11th Class Education Complete Notes 2026-27

Full-Book Notes, Solved MCQs, Short Questions and Long Questions - Federal Board (FBISE), HSSC-I

For 11th class (HSSC-I) students of the Federal Board of Intermediate and Secondary Education (FBISE) - Education, session 2026-27.

All 8 chapters of the Grade XI Education book, covered chapter by chapter: clear revision notes with key definitions, **80 practice MCQs with answer keys, 40 solved short questions, and 16 solved long questions**, all written in simple, original English for board exam preparation and daily revision.

Inside this book: 8 chapters | 80 MCQs with answer keys | 40 short questions with answers | 16 long questions with answers | Chapter-wise revision checklist

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How to use this book: Read the revision notes of one chapter first and underline the key terms. Then attempt the 10 MCQs of that chapter without looking at the answer key, check your score, and re-read the points you missed. Then read the solved short questions and write each answer once in your own words. Finally, read the two solved long questions and practise writing one of them from memory. Finish the whole book with the revision checklist on the last page.

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Chapter list sources: Contents page of the standard Grade XI Education book (Dr. Khalid Rashid, Reference Book), cross-checked against the BISE "Syllabi and Courses of Reading" for Education Part-I (Class XI), which lists the same eight chapters in the same order. FBISE lists Education as an elective subject for HSSC-I in its Scheme of Studies. The FBISE model paper for Education HSSC-I confirms the subject is examined with an objective section (Section A, 20 MCQs).

Chapter 1 - Education

Meaning, definitions, elements, scope, functions and modes of education

Revision Notes

Meaning and etymology of education

The word "education" comes from the Latin words **Educare**, meaning "to bring up, to nourish", and **Educere**, meaning "to lead out, to draw out". Both roots describe the same idea: education draws out the hidden abilities of a person and nourishes them until they grow. In the narrow sense, education means the instruction given in schools. In the broader sense, it is a life-long process that starts at birth and continues till death, shaping a person's knowledge, character and behaviour.

Definitions of education

Thinkers have defined education differently, but all agree it is a process of positive change in a person:

- **Socrates:** Education is the process of seeking the truth.
- **Plato:** Education is the process of organising a healthy society.
- **Aristotle:** Education is a process of physical and ethical development.
- **John Dewey:** Education is the reconstruction of experiences.
- **Shah Waliullah:** Education is a process of suppressing evil in a person.
- **Allama Iqbal:** Education is the actualisation of the self - bringing out what is already inside a person.

The common conclusion is that education polishes a person's abilities and turns inborn qualities into useful character. The Holy Prophet Muhammad (peace be upon him) said, "I have been sent as a teacher", and the first revealed word of the Quran was "Iqra" - "Read". Dar-ul-Arqam in Makkah and Suffa in Madinah were the first centres of teaching and training in Islamic history.

Elements of education

Education is a process made of six elements that work together. Remove one, and the process becomes weak:

- **Student:** the most important element - the whole process revolves around the learner, whose interests, needs and abilities must be kept in view.
- **Teacher:** a guide, director and leader who is copied and imitated by students; the teacher gives knowledge and also builds character.
- **Curriculum:** the planned path of learning - the content and activities organised by the school, like a constitution for the school.
- **Learning:** the change in behaviour that comes through experience.
- **Teaching:** the skill of bringing knowledge to the level of the students, using methods and teaching aids.
- **Society:** education is a social process; society sets the aims, provides the environment, and receives educated citizens in return.

Scope of education - three kinds of change

Education brings three kinds of change in a person:

- **1. Cognitive change:** change in knowledge - facts, concepts, definitions and understanding. It enriches and clarifies what a person knows.
- **2. Affective change:** change in habits and attitudes - tolerance for other viewpoints, appreciation of art and poetry, and acceptance of good values.
- **3. Competence change:** change in skill - the ability to do something well, such as writing neatly, speaking correctly and listening carefully.

Education polishes physical, mental, social, emotional, moral and spiritual abilities in a planned and systematic way, so that the personality becomes complete and balanced.

Functions of education

Education performs three great functions for society:

- **1. Preservation and transmission of culture:** every society passes its culture, values and knowledge to the younger generation so that culture stays alive and grows.
- **2. Fulfilment of the basic needs of the individual:** education trains a person to earn a living, adjust to surroundings and live a useful life.
- **3. Reconstruction of social life:** education improves society by producing better citizens, better ideas and better institutions.

Modes of education

There are three modes through which education reaches a person:

- **Formal education:** organised, planned and structured learning in schools, colleges and universities, with a fixed curriculum, timetable and examinations.
- **Non-formal education:** organised learning outside the regular school system, such as adult literacy classes, evening courses and training programmes.
- **Informal education:** unplanned learning from daily life - from parents, friends, media and experience - with no fixed syllabus or examination.

> **Remember:** Education is a two-way process of teaching and learning. The teacher teaches, the student learns, and both change in the process. The basic aims of education in a Muslim society are to develop the personality of the youth, good manners, a clear concept of the universe, a clear understanding of God, recognition of the self, and complete obedience to God.

Multiple Choice Questions - Chapter 1

Choose the correct answer. (Answers are given in the key at the end of this section.)

1. The Latin word "Educare", from which "education" is derived, means:

A. To lead out
B. To teach from books
C. To bring up, to nourish
D. To write and read

2. According to Socrates, education is the process of:

A. Seeking the truth
B. Reconstruction of experiences
C. Actualisation of the self
D. Suppressing evil

3. "Education is the reconstruction of experiences." This definition was given by:

A. Aristotle
B. Plato
C. Allama Iqbal
D. John Dewey

4. The most important element of education, around which the whole process revolves, is the:

A. Teacher
B. Student
C. Curriculum
D. Society

5. Cognitive change brought by education relates to a change in:

A. Knowledge and understanding
B. Habits and attitudes
C. Physical size
D. Skill of writing

6. Which of the following is a function of education?

A. Building roads and bridges
B. Printing textbooks
C. Collecting taxes
D. Preservation and transmission of culture

7. Learning in a regular school with a fixed curriculum, timetable and examination is called:

A. Informal education
B. Non-formal education
C. Formal education
D. Self-education

8. Adult literacy classes and evening training courses are examples of:

A. Formal education
B. Non-formal education
C. Informal education
D. Technical education

9. Affective change means a change in a person's:

A. Habits and attitudes
B. Knowledge of facts
C. Height and weight
D. Monthly income

10. Allama Iqbal understood education as the:

A. Process of seeking the truth
B. Organisation of a healthy society
C. Process of suppressing evil
D. Actualisation of the self

Answer Key - Chapter 1

Q	1	2	3	4	5	6	7	8	9	10
Answer	C	A	D	B	A	D	C	B	A	D

Short Questions - Chapter 1 (Solved)

1. Define education in the broader sense.

Answer: In the broader sense, education is a life-long process that starts at birth and continues till death. It is not limited to schools; it shapes a person's knowledge, character, habits and behaviour through every experience of life, and it develops the person physically, mentally, socially, morally and spiritually.

2. Name the six elements of education and write one line about each.

Answer: The six elements are: (1) **Student** - the learner, the centre of the process; (2) **Teacher** - the guide who gives knowledge and builds character; (3) **Curriculum** - the planned path of learning; (4) **Learning** - the change in behaviour through experience; (5) **Teaching** - the skill of bringing knowledge to the students' level; (6) **Society** - the environment that sets aims and receives educated citizens.

3. Explain the three kinds of change that education brings in a person.

Answer: Education brings (1) **cognitive change** - a change in knowledge, facts and understanding; (2) **affective change** - a change in habits and attitudes, such as tolerance and appreciation of good values; and (3) **competence change** - a change in skill, such as the ability to write neatly, speak correctly and listen carefully.

4. What is the difference between formal and informal education?

Answer: Formal education is organised learning in schools and colleges with a fixed curriculum, timetable, teachers and examinations. Informal education is unplanned learning from daily life - from parents, friends, media and experience - with no fixed syllabus, teacher or examination.

