

Course: Adult Education (835)

Semester: Spring, 2022

Assignment No. 01

Q.1 "In Pakistan adult education assumes an important role in realizing the ideas of human equality and dignity" Discuss.

Education is intrinsically valuable as humankind's most effective tool for personal empowerment. Education takes on the status of a human right because it is integral to and enhances human dignity through its fruits of knowledge, wisdom and understanding. Moreover, for instrumental reasons education has the status of a multi-faceted social, economic and cultural human right. It is a social right because in the context of the community it promotes the full development of the human personality. It is an economic right because it facilitates economic self-sufficiency through employment or self-employment. It is a cultural right because the international community has directed education toward the building of a universal culture of human rights. In short, education is the very prerequisite for the individual to function fully as a human being in modern society.

In positing a human right to education, the framers of the Universal Declaration of Human Rights (UDHR) axiomatically relied on the notion that education is not value-neutral. In this spirit, Article 26 lays out a set of educational goals analyzed in this essay along with discussion focusing on education about human rights in the light of Article 26.

Human Rights Education (HRE) is a long-term strategy with sights set on the needs of coming generations. Such education for our future will not likely draw support from the impatient and the parochial, but it is essential to construct innovative education programs to advance human development, peace, democracy and respect for rule of law. Reflecting these aspirations, the UN General Assembly proclaimed a United Nations Decade of Human Rights Education (1995-2004). In so doing, the international community referred to human rights education as a unique strategy for the "building of a universal culture of human rights".

How can people use and defend human rights, and use and defend them if they have never learned about them? The Universal Declaration of Human Rights (UDHR) acknowledges this in its preamble, and in Article 26 it gives everyone the right to education that should "strengthen respect for human rights and fundamental freedoms". The aim of human rights education is to create a world with a culture of human rights. This is a culture where everyone's rights are respected and rights themselves are respected; a culture where people understand their rights and responsibilities, recognise human rights violations and take action to protect the rights of others. It is a culture where human rights are as much a part of the lives of individuals as language, customs, the arts and ties to place are.

Human beings are born free but are encountering a number of issues that eventually snatch their freedom and make them slaves. The worst form of slavery is the inability of people to think independently and rationally. This kind of slavery grows when people stop demanding their rights. A nation can never become prosperous till basic rights for its citizens are ensured. A number of efforts have been made both at national and international levels to provide and protect fundamental human rights. However, many people, both in developing and

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developed countries, are still deprived of them; Pakistan is no exception. Followed by the right to quality education and employment, freedom of speech and expression has also become a rare commodity, whereas the constitution of Pakistan guarantees equal provision of rights.

The worst form of human rights violation taking place in Pakistan is child abuse. According to a private media report, around 3,445 cases regarding the sexual abuse of children were filed in, 2017. The actual number is most likely much higher, as child abuse is a sensitive issue that many parents feel reluctant to report. This happens due to lack of awareness among masses. This menace is increasing with each passing day. However, if a child abuse case is exposed, a number of promises are made by the authorities concerned to adopt proper measures in order to protect children. Speeches are delivered to put an end to this curse. But, after a few days another incident of the same nature takes place. Serious efforts are needed to eradicate this evil. This form of violation cannot be ended until the offenders are given exemplary punishments, to create future deterrence.

Moreover, women are considered an integral part of any society. Equal participation of women is important to put our country on the road to prosperity. Followed by domestic violence, honour killing is another issue that needs to be dealt immediately. Moreover, lack of employment and educational opportunities have paved the way for gender discrimination in our society. It is believed that when a woman is educated, positives impacts can be seen on that particular society. Our country can never be prosperous until Pakistani women are empowered. It is an alarming fact that women's labour force participation in our country is around 22.7 %. Since female literacy rate is less than the male literacy rate, women don't get equally employment opportunities. Many women are working on less than minimum wages. According to the Global Gender Gap Report (2017) Pakistan ranked as the second worst country among 144. It is the responsibility of our government to ensure the presence of women at educational institutions and work places by solving the issue of gender inequality. It is a sad fact that many organizations prefer to hire males under the assumption that men are more competent and hard-working than women. Such biases deprive our women of their basic rights. Such factors show that human rights are deteriorating badly.

