

## *Edu 401 Solved past papers*

### **Q1. Billet view of informal learning?**

Billet (2001): There is no such thing as informal learning. All learning takes place within social organizations or communities that have formalized structures. Informal Learning is organic or holistic, engaging the whole person, so that intellect, emotions, values and practical activities are blended.

### **Q2. Privatization Policies in Education ?**

The main policies and programs include:

1. Educational Vouchers
2. Public School Liberalization
3. Private Contracting
4. Tuition Credits and Deductions
5. Subsidies and Assistance Grants
6. Home – Schooling
7. Private Payments
8. Competition among Schools and Education Agencies

### **Q3. Demand – Side Pressures ?**

- The first factor that can be cited to explain privatization in education is simple: many parents want it. In many countries, education is viewed as an important way to gain social and economic advancement.
- Therefore, the demand for education is high, and if governments cannot afford to provide and fund quality education, then parents seek private suppliers. This type of demand is ‘excess demand’, over and above what is provided by the government. In addition, many parents want for their children an education different from that offered in public schools. This is

‘differentiated demand’ and it may encourage privatization across all three sectors.

- Both excess and differentiated demand have increased in recent decades. Excess demand has grown because education has become more important for social and economic betterment: to get high-paying jobs, for example, workers must have a high level of skills and credentials that are only available from universities.

#### **Differentiated demand has grown for two reasons.**

- One is that many public schools offer education that is standardized or uniform. The greater the uniformity in the public schools, the larger the number of parents who will seek differentiated demand.
- The other reason is that economies and societies have become much more specialized. Many more trades and occupations have developed, and the education system must cater to these.

#### **Q4. General pressure?**

There are general pressures to privatize education systems.

- One such factor is global economic and social change. Globalization, linked with market liberalization, has both pressured and encouraged governments to seek more efficient, more flexible, and more expansive education systems. Privatization may be one response to these changes.
- Another factor that explains some of the growth in privatization is the encouragement of world aid agencies, such as the World Bank. Within the last decade, for example, the World Bank has given assistance to countries like El Salvador, Indonesia, Mali, the Dominican Republic etc.

#### **Q5. Level and grades of madrassa?**

The Madrassa Education system is organized in terms of the following levels and grades:

- “**ibtidaya**” - first to the fifth grades of primary education
- “**mutawasitah**” - sixth to eighth grades of middle school
- “**thanviah-e-ammah**” - ninth and tenth grades
- “**thanviah-e-kassah**” - 11th and 12th grades
- “**aliya**” - the university Bachelor’s degree (consisting of the 13th and 14th years)
- “**alimiyah**” - the Master’s degree (being the 15th and 16th years)
- “**takmeel**” - advanced post-graduate education

### **Q6: What is Madrassa Education?**

The term ‘Madrassa’ originates from the Arabic word ‘Darasa’ which means ‘**To Study**’. Madrassa, in general, is referred to the school that imparts Knowledge. But in the context of Pakistan or even in Contemporary South Asia the term ‘**Madrassa**’ is often used for Islamic educational institutions along with ‘Dar-ul-aloom’ and ‘Jamia’. The main subjects of Madrassa

#### **Education include:**

1. Qur’an
2. Hadith
3. Fiqh

### **Q6. Contemporary concern of population education?**

It is directed at people ---- as individuals or as members of groups, as decision-makers or potential decision-makers within their families, as citizens within a community, as leaders within a society and as policy makers within a nation. All people are population actors, making population related decisions throughout their lives. The sum of their decisions shapes the nature of population forces (fertility, mortality, migration) which operate within a society and which then affect other social, political and economic forces. In turn, the population, social, political and economic decisions made

by the larger mass of people (the society or nation) influence the behavior of the individual, the families and the small communities in which they belong. Population education in essence, is an educational response to contemporary economic, social and political issues.

### **Q7. Liberalization?**

‘Privatization’ is also thought of as a ‘liberalization’ --- where agents are freed from government regulations, or as ‘marketization’ --- where new markets are created as alternatives to government services or state allocation systems.