5. State the three functions of education.

Answer: The three functions are: (1) **preservation and transmission of culture** - passing the values and knowledge of society to the younger generation; (2) **fulfilment of the basic needs of the individual** - training a person to earn a living and adjust to life; and (3) **reconstruction of social life** - improving society through better citizens and better ideas.

Long Questions - Chapter 1 (Solved)

1. "Education is a process of change in the individual." Discuss this statement with reference to the scope of education.

Education is a process of change because it does not leave a person as it finds him. It changes what a person knows, how a person feels and what a person can do. First, it brings **cognitive change**: the learner gains new facts, concepts and understanding, and old ideas become clear and well-organised. Second, it brings **affective change**: habits and attitudes change - a person learns tolerance, respect for other viewpoints, appreciation of art and poetry, and acceptance of good values as part of his own way of life. Third, it brings **competence change**: the learner gains skills, such as neat writing, correct speaking, careful listening and practical work. These three changes together polish the physical, mental, social, emotional, moral and spiritual abilities of a person in a planned and systematic way. That is why education is called a process of change: it turns inborn qualities into a complete, balanced and useful personality.

2. Describe the elements of education and explain the roles of the teacher and the student in the process of education.

Education is made of six elements that work together: the student, the teacher, the curriculum, learning, teaching and society. The **student** is the most important element, because the whole process revolves around the learner. The student's interests, needs, attitudes and abilities must be kept in view, and the student must be trained to become a balanced, productive and peace-loving citizen. The **teacher** is the guide, director and ideal of the students. Students copy and imitate the teacher, so the teacher must be a professionally trained person with mastery of the subject and of teaching skills. The teacher does not only give bookish knowledge; the teacher also guides students in choosing subjects, solving learning problems and building character. The **curriculum** is the planned path of learning, the **learning** is the change in behaviour through experience, the **teaching** is the skill of presenting knowledge at the students' level, and **society** provides the aims and the environment. When the teacher teaches well and the student learns actively, education fulfils its purpose.

Chapter 2 - Aims of Education

Meaning of aims, importance of aims, characteristics of good aims, and the main aims of education

Revision Notes

Aim and objective - the difference

An **aim** is a broad, long-term direction of education. It tells us where education is going, but it is not measured in a single lesson. An **objective** is a narrow, specific and measurable outcome of teaching - what a student should be able to do after one lesson or one unit. Aims are the soul of the education system: they keep the whole system intact, directed and purposeful. Without aims, education becomes a purposeless activity.

Why aims are necessary

- **Aims give direction:** they tell teachers and students what to do and what not to do.
- **Aims avoid wastage:** they keep the process focused, so time, resources and energy are not wasted on useless work.
- **Aims help evaluation:** they give a standard against which the success or failure of teaching can be measured.
- **Aims motivate:** a clear aim gives teachers and students a purpose to work towards.
- **Aims keep the system together:** all parts of the system - curriculum, teaching, examination - work towards the same aims.

Characteristics of good aims

A good aim of education should be: **(1) related to life** - it must serve real human needs; **(2) flexible** - it must be able to change with changing conditions of life; **(3) based on values** - it must rest on the basic values of the society; **(4) achievable** - it must be possible to reach with the available time and resources; **(5) clear and definite** - it must be understood in the same way by all; and **(6) comprehensive** - it must cover the whole personality, not one side of it only.

Main aims of education

- **Individual aim:** the development of the individual's own personality, talents and potential to the fullest.
- **Social aim:** the training of a good citizen who serves society, respects its rules and works for social welfare.
- **Vocational aim:** preparation for earning a livelihood through a useful profession or trade.
- **Cultural aim:** preservation and transmission of the culture, values and traditions of society.
- **Moral and spiritual aim:** character building, good manners, honesty and obedience to God.
- **Intellectual aim:** development of the mind - reasoning, judgement, memory and the love of knowledge.

The individual and social aims must be balanced: a person should develop his own excellence and also serve society. Neither aim alone is enough.

Aims of the system of education in Pakistan

The education system of Pakistan aims at building character on Islamic values, strengthening national unity and integration, and preparing citizens who can serve the economic and social development of the country. Education is expected to produce God-fearing, honest and hardworking citizens, to preserve the cultural heritage of the nation, and to train skilled manpower for every field of national life. These aims link the individual aim with the social aim: the person grows, and the nation grows with him.

Types of education

- **General education:** education for the all-round development of the person - knowledge, character, culture and citizenship. It is for every student, whatever profession he later chooses.
- **Professional education:** education that prepares a person for a specific profession, such as medicine, engineering, law or teaching. It gives specialised knowledge and skill for one field of work.

> **Remember:** An aim is broad and long-term; an objective is specific and measurable. Good aims are related to life, flexible, value-based, achievable, clear and comprehensive. The individual aim develops the person, the social aim develops the citizen, the vocational aim prepares for livelihood, the cultural aim preserves culture, and the moral aim builds character. All of them together make a complete aim of education.

Multiple Choice Questions - Chapter 2

1. An aim in education is best described as a:

A. Broad, long-term direction
B. Short-term lesson target
C. Daily homework task
D. Single test question

2. Which of the following is NOT a characteristic of a good aim?

A. Related to life
B. Flexible
C. Based on values
D. Fixed for all times

3. The aim that stresses the full development of the individual's own personality is the:

A. Social aim
B. Individual aim
C. Vocational aim
D. Cultural aim

4. The vocational aim of education prepares a person for:

A. Social service only
B. Religious life only
C. Earning a livelihood
D. Political activity

5. Aims give direction to education, which is important because aims tell teachers and students:

A. How to increase school fees
B. How to shorten the syllabus
C. How to avoid examinations
D. What to do and what not to do

6. The cultural aim of education is concerned with the:

A. Preservation and transmission of culture
B. Earning of money
C. Physical exercise of students
D. Learning of a trade

7. Which aim stresses character building and moral values?

A. Vocational aim
B. Moral and spiritual aim
C. Social aim
D. Intellectual aim

8. General education is meant for the:

A. Training of doctors only
B. Training of engineers only
C. All-round development of the person
D. Training of teachers only

9. Professional education prepares a person for:

A. General knowledge only
B. Social gatherings
C. Religious duties only
D. A specific profession

10. Aims are called the "soul" of the education system because they:

A. Keep the system intact and directed
B. Are written in textbooks
C. Are set by teachers alone
D. Change every year

Answer Key - Chapter 2

Q	1	2	3	4	5	6	7	8	9	10
Answer	A	D	B	C	D	A	B	C	D	A

Short Questions - Chapter 2 (Solved)

1. What is the difference between an aim and an objective?

Answer: An aim is a broad, long-term direction of education that tells where education is going. An objective is a narrow, specific and measurable outcome of teaching - what a student should be able to do after one lesson or one unit. Aims are general; objectives are particular and testable.

2. Why are aims necessary in education? Give three reasons.

Answer: Aims are necessary because (1) they give direction - they tell teachers and students what to do and what not to do; (2) they avoid wastage - they keep the process focused so time and resources are not wasted; and (3) they help evaluation - they give a standard against which the success or failure of teaching can be measured.

3. What are the characteristics of a good aim?

Answer: A good aim is related to life, flexible enough to change with changing conditions, based on the values of society, achievable with the available resources, clear and definite so that all understand it alike, and comprehensive so that it covers the whole personality.

4. Explain the individual aim and the social aim of education.

Answer: The individual aim stresses the full development of the person's own personality, talents and potential. The social aim stresses the training of a good citizen who serves society, respects its rules and works for social welfare. Both must be balanced: a person should develop his own excellence and also serve society.

5. What is the difference between general education and professional education?

Answer: General education is for the all-round development of the person - knowledge, character, culture and citizenship - and it is for every student. Professional education prepares a person for one specific profession, such as medicine, engineering, law or teaching, by giving specialised knowledge and skill for that field.