Moreover, the freedom of speech and expression is almost nonexistent in many areas of our country. If a particular group raises a voice for the rights of its people, it is rarely encouraged. According to article 19 of our constitution, every citizen has the right to express himself. The sad plight of this right is not a hidden secret. Many times people are killed or beaten to death if they give their opinion against the poor performance of the authorities or institutions. Moreover, many human rights activists are still absent in many areas of our country. Such circumstances make other people fearful and deprive them of their right to freedom of speech and expression. Sometimes people do not feel reluctant to take the law into their own hands, as proved by the murder of Mashaal Khan. Most of the time, such situations arise when people are not allowed to think critically and analytically. Unfortunately, our education system is far behind the needs of modern times. At our educational institutions students are not encouraged to raise questions that need to be answered. Even if a

teacher tries to teach his students to think independently and critically, he faces dire consequences. It is not the certification, but learning that is the main purpose of education. At every educational institution, there must be different societies and platforms dedicated to providing every student with a chance to express his opinions. Such factors can decrease extremism, especially madrassas.

In a nutshell, the provision of human rights guarantees not only peaceful coexistence of citizens but also prosperity for the country. Pakistan cannot be prosperous until its citizens get all their fundamental rights without any discrimination of race, class, creed and area. All the policies must be people centric rather than area centric. No one must be deprived of any of his rights. We will have to accept this fact before visualizing a better future.

Q.2 Discuss the idea of Thorndike about different stages of learning.

Thorndike was one of the early psychologists who tried to interpret learning by connecting links or linking stimuli and responses. He saw that the most distinctive forms of science in man and animal alike is learning by trial and error. This type of learning is evident when the learner encounters a problematic situation that must be solved and overcome To a goal. According to Thorndike learning takes place by trial and error. Some people call it, "Learning by selection of the successful variant," accordingly when no ready-made solution of a problem is available to the learner, he adopts the method of trial and error. He first, tries one solution. If it does not help him, he rejects it, then, he tries another and so on. In this way he eliminates errors or irrelevant responses which do not serve the purpose and finally discovers the correct solution.

Thus, in trial and error method, the learner makes random activities and finally reaches the goal accidentally. Here, one thing should be remembered that in trial and error also, there are often systematic and relevant responses. Activities are not wholly random. All these activities, though apparently random are suggested to him by the situation and the learner proceeds on accordingly. The stages through which the learner has to pass are Goal, Block (hinderances), Random Movements or multiple response, chance success, selection and Fixation.

Law or Readiness

First primary law of learning, according to him, is the 'Law or Readiness' or the 'Law of Action Tendency', which means that learning takes place when an action tendency' is aroused through preparatory adjustment, set or attitude. Readiness means a preparation for action. If one is not prepared to learn, learning cannot be automatically instilled in him, for example, unless the typist, in order to learn typing prepares himself to start, he would not make much progress in a lethargic and unprepared manner.

Law of Exercise:

The second law of learning is the 'Law of Exercise', which means that drill, or practice helps in increasing efficiency and durability of learning and according to Thorndike's S-R Bond Theory, the connections are strengthened with trail or practice and the connections are weakened when trial or practice is discontinued.

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The 'law of exercise', therefore, is also understood as the 'law of use and disuse' in which case connections or bonds made in the brain cortex are weakened or loosened. Many examples of this are found in case of human learning. Learning to drive a motor-car, typewriting, singing or memorizing a poem or a mathematical table, and music etc. need exercise and repetition of various movements and actions May times.

Law of Effect:

The third law is the 'Law of Effect', according to which the trial or steps leading to satisfaction stamps in the bond or connection. Satisfying states lead to consolidation and strengthening of the connection, whereas dissatisfaction, annoyance or pain leads to the weakening or stamping out of the connections.

In fact, the 'law of effect' signifies that if the responses satisfy the subject, they are learnt and selected. While those which are not satisfying are eliminated. Teaching, therefore, must be pleasing. The educator must obey the tastes and interests of his pupils. In other words, greater the satisfaction stronger will be the motive to learn. Thus, intensity is an important condition of the 'law of effect'.

Law of Multiple-Response:

According to it the organism varies or changes its responses till an appropriate behaviour is hit upon. Without varying the responses, the correct response for the solution might never be elicited. If the individual wants to solve a puzzle, he is trying in different ways rather than mechanically persisting in the same way. Thorndike's cat in the puzzle box moved about and tried many ways to come out till finally it hit the latch with her paw which opened the door and it jumped out.