### **Q8. Two assumptions of Peace education?**

1. Conflict is ubiquitous
2. There are ways to transform it.

### **Q9. What is peace education?**

Peace education is the pedagogical efforts to create a world at peace. By peace, we mean more than the absence of violence (negative peace). Peace in its most positive aspects embraces ideas of justice, global sustainability and the eradication of structures that promote insecurity: poverty, hunger, malnutrition, and lack of access to resources.

### **Q10. Eraut Non-formal learning?**

Defines the dimensions of non-formal learning:

- The timing of stimulus (past, current, future)
- The extent to which such learning is tacit (tacit, reactive or deliberative)
- To the extent to which learning is either individual or social
- To the extent to which learning is either implicit or explicit
- Eraut’s definition of non-formal learning is based on an investigation into learning in the workplace.

### **Q11: EU definition about Non formal learning ?**

Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support)

### **Q12. Livingstone?**

Formal, Informal & Non-Formal Learning of Adults:

Formal education occurs when a teacher has the authority to determine that people designated as requiring knowledge effectively learn a curriculum taken from a pre-established body of knowledge whether in the form of age-graded and bureaucratic modern school systems or elders initiating youths into traditional bodies of knowledge.

Non-formal or further education occurs when learners opt to acquire further knowledge or skill by studying voluntarily with a teacher who assists their self-determined interests, by using an organized curriculum, as is the case in many adult education courses and workshops.

### **Q13. Eraut's five features of formal learning?**

- A prescribed learning framework
- An organized learning event or package
- The presence of a designated teacher or trainer
- The award of a qualification or credit
- The external specification of outcomes

### **Q14. Concept of Private Contracting?**

Schools provide a range of services under the title 'education'. These include instruction, but they also provide food, sports facilities and welfare counseling. Many of these ancillary services could be provided by private firms under contract rather than by government agencies. If private contractors are more efficient at delivery, then governments may seek to encourage more contracting of educational services. Given this large number

of services that schools provide that are not directly educational, numerous companies have emerged as contractors to the schools for textbooks, food, transport and cleaning services. In the United States in the 1990s, a new niche opened up in the form of Educational Management Organizations (EMOs). These companies supply management services to schools (i.e. student assessment, budgeting and administration). Private contracting may therefore allow a school district to concentrate on education without also having to operate a cafeteria or transport service.

**Q15: Define Positive peace ?**

Presence of conditions of well-beings and just relationships: social, economic, political, ecological.

**Q16. Problems in literacy?**

Gender Differences:

- There is the great difference in the rates of enrollment of boys, as compared to girls in Pakistan.
- According to UNESCO figures, primary school enrolment for girls stands at 60% as compared to 84% for boys.
- The secondary school enrolment rate stands at a lower rate of 32% for females and 46% males.
- On July 09, 2012 the Senate passed a law on ‘The Right to Free and Compulsory Education’.
- All over the world poverty is the main cause of low literacy rate.
- Now for the literacy rate compared to Sri Lanka and India that stand at a literacy rates of 91.2% and 61% respectively, Pakistan is lumbering at a mere 57.8%.
- Only less than 2% invested in the Education sector.

- Pakistan has also remained one of those few countries where education falls under the federal government

### **Q17: Implementation of environment education.**

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

### **Q18: Demand side pressures.**

In many countries, education is viewed as an important way to gain social and economic advancement. Therefore, the demand for education is high, and if governments cannot afford to provide and fund quality education, then parents seek private suppliers. This type of demand is ‘excess demand’, over and above what is provided by the government. In addition, many parents want for their children an education different from that offered in public schools. This is ‘differentiated demand’ and it may encourage privatization across all three sectors.