Long Questions - Chapter 2 (Solved)

1. Discuss the importance of aims in education.

Aims are the soul of the education system, and without them education becomes a purposeless activity. First, aims **give direction**: they tell teachers and students what to do and what not to do, so every part of the system moves towards one goal. Second, aims **avoid wastage**: they keep teaching and learning focused, so time, money and energy are not spent on useless work. Third, aims **help evaluation**: they provide a standard against which the success or failure of teaching, curriculum and examination can be judged. Fourth, aims **motivate**: a clear aim gives teachers and students a purpose, and people work harder when they know what they are working for. Finally, aims **keep the system together**: the curriculum, the teaching methods and the examinations all work towards the same aims. In short, aims turn education from a random activity into a planned, purposeful and organised process.

2. Describe the main aims of education - individual, social, vocational, cultural and moral - and explain how they work together.

The main aims of education cover the whole personality. The **individual aim** develops the person's own talents, interests and potential to the fullest, so that he becomes the best version of himself. The **social aim** trains him to be a good citizen who respects the rules of society, serves others and works for social welfare. The **vocational aim** prepares him to earn an honest livelihood through a useful profession or trade, so that he becomes economically independent. The **cultural aim** preserves and transmits the culture, values and traditions of society to the younger generation, so that the nation keeps its identity. The **moral and spiritual aim** builds character - honesty, truthfulness, good manners and obedience to God. These aims do not work against each other; they work together. A person who develops his talents (individual aim) earns a living (vocational aim), serves society (social aim), keeps his culture alive (cultural aim) and lives an honest life (moral aim). That is why a good system of education keeps all these aims in balance instead of following only one of them.

Chapter 3 - Foundations of Education

Ideological, philosophical, psychological, social and economic foundations of education

Revision Notes

Ideological foundations - the Islamic concept of education

Every system of education stands on an ideology - a set of beliefs about life, man and society. In Islam, education holds a central place: the first revealed word of the Quran was **"Iqra"** - "Read". Seeking knowledge is a duty of every Muslim man and woman, and the teacher holds a high rank, because the Holy Prophet Muhammad (peace be upon him) said, "I have been sent as a teacher." In Islamic thought, the **sources of knowledge** are revelation (Wahi), reason (Aql), the senses, and experience. The basic aims of education in a Muslim society are to develop the personality of the youth, good manners, a clear concept of the universe, a clear understanding of God, recognition of the self, and complete obedience to God as His caliph on earth.

Philosophical foundations of education

The word "philosophy" comes from the Greek words **"philo"** (love) and **"sophia"** (wisdom) - philosophy is the love of wisdom. Its scope covers the study of reality, knowledge and values: what is true, what is good, and what is beautiful. Philosophy and education are closely related: **philosophy sets the aims** of education, and **education puts those aims into practice**. Philosophy contributes to education in four ways: it decides the aims, it guides the selection of the curriculum, it shapes the methods of teaching, and it helps in evaluating whether education has achieved its purpose.

Psychological foundations of education

Educational psychology is the branch of psychology that studies the learner and the process of learning in schools. Psychology and education are deeply connected: education deals with the learner, and psychology explains how the learner grows, learns and behaves. Psychology contributes to education by helping the teacher to understand **individual differences** among students, the stages of growth and development, the laws and theories of learning, the role of motivation and interest, and the methods of guidance. A teacher who knows psychology can teach each child according to his ability and stage.

Social foundations of education

Education is a social process: society creates schools, and schools serve society. The **role of the school in society** is to preserve and transmit culture, to train citizens, to prepare skilled workers, and to bring healthy social change. Society influences education by setting its aims, values and curriculum; education influences society by producing better citizens, new ideas and better institutions. This is why the social foundations of education study the relationship between the school and the community it serves.

Economic foundations of education

Economics and education are also related. Education is an **investment in human beings**: money spent on education returns to society in the form of skilled manpower, higher production and national progress. The benefits of education are of two kinds. **Social benefits:** better health, responsible citizenship, lower crime, national unity and social harmony. **Economic benefits:** trained workers, higher incomes, better use of resources and faster economic development. That is why nations that spend wisely on education grow faster than nations that neglect it.

> **Remember:** The foundations of education are five: ideological (Islamic concept, sources of knowledge), philosophical (philosophy sets aims, education practises them), psychological (understanding the learner and learning), social (role of school in society) and economic (education as investment, social and economic benefits). A teacher must know all five to understand why education is planned the way it is.

Multiple Choice Questions - Chapter 3

1. The word "philosophy" means the love of:

A. Knowledge
B. Books
C. Teaching
D. Wisdom

2. The first revealed word of the Quran was:

A. Ilm
B. Iqra (Read)
C. Noor
D. Huda

3. In Islamic thought, one of the sources of knowledge is:

A. Revelation
B. Guesswork
C. Dreams only
D. Wealth

4. Philosophy helps education mainly by:

A. Building school buildings
B. Printing textbooks
C. Setting its aims
D. Paying the teachers

5. Educational psychology is the study of:

A. The history of schools
B. The learner and the learning process
C. School buildings
D. Examination papers

6. Psychology helps the teacher to understand:

A. Only the syllabus
B. Only the timetable
C. School funds
D. Individual differences among learners

7. The school serves society mainly by:

A. Preserving and transmitting culture
B. Holding examinations only
C. Collecting taxes
D. Making laws

8. Education benefits the economy because it:

A. Increases the price of books
B. Closes small schools
C. Produces skilled manpower
D. Shortens the working day

9. Which of the following is a social benefit of education?

A. Higher national income only
B. Better health and responsible citizenship
C. More school buildings
D. Longer school holidays

10. The relationship between philosophy and education is that:

A. Philosophy sets aims and education puts them into practice
B. They have no connection with each other
C. Philosophy is a part of physics
D. Education replaces philosophy

Answer Key - Chapter 3

Q	1	2	3	4	5	6	7	8	9	10
Answer	D	B	A	C	B	D	A	C	B	A

Short Questions - Chapter 3 (Solved)

1. What is the Islamic concept of education?

Answer: In Islam, education holds a central place: the first revealed word of the Quran was "Iqra" (Read), and seeking knowledge is a duty of every Muslim. The sources of knowledge in Islamic thought are revelation, reason, the senses and experience. Education aims at developing the personality, good manners, a clear understanding of God and the universe, and complete obedience to God.

2. What is the meaning and scope of philosophy?

Answer: Philosophy comes from the Greek words "philo" (love) and "sophia" (wisdom), so it means the love of wisdom. Its scope covers the study of reality, knowledge and values - what is true, what is good and what is beautiful. Philosophy studies the basic questions of life, man, society and the universe.

3. How does philosophy contribute to education?

Answer: Philosophy contributes to education in four ways: it decides the aims of education, it guides the selection of the curriculum, it shapes the methods of teaching, and it helps in evaluating whether education has achieved its purpose. In short, philosophy sets the aims and education puts them into practice.

4. What is educational psychology, and how does it help the teacher?

Answer: Educational psychology is the branch of psychology that studies the learner and the process of learning in schools. It helps the teacher to understand individual differences among students, the stages of growth and development, the laws and theories of learning, and the role of motivation and interest, so that the teacher can teach each child according to his ability and stage.

5. Explain the economic foundations of education.

Answer: Education is an investment in human beings: money spent on education returns to society as skilled manpower, higher production and national progress. Its social benefits include better health, responsible citizenship and national unity; its economic benefits include trained workers, higher incomes and better use of resources. Nations that spend wisely on education grow faster than nations that neglect it.

Long Questions - Chapter 3 (Solved)

1. Describe the foundations of education - ideological, philosophical, psychological, social and economic - and explain the contribution of each.

Education stands on five foundations. The **ideological foundation** gives education its beliefs and values: in Islam, education is a duty, knowledge comes from revelation, reason, senses and experience, and its aim is to build a God-fearing and useful person. The **philosophical foundation** gives education its aims and direction: philosophy studies truth, goodness and beauty, and it decides what education should aim at, what should be taught, and how success should be judged. The **psychological foundation** explains the learner: educational psychology studies growth, learning, motivation and individual differences, so that teaching can match the child's ability and stage. The **social foundation** explains the role of the school in society: the school preserves culture, trains citizens and brings social change, while society sets the aims and values of education. The **economic foundation** treats education as an investment: it produces skilled manpower and brings social and economic benefits to the nation. All five foundations work together - remove one, and our understanding of education becomes incomplete.