The Law of Set or Attitude:

Learning is guided by a total set or attitude of the organism, which determines not only what the person will do but what will satisfy or annoy him. For instance, unless the cricketer sets himself to make a century, he will not be able to score more runs. A student, similarly, unless he sets to get first position and has the attitude of being at the top, would while away the time and would not learn much. Hence, learning is affected more in the individual if he is set to learn more or to excel.

Pre-Potency of Elements:

According to this law, the learner reacts selectively to the important or essential element in the situation and neglects the other features or elements which may be irrelevant or non-essential. The ability to deal with the essential or the relevant part of the situation makes analytical and insightful learning possible. In this law of pre-potency of elements, Thorndike is really anticipating insight in learning which was more emphasised by the Gestations.

Law of Response by Analogy:

According to this law, the individual makes use of old experiences or acquisitions while learning a new situation. There is a tendency to utilize common elements in the new situation as existed in a similar past situation. The learning of driving a car, for instance, is facilitated by the earlier acquired skill of driving a

motor-cycle or even riding a bicycle, because the perspective or maintaining a balance and controlling the handle helps in steering the car.

The Law of Associative Shifting:

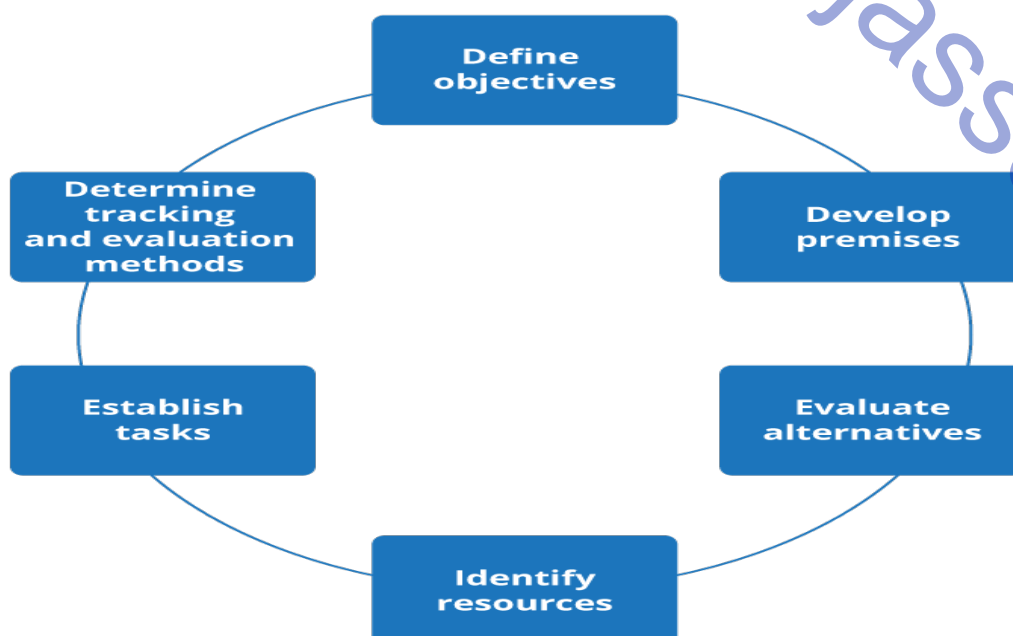
According to this law we may get any response, of which a learner is capable, associated with any other situation to which he is sensitive. Thorndike illustrated this by the act of teaching a cat to stand up at a command. A fish was dangled before the vat while he said 'stand up'. After a number of trials by presenting the fish after uttering the command 'stand up', he later ousted the fish and the overall command of 'stand up' was found sufficient to evoke the response to the cat by standing up on her hind legs.

Thorndike's most widely quoted experiment was with the cat placed in a puzzle box. The hungry cat was put in the puzzle box and a fish, as an incentive, was put out-side the cage a little beyond its reach. The box was designed in such a way that the door of the cage can be released by some simple act like depressing a lever inside the cage.

