom activities
II. Designed to promote cognitive skills
III. Involves the integration of subject matter(what to talk about) and linguistic matter (how to talk about)
IV. Theme based teaching
V. Language class activities are specific to the subject matter being taught
VI. Teaching elements/course is structured around certain themes
VII. Such as: Cooperative learning, task base/experiential learning, project work, whole language approach

Procedural Syllabus

The syllabus type designed by Prabhu and his colleagues is called the procedural syllabus, which consisted of a set of pedagogic tasks. The structure can be best learned when attention is concentrated on meaning. In this type of syllabus design the focus is on the learner. Tasks and activities are designed but not the linguistic content. Learner focuses on trying to solve the meaning behind the text. The procedural syllabus is often confused with the task syllabus, another recent development in language teaching.

Despite some differences in practice, the principles underlying procedural and task-based syllabuses are very similar. In fact, they are seen as synonymous by Richards, Platt, and Weber (1985), who describe them both as follows:

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ENG622 Quiz 2

Question # 6 of 10 (Start time: 02:34:08 PM, 23 June 2022)

Which of the following syllabus types is consisted of a set of pedagogic tasks?

Select the correct option

- Procedural
- Analytic
- Process-oriented
- Product-oriented

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(4) Situation need and

(5) Pedagogic convenience.

Some applied linguists assume that the synthetic syllabuses should not be restricted to only grammatical syllabus rather it can be applied to any syllabus whose content is product-oriented.

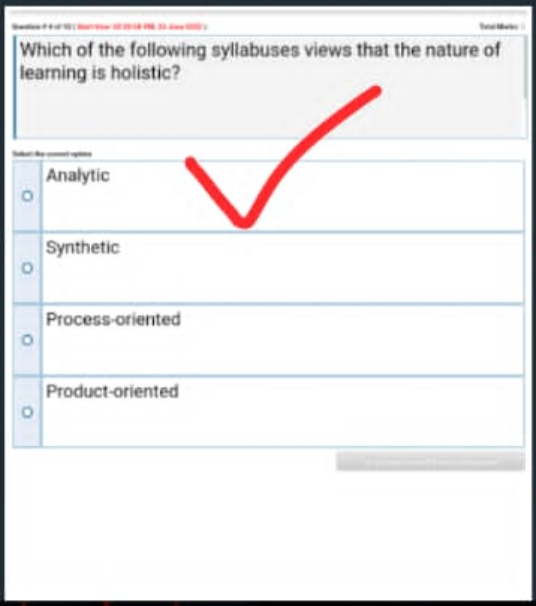
Distinction between the Synthetic and Analytic Syllabus

It was Wilkins (1976) who first drew attention to the distinction between synthetic and analytic syllabuses. He described the synthetic approach in the following terms:

- A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up.
- The distinction between the synthetic and analytic syllabus is that the former views that nature of learning is additive while later views that the nature of learning is holistic (having regard to the whole of something rather than just to parts of it.)

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significant of an incomplete learning. According to James (1998:77) an error arises "only when there was no intention to commit one".
Errors are typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language.

Mistakes and Errors

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena.

Mistake –refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly. Native speakers make mistakes. When attention is called to them, they can be self-corrected.

Error –a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner

Topic-018: Contrast between Behavioristic and Mentalistic Attitude to Errors

Behaviorists' View: People learn language by responding to an external stimuli and receiving proper reinforcement. By this repetition, a proper habit is formed and language learning takes place. Therefore, errors were deemed as a sign of failure on the part of the learners as well as teachers.

Mentalists' View: The conviction is that error is inevitable. It is integral part of learning process and developing competence. It should not be regarded as a sign of failure but as an evidence that student is heading his way towards the correct rules.

uestion # 3 of 10 (Start time: 06:40:00 PM, 23 June 2022)

Which of the following refers to a performance error that is either a random guess or a slip?

elect the correct option

- Blunder
- Error
- Fault
- Mistake ✓

- In modern education the teacher is regarded as a friend, philosopher and guide
- To fulfill this responsibility the teacher must possess suitable personality.

Human Relations

- Educational sociology thinks that the work of education cannot be carried on properly without reference to human relations
- Human relations are developed among students in the school society.

Thus, it is evident that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors.

Topic 37

Psychology and the Education Process

Educational psychology has developed to study scientifically the behavior of the students and to help the process of education.

- Educational psychology deals with various problems of learning and teaching
- The starting point in the process of education must be related to original tendency of the child.
- This stock of originality is conveniently classified as instinct, reflex action, emotion and intelligence.
- Original tendencies are adaptable and incomplete.
- These may be modified and improved in acquiring acceptable behavior – responses through education.

To study scientifically the behavior of the students and to help the process of education is known as:

- Educational psychology
- Sociology
- Philosophy of education
- Psychology

6:53

Sharif repo 1 of 5

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National Identity and Language

The Sharif Report states that language, as the repository of thought and culture of people and as a link between the past and present, is also a part of the concept of nationhood.