2. Discuss the Islamic foundations of education: the importance of education in Islam, the sources of knowledge, and the place of the teacher.

Islam gives education the highest importance. The first revealed word of the Quran was "Iqra" - "Read" - and seeking knowledge is declared a duty of every Muslim man and woman. The Holy Prophet Muhammad (peace be upon him) said, "I have been sent as a teacher", and the earliest centres of teaching in Islamic history were Dar-ul-Arqam in Makkah and Suffa in Madinah. In Islamic thought, knowledge comes from four sources: **revelation** (the Quran and Sunnah), **reason** (the intellect that God gave man), **the senses** (observation of the world), and **experience** (learning from life). The teacher holds a high rank in Islam, because the teacher guides the student towards truth and goodness, and students are taught to respect and follow their teachers. The aims of education in a Muslim society are to develop the personality of the youth, good manners, a clear concept of the universe, a clear understanding of God, recognition of the self, and complete obedience to God. In this way, Islamic education joins knowledge with character: a person must know what is right and also live by it.

Chapter 4 - Human Growth and Development

Meaning of growth and development, principles, factors, stages and individual differences

Revision Notes

Growth and development - the difference

Growth means a quantitative increase in the size of the body or its parts - height, weight and size. It can be measured, and it stops when maturity is reached. **Development** means a qualitative, orderly and progressive change in the abilities and behaviour of a person - physical, mental, emotional and social. Development continues throughout life, from birth to old age. Growth is a part of development, but development is wider than growth: a child grows in size and also develops in thinking, feeling and social behaviour.

Principles of development

- **Development is continuous:** it goes on without stopping, though its speed changes at different ages.
- **Development follows an orderly sequence:** it happens in a fixed order - for example, a child sits, then stands, then walks.
- **Development proceeds from general to specific:** the child first makes general movements, then learns fine, specific skills.
- **Development happens at different rates:** different children develop at different speeds, and different abilities develop at different speeds in the same child.
- **Development is predictable:** because it follows a sequence, teachers and parents can expect what comes next and prepare for it.
- **Development shows individual differences:** no two children develop in exactly the same way.

Factors affecting growth and development

Two great factors work together. **Heredity** is what the child receives from parents through genes - the basic structure of the body, intelligence, temperament and some talents. **Environment** is everything around the child - food, health, home, school, friends and society - which shapes how the inherited qualities grow. Neither factor works alone: heredity sets the limits, and environment decides how far within those limits the child will reach. Good food, good health, a loving home and a good school help the child to develop fully.

Stages of development

- **Infancy (birth to 2 years):** rapid physical growth; the child learns to sit, stand, walk and speak first words; the child depends fully on adults.
- **Childhood (2 to 12 years):** the child learns language, reading, writing and social behaviour; thinking becomes logical; friendships and school life begin.
- **Adolescence (about 12 to 18 years):** rapid physical change, strong emotions, search for identity and independence; the child becomes able to think abstractly and to take responsibility.
- **Adulthood and old age:** development continues - the adult works, raises a family and serves society; in old age, physical powers decline but wisdom and experience grow.

Individual differences

No two children are alike. Individual differences are of many types: **physical** (height, weight, health), **mental** (intelligence, memory, learning speed), **emotional** (temper, mood, feelings), **attitude** (interests, likes and dislikes), **social and economic** (family background, wealth, status), and **miscellaneous** (special talents, disabilities). Teachers and parents have clear responsibilities: in the case of physical differences, they should care for health and avoid shaming a child; in mental differences, they should teach according to each child's ability and give extra help to slow learners; in emotional differences, they should be patient and kind; and in social and economic differences, they should treat every child with equal respect.

> **Remember:** Growth is measurable increase in size; development is orderly, progressive change in abilities. Development is continuous, follows a sequence, goes from general to specific, happens at different rates, and is predictable. Heredity and environment both shape development. The stages are infancy, childhood, adolescence, adulthood and old age. Individual differences are physical, mental, emotional, attitude, social-economic and miscellaneous - and the teacher must respect them.

Multiple Choice Questions - Chapter 4

1. Growth means a:

A. Qualitative change in abilities
B. Quantitative increase in size
C. Change in attitudes
D. Change in interests

2. Development is best described as:

A. Only physical growth
B. Increase in weight only
C. Orderly, progressive change in abilities
D. A sudden event in life

3. Which principle states that development happens in a fixed order?

A. Development is continuous
B. Development is sudden
C. Development stops at 18
D. Development follows a sequence

4. The two main factors of growth and development are:

A. Heredity and environment
B. School and books
C. Food and sleep
D. Teachers and friends

5. Heredity means the qualities that a child receives:

A. At school from teachers
B. From the climate
C. From parents through genes
D. From friends

6. Individual differences mean that:

A. All children are alike
B. Children differ in abilities and traits
C. Only boys differ from each other
D. Differences disappear at school

7. Adolescence is the stage of about:

A. Birth to 2 years
B. 2 to 12 years
C. 18 to 40 years
D. 12 to 18 years

8. A good teacher deals with individual differences by:

A. Teaching each child according to his ability
B. Ignoring the weak students
C. Giving the same task to every child
D. Punishing slow learners

9. Emotional differences among children relate to their:

A. Height and weight
B. Marks in examinations
C. Feelings, temper and mood
D. Family income

10. Which of the following is a principle of development?

A. Development is the same in all children
B. Development proceeds from general to specific
C. Development is not predictable
D. Development has no stages

Answer Key - Chapter 4

Q	1	2	3	4	5	6	7	8	9	10
Answer	B	C	D	A	C	B	D	A	C	B

Short Questions - Chapter 4 (Solved)

1. What is the difference between growth and development?

Answer: Growth is a quantitative increase in the size of the body or its parts, such as height and weight; it can be measured and it stops at maturity. Development is a qualitative, orderly and progressive change in a person's abilities and behaviour - physical, mental, emotional and social - and it continues throughout life. Growth is a part of development, but development is wider than growth.

2. State four principles of development.

Answer: (1) Development is continuous - it goes on without stopping. (2) Development follows an orderly sequence - it happens in a fixed order. (3) Development proceeds from general to specific - the child first makes general movements, then learns fine skills. (4) Development happens at different rates - different children develop at different speeds.

3. How do heredity and environment affect growth and development?

Answer: Heredity is what the child receives from parents through genes - body structure, intelligence, temperament and some talents. Environment is everything around the child - food, health, home, school and society. Heredity sets the limits, and environment decides how far within those limits the child will reach; good food, health, a loving home and a good school help the child to develop fully.

4. What are individual differences? Name their main types.

Answer: Individual differences mean that no two children are alike in abilities and traits. Their main types are physical differences (height, weight, health), mental differences (intelligence, memory, learning speed), emotional differences (temper, mood), attitude differences (interests and likes), social and economic differences (family background and wealth), and miscellaneous differences (special talents or disabilities).

5. What should teachers and parents do in the case of mental differences among children?

Answer: In the case of mental differences, teachers and parents should teach each child according to his ability, give extra help and more time to slow learners, give challenging work to bright children, and never shame a child for learning slowly. Every child should be encouraged to progress at his own speed.

Long Questions - Chapter 4 (Solved)

1. Explain the meaning of growth and development and describe the principles of development.

Growth and development are related but different. **Growth** is a quantitative increase in size - height, weight and the size of body parts. It can be measured in numbers, and it stops when the body reaches maturity. **Development** is a qualitative, orderly and progressive change in the abilities and behaviour of a person - physical, mental, emotional and social. It begins at birth and continues throughout life. Development follows certain **principles**. First, it is **continuous**: it goes on without stopping, though its speed changes with age. Second, it follows an **orderly sequence**: a child sits, then stands, then walks, and learning follows the same order. Third, it proceeds from **general to specific**: the child first makes general movements and later learns fine, specific skills. Fourth, it happens at **different rates**: different children develop at different speeds, and different abilities develop at different speeds in the same child. Fifth, it is **predictable**: because it follows a sequence, teachers and parents can expect what comes next and prepare for it. Sixth, it shows **individual differences**: no two children develop in exactly the same way. A teacher who knows these principles can plan teaching that matches the stage and speed of each child.