### **Q19. Population Studies ?**

Population education is not an attempt to develop a new discipline. Although demography and folk demography form the core of knowledge needed for population education, they do not cover the whole range of issues involved. Facts, theories and concepts from a broad spectrum of academic disciplines and professional fields are needed to help individuals and societies fully understand population interactions and thus the effect of population factors on the quality of their individual and collective lives. The sum of this knowledge is referred to as population studies.

### **Q20: Systematic research**

**Systematic research** – investigations that might survey, for example the relevant literature concerning the nature of the learner and his learning context.

**Q21. Beckett and Hager informal learning?**

Informal learning is not only more common, but also more effective than formal learning.

**Q22: Characteristics of informal learning described by Beckett and Hager.**

Characteristics to informal learning:

- ❖ Practice-based informal learning is organic / holistic.
- ❖ Practice-based informal learning is contextual
- ❖ Practice-based informal learning is activity and experience-based
- ❖ Practice-based informal learning arises in situations where learning is not the main aim
- ❖ Practice-based informal workplace learning is activated by individual learners rather than by teachers / trainers
- ❖ Practice-based informal workplace learning is often collaborative / collegial

**Q23: Terms use for attitude.**

Following are the terms related with the attitude

- ❖ Empathy
- ❖ Reconciliation
- ❖ Solidarity
- ❖ Social responsibility
- ❖ Sense of justice and equality
- ❖ Joy in living
- ❖ In attitudes these things are of importance.

**Q24: What role environment friendly schools play for climate change?**

**Discuss.**

With a view to promoting a child friendly environment in schools and to ensure children's rights to learn in their own mother tongue, children's mother tongue should be employed as the medium of instruction.

### **Q25. Three levels of Literacy?**

There are three levels of literacy:

#### **Baseline literacy**

The bare minimum to be considered literate is baseline literacy. The ability to read very simple and ability to write very simple, is included in it. Further includes, the ability to do simple Quantitative (arithmetic) analysis. It may also include basic computer skills.

#### **Functional literacy**

The functional literacy means that you become functional within the society. In other words, a person is not dependent on reading the letter or writing something. It is an advanced level.

#### **Multiple literacy**

Further advanced level of literacy is multiple literacy. When one can become able to distinguish between different words of similar meanings. As there is a very minute difference in the synonyms of the words, if a person can distinguish those words then it is multiple literacy.

### **Q26: Why is Population Education necessary?**

Programs of population education can contribute to solve either the population or the educational problems faced by individuals and nations. The solutions of these problems depend basically upon social changes that will lead to greater equity and social justice, greater independence and self-determination.

### **Q27: What are 3 sources from which internal efficiency comes?**

Internal efficiency is expected to come from three sources:

1. Greater competition
2. Superior ownership and managerial structures within the enterprises
3. Enhanced accountability / incentive systems

**Q28: Why privatization happening? Write dominants of pressure of privatization?**

There are many factors driving privatization in education. These factors differ in intensity between countries and across the three sectors of primary, secondary and tertiary education.

**Following are the dominant pressures for Privatization:**

1. Demand – Side Pressures
2. Supply-side Pressures
3. General Pressures

**Q29: Madarasa reform 2006**

In **2006** when the curricula were revised, the government focused on revising the old curricula of the country to build reforms

**Q30: Forms of privatization?**

The three most common privatization forms include:

1. Private Provision
2. Private Funding
3. Private Regulation

**Q31. Environmental education?**

Most simply, environmental education is education in, about, and for the environment. Environmental education is an “approach, a philosophy, a tool, and a profession,” built on the following

**three goals:**

1. To foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas.

2. To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.
3. To create new patterns of behavior of individuals, groups and society as a whole toward the environment.

**Q32: Discuss demands of Madaris reforms.**

Since 1999, the issue of madaaris reforms has been negotiated between the government and the administrations of wafaqs or boards. It is not clear what development has been made so far. Madaaris are major societal institutions. They have ardent followers, and thus they can play vital roles for reforms of society, but they do not pay much attention to the society besides influencing religion. It remains to be seen how madaaris can play a positive role for promoting peace and harmony in the society.