At first, the cat made a great deal of varied attempts to reach the food in a trial and error fashion such as jumping up and down, clawing at the bars, scratching the cage, whaling around trying to push the bars, pawing and shaking movable parts of the cage etc., but all attempts proved to vain. Ultimately by chance her paw fell on the loop of the rope and the door opened. The cat jumped out immediately and ate the fish. When next day, the cat was put in the box again, this time she took less time in coming out and in the subsequent trials the time decreased further so much so that the stage reached when the cat came out soon after being put inside by directly striking the latch with her paw without any random movement. This is how she learnt to reach its goal.

Q.3 Prepare a chart in respect of the steps for assessing needs in programme planning.

Stages in the Planning Cycle



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The stages in the planning cycle

Define objectives

The first, and most crucial, step in the planning process is to determine what is to be accomplished during the planning period. The vision and mission statements provide long-term, broad guidance on where the organization is going and how it will get there. The planning process should define specific goals and show how the goals support the vision and mission. Goals should be stated in measurable terms where possible. For example, a goal should be “to increase sales by 15 percent in the next quarter” not “increase sales as much as possible.”

Develop premises

Planning requires making some assumptions about the future. We know that conditions will change as plans are implemented and managers need to make forecasts about what the changes will be. These include changes in external conditions (laws and regulations, competitors’ actions, new technology being available) and internal conditions (what the budget will be, the outcome of employee training, a new building being completed). These assumptions are called the plan premises. It is important that these premises be clearly stated at the start of the planning process. Managers need to monitor conditions as the plan is implemented. If the premises are not proven accurate, the plan will likely have to be changed.

Evaluate alternatives

There may be more than one way to achieve a goal. For example, to increase sales by 12 percent, a company could hire more salespeople, lower prices, create a new marketing plan, expand into a new area, or take over a competitor. Managers need to identify possible alternatives and evaluate how difficult it would be to implement each one and how likely each one would lead to success. It is valuable for managers to seek input from different sources when identifying alternatives. Different perspectives can provide different solutions.

Identify resources

Next, managers must determine the resources needed to implement the plan. They must examine the resources the organization currently has, what new resources will be needed, when the resources will be needed, and where they will come from. The resources could include people with particular skills and experience, equipment and machinery, technology, or money. This step needs to be done in conjunction with the previous one, because each alternative requires different resources. Part of the evaluation process is determining the cost and availability of resources.

Plan and implement tasks

Management will next create a road map that takes the organization from where it is to its goal. It will define tasks at different levels in the organizations, the sequence for completing the tasks, and the interdependence of the tasks identified. Techniques such as Gantt charts and critical path planning are often used to help establish and track schedules and priorities.

Determine tracking and evaluation methods

It is very important that managers can track the progress of the plan. The plan should determine which tasks are most critical, which tasks are most likely to encounter problems, and which could cause bottlenecks that could delay the overall plan. Managers can then determine performance and schedule milestones to track progress. Regular monitoring and adjustment as the plan is implemented should be built into the process to assure things stay on track.

Q.4 Discuss with people of social or professional backgrounds on how they would define reading, then prepare a report of your discussion.

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important.

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages.

The first is the **pre-reading** stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second stage occurs **during reading**, when the reader makes predictions as they read and then confirms or revises the predictions. For example, a double-entry journal enables the reader to write the text from the reading on one side and their personal reaction on the other side.

The final stage occurs **after reading** and allows the reader to retell the story, discuss the elements of a story, answer questions, and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing

Reading comprehension has two elements that complete the process. The first element is vocabulary knowledge. The reader must be able to understand the vocabulary used by the writer. The second element is text comprehension, where the reader puts together the vocabulary and different comprehension strategies to develop an understanding of the text. **Comprehension**, or the mental process that allows the reader to understand the text, begins before the reader starts the text and continues even after the reading has finished

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Reading Strategies

- Activating prior knowledge
- Predicting
- Visualizing
- Questioning
- Drawing inferences
- Finding important/main ideas
- Summarizing
- Synthesizing
- Monitoring comprehension
- Evaluating

Stage 1: Prereading

Pre-Reading Strategies Include:

- Activating Background Knowledge
- Setting purposes for reading
- Making predictions and previewing a book
- Going on a Picture Walk
- Making a KWL map
- Questioning and making predictions about a story

Stage 2: Reading – Responding and Exploring

There are a variety of ways to engage students in the reading process. A balanced approach provides the necessary teacher support for reading.