2. Describe the stages of human development and the responsibilities of teachers and parents in dealing with individual differences.

Human development passes through four main stages. **Infancy (birth to 2 years)** is the stage of rapid physical growth: the child learns to sit, stand, walk and speak first words, and depends fully on adults. **Childhood (2 to 12 years)** is the stage of learning language, reading, writing and social behaviour: thinking becomes logical, friendships form, and school life begins. **Adolescence (about 12 to 18 years)** brings rapid physical change, strong emotions, a search for identity and independence, and the ability to think abstractly. **Adulthood and old age** follow: the adult works, raises a family and serves society, and in old age physical powers decline while wisdom and experience grow. In every stage, children differ from one another - physically, mentally, emotionally and socially - and teachers and parents have clear responsibilities. In physical differences, they should care for health and never shame a child. In mental differences, they should teach according to each child's ability and give extra help to slow learners. In emotional differences, they should be patient, kind and understanding. In social and economic differences, they should treat every child with equal respect, so that no child feels small because of his family background.

Chapter 5 - Learning

Meaning of learning, methods, laws, conditions and theories of learning

Revision Notes

Meaning of learning

Learning is a relatively permanent change in behaviour that comes through experience. When a child touches a hot pot, his hand burns, and in future he becomes cautious - that change is learning. Learning is different from growth: growth is a natural increase in size, while learning comes from experience, practice and training. A temporary change - such as a change caused by tiredness or illness - is not learning, because it does not last.

Methods of learning

- **Learning by doing:** the learner learns best by performing the task himself, not by only watching or hearing about it.
- **Learning by observation and imitation:** the learner watches others - parents, teachers, friends - and copies their behaviour.
- **Learning by trial and error:** the learner tries different ways, makes mistakes, and keeps the way that works.
- **Learning by reading and discussion:** the learner gains knowledge from books, lectures and discussion with others.
- **Learning by practice:** repeated practice fixes learning in the memory and turns it into a skill.

Laws of learning (Thorndike)

The psychologist Thorndike gave three main laws of learning:

- **1. Law of readiness:** learning is effective when the learner is mentally and physically ready and willing to learn. Forcing an unready child to learn produces poor results.
- **2. Law of exercise (practice):** learning is strengthened by practice and repetition, and weakened when practice stops. "Practice makes perfect."
- **3. Law of effect:** learning is strengthened when it is followed by satisfaction or reward, and weakened when it is followed by annoyance or punishment.

Conditions of learning

Learning depends on **internal conditions** - motivation, interest, attention, maturity, health and previous knowledge - and on **external conditions** - a good learning environment, a skilled teacher, suitable teaching methods, teaching aids, rewards and encouragement. When both sets of conditions are favourable, learning is fast and lasting.

Theories of learning

- **1. Trial and error (Thorndike):** the learner tries many responses to a problem, keeps the successful ones and drops the failures. A cat in a puzzle box learns to press the lever by repeated trials.
- **2. Classical conditioning (Pavlov):** learning by association. Pavlov's dog learned to salivate at the sound of a bell, because the bell had always been paired with food. A neutral stimulus becomes able to produce a response.
- **3. Operant conditioning (Skinner):** learning by consequences. Behaviour that is followed by reinforcement (a reward) becomes stronger and is repeated; behaviour that is punished becomes weaker.
- **4. Insight learning (Gestalt psychologists, Kohler):** learning by sudden understanding. The learner sees the whole problem clearly and the solution comes in a flash, without blind trial and error.
- **5. Observational learning (Bandura):** learning by watching a model and imitating him. Children learn language, manners and skills largely by observing parents and teachers.

> **Remember:** Learning is a relatively permanent change in behaviour through experience. Thorndike's laws are readiness, exercise and effect. The main theories are trial and error (Thorndike), classical conditioning (Pavlov), operant conditioning (Skinner), insight (Gestalt/Kohler) and observational learning (Bandura). Learning is also transferred: what is learned in one situation is used in a new situation - for example, skill in one language helps in learning another.

Multiple Choice Questions - Chapter 5

1. Learning is best defined as a:

A. Increase in height
B. Way of getting good marks
C. Habit of memorising a lesson
D. Relatively permanent change in behaviour due to experience

2. Thorndike's law of readiness states that learning is effective when the learner is:

A. Ready and willing to learn
B. Strictly punished
C. Given a new book
D. Placed in a large class

3. The law of exercise emphasises the role of:

A. Rest
B. Punishment
C. Practice and repetition
D. Reading only

4. The law of effect says that learning is strengthened when it is followed by:

A. Punishment
B. Satisfaction or reward
C. Silence
D. Repetition alone

5. Pavlov's experiment with dogs is the classic example of:

A. Trial and error
B. Insight learning
C. Observation only
D. Classical conditioning

6. In operant conditioning, a behaviour becomes stronger when it is followed by:

A. Insight
B. Punishment only
C. Reinforcement
D. Imitation only

7. Insight learning means learning by:

A. Sudden understanding of the whole problem
B. Memorising the answer
C. Punishment
D. Copying others

8. Learning by watching and imitating others is called:

A. Conditioning
B. Observational learning
C. Trial and error
D. Insight learning

9. Which of the following is an internal condition of learning?

A. Classroom light
B. Teaching method
C. Timetable
D. Motivation and interest

10. Transfer of learning means:

A. Changing from one school to another
B. Forgetting old lessons
C. Using learning from one situation in a new situation
D. Copying homework

Answer Key - Chapter 5

Q	1	2	3	4	5	6	7	8	9	10
Answer	D	A	C	B	D	C	A	B	D	C

Short Questions - Chapter 5 (Solved)

1. Define learning.

Answer: Learning is a relatively permanent change in behaviour that comes through experience. For example, a child who touches a hot pot becomes cautious in future - that lasting change is learning. A temporary change caused by tiredness or illness is not learning, because it does not last.

2. State Thorndike's three laws of learning.

Answer: (1) **Law of readiness:** learning is effective when the learner is ready and willing to learn. (2) **Law of exercise:** learning is strengthened by practice and repetition. (3) **Law of effect:** learning is strengthened when it is followed by satisfaction or reward, and weakened when followed by annoyance.

3. What is classical conditioning? Explain it with Pavlov's example.

Answer: Classical conditioning is learning by association: a neutral stimulus becomes able to produce a response when it is repeatedly paired with a natural stimulus. Pavlov's dog learned to salivate at the sound of a bell, because the bell had always been rung just before food was given. After training, the bell alone produced saliva.

4. What is the difference between classical and operant conditioning?

Answer: In classical conditioning (Pavlov), learning happens by association: a neutral stimulus is paired with a natural stimulus until it produces the response by itself. In operant conditioning (Skinner), learning happens by consequences: a behaviour that is followed by reinforcement becomes stronger and is repeated, while a behaviour that is punished becomes weaker.

5. What are the conditions of learning?

Answer: The conditions of learning are of two kinds. **Internal conditions** are inside the learner: motivation, interest, attention, maturity, health and previous knowledge. **External conditions** are outside the learner: a good learning environment, a skilled teacher, suitable teaching methods, teaching aids, rewards and encouragement. When both are favourable, learning is fast and lasting.

Long Questions - Chapter 5 (Solved)

1. Describe the methods of learning.

There are five main methods of learning. **Learning by doing** is the best method: the learner performs the task himself instead of only watching or hearing about it, so the learning becomes real and lasting. **Learning by observation and imitation** happens when the learner watches parents, teachers and friends and copies their behaviour - children learn language and manners largely in this way. **Learning by trial and error** happens when the learner tries different ways of solving a problem, makes mistakes, and keeps the way that works. **Learning by reading and discussion** comes from books, lectures and discussion with others, which give organised knowledge. **Learning by practice** fixes learning in the memory: repeated practice turns knowledge into skill, which is why teachers ask students to revise and practise again and again. A wise teacher uses all five methods together, choosing the method that suits the lesson and the learner.

2. Explain the main theories of learning: trial and error, classical conditioning, operant conditioning and insight learning.