**Q33: What is Privatization?**

‘Privatization’ is also thought of as ‘liberalization’ --- where agents are freed from government regulations, or as ‘marketization’ --- where new markets are created as alternatives to government services or state allocation systems.

**Q34: Relationship btw quality education and environment education.**

<b>QUALITY</b>	<b>ENVIRONMENTAL</b>
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Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society.	Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment.
Quality education provides the foundation for equity in society	Knowledge and understanding of the environment and environmental challenges.

**Q35. What is peace education?**

Peace education is the pedagogical efforts to create a world at peace. By peace, we mean more than the absence of violence (negative peace).

Peace in its most positive aspects embraces ideas of justice, global sustainability and the eradication of structures that promote insecurity: poverty, hunger, malnutrition, and lack of access to resources.

**Q36. Private Regulation ?**

- Education services can be monitored by those who receive the services directly, i.e. the students and their families.
- They will make sure that the education is of satisfactory standard --- either by refusing to enroll at poor quality schools or by demanding better services.

- Privatization can include giving parents more choice over what goes on in schools, or what types of school are available, even where all these choices are within the public sector.

**Q37. Features of Formal and Informal Learning: Colley, Hodkinson and Malcom**

<b>FORMAL LEARNING</b>	<b>INFORMAL LEARNING</b>
Teacher as authority	No teacher involved
Educational premises	Non-educational premises
Teacher control	Learner control
Planned and structured	Organic and evolving
Summative assessment;	No assessment
Externally determined	Internally determined
Interests of powerful and dominant groups	Interests of oppressed groups
Open to all groups, according to published criteria	Preserves inequity and sponsorship
Propositional knowledge	Practical and process knowledge
High status	Low status

Education	No education
Measured outcomes	Outcomes not precise; immeasurable
Learning mediated through agents of authority	Learning mediated through learner democracy
Fixed and limited time frame	Open-minded engagement
Learning is the main explicit purpose	Learning is either of secondary significance or implicit

### Q38. What is Article 37B?

**1973** the constitution says that state shall remove illiteracy and provide free and compulsory secondary education Article 37B. There are two things in this article. Remove illiteracy but how to remove illiteracy? Second point is compulsory and free secondary education, so it is even better than the conventions that we have studied. Secondary education means up to level 10 or matric

### Q39. Goals in Conflict styles ?

Different styles have different goals

- ✓ **Competing:** the goal is to win
- ✓ **Accommodating:** the goal is to yield
- ✓ **Avoiding:** the goal is to delay
- ✓ **Collaborating:** the goal is multiple participation
- ✓ **Compromising:** the goal isto find a middle ground.

#### **Q40. Racism ?**

It belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.

#### **Q41. History of madrasa?**

- The Madrassa Education has been prevalent since the time of Prophet Muhammad PBUH in the Muslim world. The examination of the status of madrasa in Islamic history testifies to its success due to strong sense of respect among the Muslims for ‘Knowledge’.
- In the initial days of Islam, the aim of religious seminaries or Madaaris was preservation and spread of knowledge.
- Meanwhile it has been highlighted time and again that there is a need to reform the madaaris to transform the radical ideologies with real Islamic moderate values, and provide an applied-education mode where madaaris students become useful members of the society.

#### **Q42. EU’s Definition Formal Learning ?**

Learning typically provided by an education or training institution, structured (in terms of objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learners’ perspective

#### **Q43. EU’s Definition of Non-Formal Learning ?**

Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support).

#### **Q44. EU’s Definition of Informal Learning ?**

Informal Learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification.

#### **Q45. Challenges Implementing Mother Tongue as Medium of Instruction ?**

##### **Challenges**

- ✓ Practical only in homogenous communities.
- ✓ No teacher recruitment and training modalities have been developed yet.
- ✓ As a result of external production, the Textbook Boards have not been able to prepare even
- ✓ basic elementary readers in any of the mother tongues
- ✓ Current political unrest makes it difficult to implement changes in local contexts

#### **Q46. Learning Types ?**

- Formal
- Informal
- Non-formal

It is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two (McGivney 1999).