National language is thus an icon which constructs the 'nation' as unified and homogenized.

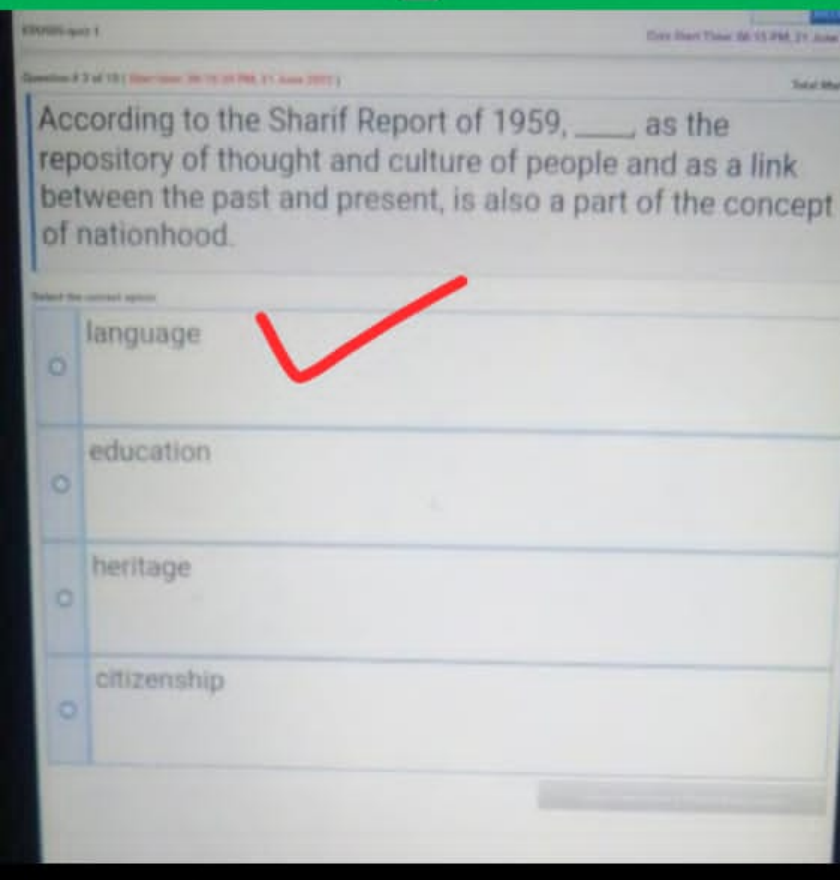
The Sharif Report further gives importance to the script in preserving the cultural heritage.

Topic 62

Making of the Citizen

An important task that education is expected to perform in contemporary nation-states is the forging of modern and moral citizens.

Apart from homogenization and developing an emotional relation to the idea of the 'new nation'



Mis-ordering is regarded as the incorrect placement of a morpheme or group of morphemes in an utterance.
For Example: What is doing my mother?
Further, Corder distinguishes three types of errors according to their systematicity:
Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
Systematic errors occur when the learner has discovered a rule but it is the wrong one.
Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

4. Explanation of Errors:

Explanation is concerned with establishing the source of the error, i.e. accounting for why it was made. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquisition. Taylor (1986), points out that, the error source may be psycholinguistic, sociolinguistic, or may reside in the discourse structure.
Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners have in using it in production.
Sociolinguistic sources involve such matters as the learners' ability to adjust their language in accordance with the social context.
Discourse sources involve problems in the organization of information into a coherent 'text'.
Task of Tracing the Source of Error: While explaining the error we try to find out different sources of errors. The sources of errors can be:
'Inter-lingual' (i.e. due to L1 or L2 interference)

- Transfer Errors: L2 learners attempt to make use of their L1

'Intra-lingual': Sometimes errors can be committed because of overgeneralization of rules and inherent difficulties within the same language.

- Systematic Errors: L2 learners create rules on their own, different to the rules of the target language.
- Universal Errors: L2 learners commit the same grammatical errors.
- Overgeneralized Errors: L2 learners overgeneralize form that they find easy to learn and process.

The errors can be explained by referring to the faulty methods and techniques of teaching.
Because of difficulties with error analysis, some researchers (Krashen & Pon, 1975) have abandoned altogether the attempt to find sources of errors. Assuming, however, that analysis by

Question # 6 of 10 (Start time: 06:44:09 PM, 23 June 2022)

Which of the following sources involves problems in the organization of information into a coherent 'text'?