Trial and error (Thorndike): the learner faces a problem and tries many responses. Wrong responses are dropped and the successful response is kept, so learning improves with each trial. A cat in a puzzle box learns to press the lever by repeated trials. **Classical conditioning (Pavlov):** learning by association. A neutral stimulus, such as the sound of a bell, is repeatedly paired with a natural stimulus, such as food, until the neutral stimulus alone produces the response - Pavlov's dog salivated at the bell alone. **Operant conditioning (Skinner):** learning by consequences. A behaviour followed by reinforcement (a reward) becomes stronger and is repeated, while a behaviour followed by punishment becomes weaker. Teachers use praise and rewards on this principle. **Insight learning (Gestalt psychologists, Kohler):** learning by sudden understanding. The learner sees the whole problem clearly and the solution comes in a flash, without blind trial and error - as when a person suddenly sees how to solve a puzzle. Each theory explains one part of learning; together they give a complete picture of how human beings learn.

Chapter 6 - Society, Community and Education

Society and community, social functions of education, and the role of the school

Revision Notes

Society and community

Society is a group of people who live together in a territory, share a common culture, and interact with one another according to accepted rules. **Community** is a smaller group within a society - people who share a locality, an interest or a way of life, such as a village, a neighbourhood or a professional group. A society contains many communities, and a community is a part of society. Education is a social process: it is created by society, and it serves society.

Social functions of education

- **Socialisation:** education teaches the child the ways, values, manners and rules of his society, so that he becomes an acceptable member of it.
- **Transmission of culture:** education passes the culture, traditions, language and knowledge of society to the younger generation.
- **Social control:** education teaches respect for laws, rules and the rights of others, keeping behaviour within accepted limits.
- **Social change:** education produces new ideas, new knowledge and new leaders, so society improves instead of staying still.
- **National unity:** education develops common values, mutual respect and love for the country, binding different groups into one nation.
- **Social mobility:** education gives a person the chance to rise in social status through learning and hard work, whatever his family background.

Interrelationship of society and education

Society and education influence each other in both directions. **Society influences education** by setting its aims and values, by deciding what should be taught, and by providing schools, teachers and funds. **Education influences society** by producing educated citizens, new knowledge, skilled workers and better ideas, which change society for the better. When society changes, its education must change too; and when education improves, society improves with it. Neither can grow without the other.

Role of education in the development of the individual and society

For the **individual**, education develops knowledge, character, skills and confidence, so that a person can earn a living, adjust to life and live a useful, happy life. For **society**, education produces good citizens, skilled manpower, national unity and social progress. The individual grows through education, and society grows through educated individuals - the two developments are one process, not two separate processes.

Functions of the school towards society

- **Preserving culture:** the school keeps the values, language and traditions of society alive.
- **Training citizens:** the school teaches rights, duties, laws and democratic behaviour.
- **Providing skilled manpower:** the school trains workers, technicians and professionals for every field.
- **Promoting social mobility:** the school gives every child, rich or poor, a fair chance to rise by merit.
- **Spreading knowledge:** the school is a centre of learning and research for the whole community.

> **Remember:** Society is the larger group sharing a culture; community is a smaller group within it. The social functions of education are socialisation, transmission of culture, social control, social change, national unity and social mobility. Society shapes education, and education shapes society. The school serves society by preserving culture, training citizens, providing skilled manpower and giving every child a fair chance.

Multiple Choice Questions - Chapter 6

1. A society is a group of people who:

A. Live together with a common culture and interaction
B. Form one family only
C. Work in one school building
D. Sit in a government office

2. A community is best described as:

A. The whole country
B. A single person
C. A smaller group within society sharing a locality or interest
D. A textbook

3. The process by which a child learns the ways of his society is called:

A. Conditioning
B. Socialisation
C. Guidance
D. Examination

4. One social function of education is the:

A. Printing of books
B. Building of roads
C. Collection of fees
D. Transmission of culture

5. Education brings social change by:

A. Producing new ideas and better citizens
B. Keeping old ideas unchanged
C. Closing schools
D. Increasing holidays

6. Society influences education by:

A. Writing examinations only
B. Paying for buildings only
C. Setting its aims and values
D. Choosing teachers' clothes

7. A function of the school towards society is to:

A. Make laws
B. Collect taxes
C. Run shops
D. Train citizens

8. National unity is strengthened by education because it develops:

A. One language only
B. Common values and mutual respect
C. Separate communities
D. More competition

9. Social mobility through education means that a person can:

A. Rise in social status through learning
B. Move from one place to another
C. Change schools easily
D. Travel abroad

10. The interrelationship of society and education means that:

A. Society controls education fully
B. Education has no effect on society
C. Education shapes society and society shapes education
D. Schools are separate from society

Answer Key - Chapter 6

Q	1	2	3	4	5	6	7	8	9	10
Answer	A	C	B	D	A	C	D	B	A	C

Short Questions - Chapter 6 (Solved)

1. What is the difference between society and community?

Answer: Society is a large group of people who live together in a territory, share a common culture and interact according to accepted rules. Community is a smaller group within a society - people who share a locality, an interest or a way of life, such as a village or a neighbourhood. A society contains many communities.

2. What is socialisation, and what is the role of education in it?

Answer: Socialisation is the process by which a child learns the ways, values, manners and rules of his society and becomes an acceptable member of it. Education plays the main role in socialisation: the school, the teacher and the curriculum teach the child how to live, work and behave with others in society.

3. State four social functions of education.

Answer: Four social functions of education are: (1) **socialisation** - teaching the child the ways of society; (2) **transmission of culture** - passing culture and knowledge to the younger generation; (3) **social control** - teaching respect for laws and the rights of others; and (4) **social change** - producing new ideas and leaders who improve society.

4. How does society influence education?

Answer: Society influences education by setting its aims and values, by deciding what should be taught in the curriculum, and by providing schools, teachers and funds. When society changes, its education must change too, because education serves the needs of the society that creates it.

5. What are the functions of the school towards society?

Answer: The school serves society by preserving its culture, training good citizens, providing skilled manpower for every field, promoting social mobility by giving every child a fair chance to rise by merit, and spreading knowledge as a centre of learning and research for the whole community.

Long Questions - Chapter 6 (Solved)

1. Describe the social functions of education.

Education performs six great social functions. First, **socialisation**: it teaches the child the ways, values, manners and rules of his society, so that he becomes an acceptable member of it. Second, **transmission of culture**: it passes the language, traditions, knowledge and values of society to the younger generation, so that culture stays alive and grows. Third, **social control**: it teaches respect for laws, rules and the rights of others, keeping behaviour within accepted limits. Fourth, **social change**: it produces new ideas, new knowledge and new leaders, so that society improves instead of staying still. Fifth, **national unity**: it develops common values, mutual respect and love for the country, binding different groups into one nation. Sixth, **social mobility**: it gives every person, whatever his family background, the chance to rise in social status through learning and hard work. Through these functions, education makes the individual useful to society and makes society better for the individual.

2. Explain the interrelationship between society and education and the role of education in the development of the individual and society.

Society and education influence each other in both directions, like two sides of one coin. **Society influences education** by setting its aims and values, by deciding what should be taught, and by providing schools, teachers and funds. When society changes - in its needs, its technology or its values - its education must change too. **Education influences society** by producing educated citizens, new knowledge, skilled workers and better ideas, which change society for the better. For the **individual**, education develops knowledge, character, skills and confidence, so that a person can earn a living, adjust to life and live a useful, happy life. For **society**, education produces good citizens, national unity, skilled manpower and social progress. The individual grows through education, and society grows through educated individuals. That is why the development of the individual and the development of society are one process, not two separate processes: neither can grow without the other.

Chapter 7 - Guidance and Counseling

Meaning of guidance and counseling, their needs, forms and methods

Revision Notes

Meaning of guidance

Guidance is the help given to a person so that he can make wise choices, solve his problems and adjust well to life. It is not ordering or forcing: the guide shows the way, and the person himself chooses. Guidance covers the whole life of a student - his studies, his career and his personal problems.