#### **Q47. What are the methods to be used in population education ?**

The emphasis on relevance, decision-making and future orientation raises questions concerning the methods to be used in population education activities: are certain methods particularly suited to population education? Intuitively, it might be suggested that methods which emphasize learner participation and practice of various skills would achieve the results desired by the population educator.

#### **Q48. Literacy and Lifelong Learning?**

- Implementation arrangement
- Delivery mechanism
- Mother tongue medium literacy programs should be emphasized.
- Implementation matrix
- Introduce and expand mother tongue literacy courses in local languages

#### **Q49. How our changing climate affects children?**

On any given day, more than a billion children are in primary or secondary school. However, many fail to complete their education, deterred by poor school quality and persistent challenges caused by deepening poverty, gender inequities, location, disabilities, chronic environmental degradation and climate related hazards.

The IPCC noted that climate change will manifest itself in various ways, including:

- Rising temperatures, droughts and desertification
- Heavy precipitation, flooding and rising sea levels
- Extreme weather events such as cyclones, floods and droughts

#### **Q50. International Conventions for Free and Quality Education?**

Provision of free and quality education has been declared as fundamental rights. They want all children to get basic elementary, secondary education.

#### **Q51. Some Components of a peace education curriculum Peace Education ?**

- Emotions and feelings
- Anger and anger management
- Violence in media
- Communication
- Empathy
- Cooperation
- Self esteem
- Tolerance

- Conflict resolution
- Keeping safe
- Emotions and feelings
- How emotions affect behavior
- The effect of violence on the emotions and feelings of children

### **Q52. Implementing Privatization Programs?**

Overall, there are many opportunities to privatize the provision, funding and accountability of educational services. Indeed, international reviews of the demand-side and supply-side policies show that many countries have implemented some form of privatization.

### **Q53. Strategies for developing accessible curricula?**

1. Providing a flexible timeframe for students studying particular subjects.
2. Giving greater freedom to teachers in choosing their working methods.
3. Allotting time for additional assistance for classroom based work
4. Emphasizing aspects of pre-vocational training

### **Q54. Slow ?**

Remember, it takes time to settle a conflict. Go slow at first because conflict resolvers usually encounter some rough roads in the beginning. keep using your I-way map to reach safer roads.

### **Q55. Handling of conflict ?**

Peace studies explore handling of conflict by peaceful means. Conflict can be resolved through argumentation but how do we resolve a conflict peacefully is what we study in peace studies. Only then the peace can prevail.

### **Q56. Population studies?**

Population studies is broadly defined as the scientific study of human populations. Major areas studied include broad population dynamics;

fertility and family dynamics; health, aging, and mortality; and human capital and labor markets.

**Q57. Challenges in environmental education?**

The main constraints faced by the teachers in integrating environmental education were time constraints and being overloaded with school work. These two main problems were also recorded in previous studies (Shaari, 2009) , revealing that these were old and continuous challenges faced by teachers.

**Q58. In your own words importance of EE in environmental friendly schools?**

EE encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills, EE helps foster a new generation of informed consumers, workers, as well as policy or decision makers.

**Q59. Give attitude values of peace education?**

**Attitudes / Values**

- ✓ self-respect
- ✓ respect for others
- ✓ gender equality
- ✓ respect for life
- ✓ compassion
- ✓ global concern
- ✓ ecological concern
- ✓ cooperation
- ✓ openness and tolerance
- ✓ justice
- ✓ 1social responsibility

- ✓ Positive vision

**Q60. Approaches of peace education?**

Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts nonviolently

**Q61. Challenges of mother tongue?**

The main issue in teaching mother tongue-based education in terms of reading is the lack of instructional materials. There are limited reading materials for students to develop their reading skills. The challenge is that students have difficulty in understanding some words they are not familiar with.