Select the correct option

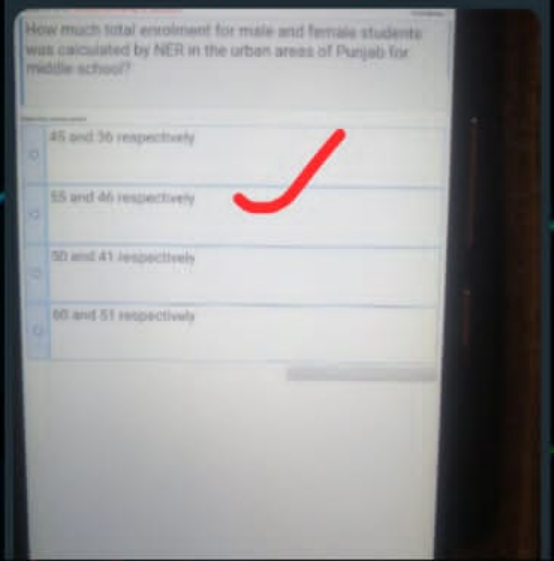
- ○ Error analysis
- ○ Discourse ✓
- ○ Psycholinguistic
- ○ Sociolinguistic

7:38 0 B/s 60

- High School 13-15 years
- According to Pakistan Bureau of Statistics (2011) substantial overlap in the data regarding primary and katchi age groups is expected
- Data for middle and high schools shows specific age groups corresponding to grades 6–8 and grades 9 and 10, respectively
- The data indicates that children in middle and high schools tend to be in older age groups within the categories used to calculate NERs
- A higher proportion of middle school children fall in the older age groups, so children older than 9 years are expected to be in primary school but are not included in net enrollment calculations
- Children older than 15 years are also enrolled at matriculation level or in high school, although this is not reflected in the NER data
- Although net enrollments do not capture accurate levels of school participation, the data indicate substantial differences between urban and rural and male and female enrollments
- Findings from Pakistan Bureau of Statistics (2011)
- In primary and katchi age group the total enrollment in rural areas of Punjab for males and females was calculated to be 67 and 61 respectively while, in urban areas it was 80 and 77
- This difference increases in middle and high schools with 55 enrollments for males and 46 for females in rural areas in middle schools and 75 males and 85 females in urban areas

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Aleesha Vu, Areena Cus, Aroosh...
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Quiz
quiz.vu.edu.pk

BC200415072: AYESHA SHABBIR
Time Left 24 sec(s)
EDU505 quiz 1
Quiz Start Time: 07:42 PM, 21 June 2022
Question # 5 of 10 (Start time: 07:45:37 PM, 21 June 2022)
Total Marks: 1

Philosophical base of education attempts to find harmony _____.

Select the correct option

- from truth to imagined
- through human effort and activity
- across philosophy and education
- between experience and thought

philosophical ba 1 of 3

- However, for this reason it is valuable to figure out which outcomes you consider a fundamental purpose of education.

Topic 26

Philosophical Base of Education

In order to understand functions of education in a better manner we will be looking at philosophy and its relationship with education.

Philosophy has been derived from two Greek words: "Philo" (love), and "Sophia" (wisdom), meaning love of wisdom.

- Philosophy is love for the truth and a life's necessity
- Education, in the widest sense of the term, is life itself and, in a narrow sense, it is the preparation for complete living.
- The interdependence of philosophy and education is evident from the fact that all great philosophers were great educators – Socrates in Greece, Confucius in China, Buddha, Tagore and Gandhi in India.
- Philosophy furnishes the goals of life and education gives the means to achieve those goals.

> "Philosophy is an unceasing effort to discern the general truth that lies behind the particular facts." - ***Raymont***

- Education is nothing but human effort and activity.
- Philosophy therefore is inseparable from education.

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You

10 photos • Yesterday

EDUS05 quiz 1

Quiz Start Time: 03:28 PM, 20 June 2022

Question # 9 of 10 (Start time: 03:37:57 PM, 20 June 2022)

Total Marks: 1

Who introduced that Education should be given according to the natural interest of the child aiming at a holistic development of the personality and what it is known as?

Select the correct option

- Emanuel Kant, condition of possibility
- Rousseau, Naturalism
- Froebel, spontaneous development
- Pestalozzi, psychological tendency

naturalis 1 of 2

Topic 12

Evolution of Aims

Individualistic Aim Rousseau introduced the first truly individualistic ideal of education in the 18th century.

- He revolted against the existing artificial and demoralized system of education.

Naturalism Rousseau not only championed the cause of the common people but also the cause of the child in the field of education

- Thus 'naturalism' appeared in education.

Emanuel Kant Kant was greatly influenced by the individualistic concept of education, and defined education as the process by which man becomes man through his voluntary efforts.

Pestalozzi Pestalozzi introduced the **psychological tendency** in education, and with it the child-centric movement in education received a new momentum and fillip (*boost, stimulus, inspiration*)

Froebel Froebel, the German idealist, regarded education as the spontaneous development of a joyful, creative self-activity.

This discussion of educational ideals makes it evident that the aims and functions of education have been variously defined in different ages by different educators.

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Mujy b yhi lg rha tha 9:28 PM

Syeda Binty Zainab
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primary and k 1 of 3

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