Difference between guidance and education

Education gives knowledge and instruction; guidance helps the individual to use that knowledge well. Education teaches a subject, while guidance helps the student to choose the right subject, to study it in the right way, and to plan his future. Education is for all students together; guidance is for the individual and his own problems. In short, education builds knowledge, and guidance builds the wise use of knowledge.

Needs of educational guidance

Educational guidance is needed because students face many problems in their studies: choosing the right subjects, forming good study habits, removing the fear of examinations, adjusting to school life, and planning for the future. Without guidance, a student may choose the wrong subjects, waste his talent, or lose interest in studies. Guidance is needed at every stage, from the choice of subjects to the choice of a career.

Role of guidance in schools

Guidance in schools helps students to know their own abilities and interests, to choose subjects and careers that suit them, to improve their study habits, to adjust to teachers and classmates, and to solve personal and emotional problems. A school with a good guidance service produces happier, more successful and better-adjusted students.

Forms of guidance

- **Educational guidance:** help in studies - choice of subjects, study habits, examinations and school adjustment.
- **Vocational guidance:** help in choosing a career that suits the student's abilities, interests and the needs of society.
- **Personal (and social) guidance:** help in personal, emotional and social problems, such as shyness, fear, bad company and family problems.

Counseling - meaning and difference from guidance

Counseling is face-to-face personal help given to one person at a time, usually when he faces a serious problem. It is a part of guidance, but it is deeper and more personal: guidance is broad and covers many students, while counseling is one-to-one and deals with the feelings and problems of a single person. The counselor listens, understands, and helps the person to find his own solution.

Importance of counseling in schools

Counseling is important because many students carry hidden problems - fear of failure, family tension, bad company, low confidence - that no lesson can remove. A counselor gives such students a safe person to talk to, helps them to understand their own problem, and guides them towards a solution. Counseling reduces dropout, improves results, and builds confident, well-adjusted students.

Methods of counseling

- **Directive counseling (counselor-centred):** the counselor takes the leading role, studies the problem, and gives direct advice and a plan of action. It is quick and useful when the student cannot decide for himself.
- **Non-directive counseling (client-centred, Carl Rogers):** the counselor takes a back seat, listens with respect, and lets the student find his own solution. It builds self-confidence and independence.
- **Eclectic counseling:** the counselor uses the best parts of both methods, choosing the method that suits the student and the problem. It is the most practical method in schools.

> **Remember:** Guidance is help in making wise choices; counseling is face-to-face personal help and is a part of guidance. Education gives knowledge, guidance helps the individual to use it. The forms of guidance are educational, vocational and personal. The methods of counseling are directive (counselor-centred), non-directive (client-centred, Carl Rogers) and eclectic (a mix of both).

Multiple Choice Questions - Chapter 7

1. Guidance means the help given to a person so that he can:

A. Follow orders blindly
B. Learn a lesson by heart
C. Make wise choices and adjust well to life
D. Pass an examination

2. Counseling is best described as:

A. The same as classroom teaching
B. A type of punishment
C. A school rule
D. Face-to-face personal help, a part of guidance

3. The main difference between guidance and education is that:

A. Education gives knowledge, guidance helps the individual to use it well
B. Guidance is a kind of punishment
C. Guidance is only for weak students
D. Education is only for children

4. Educational guidance is needed mainly for:

A. Building school rooms
B. Choosing subjects and forming good study habits
C. Printing textbooks
D. Paying school fees

5. Vocational guidance helps a student to:

A. Pass one test
B. Learn one chapter
C. Choose a career
D. Join a club

6. Personal guidance deals with the student's:

A. Personal and emotional problems
B. School buildings
C. Timetable
D. Syllabus

7. Counseling is important in schools because it:

A. Increases school fees
B. Shortens the syllabus
C. Removes examinations
D. Helps students solve personal problems and adjust

8. In directive counseling, the counselor:

A. Stays silent throughout
B. Takes the leading role and gives advice
C. Asks the student to decide everything
D. Refuses to help the student

9. Non-directive (client-centred) counseling was developed by:

A. Pavlov
B. Thorndike
C. Carl Rogers
D. Skinner

10. Eclectic counseling means that the counselor:

A. Uses the best parts of different methods
B. Uses only one method always
C. Gives no advice at all
D. Works only with groups

Answer Key - Chapter 7

Q	1	2	3	4	5	6	7	8	9	10
Answer	C	D	A	B	C	A	D	B	C	A

Short Questions - Chapter 7 (Solved)

1. Define guidance.

Answer: Guidance is the help given to a person so that he can make wise choices, solve his problems and adjust well to life. It is not ordering or forcing: the guide shows the way, and the person himself chooses. Guidance covers the student's studies, career and personal problems.

2. What is the difference between guidance and counseling?

Answer: Guidance is broad help given to many students in making choices about studies, careers and life. Counseling is face-to-face personal help given to one person at a time, usually for a serious problem. Counseling is a part of guidance, but it is deeper and more personal than guidance.

3. What is the difference between guidance and education?

Answer: Education gives knowledge and instruction, while guidance helps the individual to use that knowledge well. Education teaches a subject; guidance helps the student to choose the right subject, to study it in the right way, and to plan his future. Education is for all students together; guidance is for the individual and his own problems.

4. What are the forms of guidance?

Answer: The forms of guidance are: (1) **educational guidance** - help in studies, choice of subjects, study habits and school adjustment; (2) **vocational guidance** - help in choosing a career that suits the student's abilities and interests; and (3) **personal guidance** - help in personal, emotional and social problems.

5. Why is counseling important in schools?

Answer: Counseling is important because many students carry hidden problems - fear of failure, family tension, bad company and low confidence - that no lesson can remove. A counselor gives such students a safe person to talk to, helps them to understand their own problem, and guides them towards a solution. It reduces dropout, improves results and builds confident, well-adjusted students.

Long Questions - Chapter 7 (Solved)

1. Describe the needs of educational guidance and the role of guidance in schools.

Educational guidance is needed because students face many problems in their studies. They must choose the right subjects, form good study habits, remove the fear of examinations, adjust to school life and plan for the future. Without guidance, a student may choose the wrong subjects, waste his talent, or lose interest in studies altogether. The **role of guidance in schools** is to meet these needs: it helps students to know their own abilities and interests, to choose subjects and careers that suit them, to improve their study habits, to adjust to teachers and classmates, and to solve personal and emotional problems. A school with a good guidance service produces happier, more successful and better-adjusted students, because every student gets the help that matches his own needs. In this way, guidance turns the school from a place of mere instruction into a place of complete care for the student.

2. Explain the methods of counseling - directive, non-directive and eclectic - and compare them.

There are three methods of counseling. In **directive counseling**, which is counselor-centred, the counselor takes the leading role: he studies the problem, gives direct advice and suggests a plan of action. It is quick and useful when the student is confused and cannot decide for himself, but it can make the student dependent on the counselor. In **non-directive counseling**, which is client-centred and was developed by Carl Rogers, the counselor takes a back seat: he listens with respect and patience and lets the student find his own solution. It builds self-confidence and independence, but it takes more time. In **eclectic counseling**, the counselor uses the best parts of both methods, choosing the method that suits the student and the problem at hand. Eclectic counseling is the most practical method in schools, because every student and every problem is different, and the wise counselor changes his method to match them.

Chapter 8 - Curriculum, Syllabus and Textbooks

Meaning of curriculum, curriculum development, syllabus, and the role of textbooks

Revision Notes

Meaning of curriculum

The word "curriculum" comes from the Latin word **"currere"**, meaning a race course or a path. In education, the curriculum is the planned path of learning: **all the activities organised and sponsored by the school**, inside and outside the classroom, through which the aims of education are achieved. It includes the **content** (knowledge, observations, experiences and research-based information) and the **co-curricular activities** (sports, debates, societies and functions) that train behaviour. The curriculum is like a constitution for the school: it guides everything the school does.

Curriculum development

Curriculum development is the process of building a curriculum, step by step:

- **1. Need assessment:** finding out what the learners and society need.
- **2. Formulation of aims and objectives:** deciding what the curriculum should achieve.
- **3. Selection of content:** choosing the knowledge, topics and experiences that serve the aims.
- **4. Organisation of content:** arranging the content in a proper order, from simple to difficult.
- **5. Selection of teaching methods:** deciding how the content will be taught.
- **6. Evaluation:** judging whether the curriculum achieved its aims, and improving it where it failed.

Characteristics of a good curriculum

A good curriculum is **child-centred** (built around the needs and abilities of learners), **flexible** (able to change with new needs), **related to life** (connected with real problems), **balanced** (covering knowledge, skills and values), **based on aims** (every part serves the aims of education), and **continuously evaluated** (checked and improved regularly).

Syllabus and textbook

A **syllabus** is the outline of the content of one subject for one class - the list of topics to be taught and examined in that subject. The syllabus is a **part** of the curriculum; the curriculum is the whole plan of learning, and the syllabus is one piece of it. A **textbook** is the book written according to the syllabus: it is the main learning resource for the student and a guide for the teacher. A good textbook should be **accurate** in content, **clear** in language, **attractive** in presentation, **graded** to the level of the learners, and **affordable** in price.

> **Remember:** Curriculum (from Latin "currere", a path) is all planned learning experiences under school guidance - content plus co-curricular activities. Curriculum development has six steps: need assessment, aims and objectives, selection of content, organisation of content, teaching methods, and evaluation. A syllabus is the outline of one subject; the curriculum is the whole plan. A good textbook is accurate, clear, attractive, graded and affordable.

Multiple Choice Questions - Chapter 8

1. The word "curriculum" comes from a Latin word meaning:

A. Book
B. Race course or path
C. Teacher
D. School

2. The curriculum includes:

A. All planned learning experiences under school guidance
B. Only textbooks
C. Only examinations
D. Only sports

3. The first step in curriculum development is:

A. Evaluation
B. Printing of books
C. Setting of examinations
D. Need assessment

4. A good curriculum is:

A. Fixed for all times
B. The same for every child
C. Flexible and child-centred
D. Based on examinations only

5. A syllabus is best defined as:

A. An outline of the content of a subject for a class
B. The whole curriculum
C. A teaching method
D. A school building

6. The main difference between curriculum and syllabus is that:

A. They are exactly the same thing
B. The curriculum is broader and the syllabus is a part of it
C. The syllabus is broader than the curriculum
D. The curriculum has no content

7. A textbook is important in education because it:

A. Replaces the teacher
B. Is the only source of knowledge
C. Removes examinations
D. Guides both the teacher and the student in learning

8. A good textbook should be:

A. Expensive and heavy
B. Written in difficult language
C. Accurate, clear, attractive and graded
D. As long as possible

9. Curriculum evaluation means:

A. Judging whether the curriculum achieved its aims
B. Printing the curriculum
C. Buying new books
D. Hiring new teachers

10. Co-curricular activities are:

A. A part of examinations only
B. Activities outside the classroom that train behaviour
C. A waste of time
D. Activities only for teachers

Answer Key - Chapter 8

Q	1	2	3	4	5	6	7	8	9	10
Answer	B	A	D	C	A	B	D	C	A	B

Short Questions - Chapter 8 (Solved)

1. Define curriculum.

Answer: The word "curriculum" comes from the Latin "currere", meaning a race course or a path. In education, the curriculum is all the activities organised and sponsored by the school, inside and outside the classroom, through which the aims of education are achieved. It includes the content (knowledge and experiences) and the co-curricular activities that train behaviour.

2. What are the steps of curriculum development?

Answer: The steps are: (1) **need assessment** - finding out what learners and society need; (2) **formulation of aims and objectives**; (3) **selection of content**; (4) **organisation of content** from simple to difficult; (5) **selection of teaching methods**; and (6) **evaluation** - judging whether the curriculum achieved its aims and improving it.

3. What are the characteristics of a good curriculum?

Answer: A good curriculum is child-centred (built around the learners' needs), flexible (able to change with new needs), related to life (connected with real problems), balanced (covering knowledge, skills and values), based on aims (every part serves the aims of education), and continuously evaluated (checked and improved regularly).

4. What is the difference between curriculum and syllabus?

Answer: The curriculum is the whole plan of learning - all the activities organised by the school, including content and co-curricular activities. A syllabus is only the outline of the content of one subject for one class. The syllabus is a part of the curriculum; the curriculum is the whole, and the syllabus is one piece of it.

5. What is the role of the textbook in education?

Answer: The textbook is the book written according to the syllabus. It is the main learning resource for the student and a guide for the teacher: it presents the content in an organised and graded way, gives exercises for practice, and keeps teaching and learning on the right track. A good textbook is accurate, clear, attractive, graded to the learners' level and affordable.

Long Questions - Chapter 8 (Solved)

1. Describe the process of curriculum development.

Curriculum development is the process of building a curriculum step by step. It begins with **need assessment**: finding out what the learners and society need, because a curriculum that ignores real needs is useless. Next comes the **formulation of aims and objectives**: deciding clearly what the curriculum should achieve, since every later step depends on the aims. Then the **content is selected**: the knowledge, topics and experiences that serve the aims are chosen, and useless material is left out. The content is then **organised** in a proper order, from simple to difficult and from known to unknown, so that learning builds on itself. After that, **teaching methods** are selected: the teacher decides how the content will be taught - by lecture, discussion, activity or practice. Finally comes **evaluation**: judging whether the curriculum achieved its aims, and improving it where it failed. Curriculum development never ends, because the needs of learners and society keep changing, and the curriculum must change with them.

2. Explain the difference between curriculum, syllabus and textbook, and describe the qualities of a good textbook.

Curriculum, syllabus and textbook are three different things that are often confused. The **curriculum** is the whole plan of learning: all the activities organised and sponsored by the school, inside and outside the classroom, including the content and the co-curricular activities. The **syllabus** is only the outline of the content of one subject for one class - the list of topics to be taught and examined in that subject. The syllabus is a part of the curriculum; the curriculum is the whole and the syllabus is one piece of it. The **textbook** is the book written according to the syllabus: it presents the content in an organised way and serves as the main learning resource for the student and a guide for the teacher. A good textbook has five qualities: it is **accurate** in its facts, **clear** in its language, **attractive** in its presentation, **graded** to the level of the learners, and **affordable** in price. A textbook with these qualities makes learning easy, interesting and effective.

Revision Checklist - 11th Class Education (FBISE)

Tick each box when you can answer it without looking at the book.

- **Chapter 1 - Education:** I can explain Educare and Educere, give four definitions of education, name the six elements, explain the three kinds of change (cognitive, affective, competence), state the three functions, and describe the three modes (formal, non-formal, informal).
- **Chapter 2 - Aims of Education:** I can explain aim and objective, give three reasons why aims are necessary, list the characteristics of a good aim, and describe the individual, social, vocational, cultural and moral aims.
- **Chapter 3 - Foundations of Education:** I can explain the Islamic concept of education and its sources of knowledge, the meaning of philosophy, the contribution of philosophy and psychology to education, the role of the school, and the social and economic benefits of education.
- **Chapter 4 - Human Growth and Development:** I can explain growth and development, state the principles of development, describe heredity and environment, name the stages, and explain the types of individual differences.
- **Chapter 5 - Learning:** I can define learning, state Thorndike's three laws, and explain trial and error, classical conditioning, operant conditioning, insight learning and observational learning.

Revision Checklist - Continued

- **Chapter 6 - Society, Community and Education:** I can explain society and community, list the social functions of education, explain the interrelationship of society and education, and state the functions of the school towards society.
- **Chapter 7 - Guidance and Counseling:** I can define guidance and counseling, explain their difference from each other and from education, name the forms of guidance, and explain the three methods of counseling.
- **Chapter 8 - Curriculum, Syllabus and Textbooks:** I can define curriculum, list the six steps of curriculum development, state the characteristics of a good curriculum, explain the difference between curriculum and syllabus, and name the qualities of a good textbook.
- **Practice:** I have attempted all 80 MCQs and checked them with the answer keys. I have written the short answers once in my own words. I have practised writing at least one long answer from each chapter from memory.
- **Final check:** I have checked the chapter titles against my issued book and the paper pattern on the official FBISE site (fbise.edu.pk) and the FBISE model paper for Education HSSC-I.

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