- Modeled reading (reading aloud to students)
- Shared reading
- Guided reading
- Independent reading

During reading a number of strategies are used to help students develop comprehension skills. By way of example, view the guided reading video clips and observe how a variety of strategies are employed at various stages of the reading process by both the teacher and student.

Making Connections

Students relate to what they read by making connections to their own lives, to other texts they have read and to the things or events that occur in the world. They compare themselves with the characters in the text and recall similar situations or experiences.

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Encouraging students to make connections helps the reader to stay engaged and to see the connections between reading and everyday life. Capable readers use previous personal experiences, prior knowledge, and opinions to make sense of what they have read. Capable readers make text-to-self, text-to-text, and text-to-world connections. In the guided reading clip, the child makes text-to-self and text-to-text connections. Notice that the teacher prompts her to make connections at certain points, but the child also offers connections without being prompted.

To encourage students to make connections you can provide them with some prompts:

- “This reminds of the time that ...”
- “I had a similar experience ...”
- “I remember when...”

Predicting

Making predictions or “best guesses” about what will happen in a text is an important literacy strategy and skill. Students’ predictions are based on their prior knowledge and experiences about the topic, the genre, and what has happened so far in the text (using both the print text and illustrations). Having students make predictions engages them in the reading task and encourages them to become active participants in the learning.

Ask the learner to make predictions at the following points:

- Before reading:
 - Examine the cover illustration and read the title of the book. Ask the student to predict what it might be about based on the cover illustration, the title, or both. Sometimes the cover is not very helpful in giving students clues about what the story might be about so you may have to provide a brief summary of the book.
 - You might say: “Look at the picture on the book and read the title. What do you think this book is about?”
- During reading:
 - Students make predictions at several key points throughout the text and as they read, they confirm or revise their predictions. In the guided reading clip, the teacher uses post-it notes to mark places in the text where the student might make a prediction.
 - You might say: “What do you think [main character] is going to do?”
- After reading:
 - The student compares the predictions to what the text says. Students can record their predictions on a chart as they read and they can see how accurate they were when they finish reading.

Q.5 Discuss the importance of literacy in every daily life.

Literacy has changed the way that people live since the beginning of time. From cavemen communicating with drawings and hand signals to the earliest form of Latin. At that time reading was a skill that very few had. It was

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believed to be that only the wealthy and the noble class were taught this skill. Peasants did not need it in their everyday life. Reading was considered a privilege and was also used to suppress the lower class. Knowledge is power. For me, this knowledge has molded the way that I live and communicate. Everyday our lives are affected by literacy and most people do not even notice it. When I read a menu at a restaurant or a book from a library I do not realize how unbelievable it is to read such things. I do not notice how amazing and extraordinary it is to be able to have this privilege. Literature is everywhere and it not only changes our lives for the better but it also changes who you are and how you choose to see things.

When I was younger and I learned how to read, I did not realize that I was learning something that would change my life. I will never be able to recall ever learning this skill nor will I ever be able to pinpoint when it actually began to help me in my everyday life. What I do know is that without literacy living life would not be easy. When I go shopping and purchase a new shirt I do not think twice about what the shirt says. Students need literacy in order to engage with the written word in everyday life.

Think of how often you use your own reading skills in everyday life. It's not just articles like this one that require literacy, but signs, labels, and the messages on your phone, too.

The same goes for writing. Nowadays, even phone calls have given way to instant messaging and text-based communication, making the ability to read all the more important.

But beyond the functional level, literacy plays a vital role in transforming students into socially engaged citizens. Being able to read and write means being able to keep up with current events, communicate effectively, and understand the issues that are shaping our world.

Literacy development should be a combined effort between home and school. Here are a few things you can do to support early learners' literacy skills:

Encourage reading

Reading is the first pillar of literacy, so encourage young learners to immerse themselves in it frequently and deeply. This should involve exposure to a broad variety of different genres, such as newspapers, novels, comics, magazines, films, reference material, and websites.

Discuss texts together

Actively discussing what has been read encourages learners to make connections and think deeply about the ideas contained in texts. Follow up the reading or viewing of a text with a discussion of what it made learners think and feel.

Use games and activities that support literacy development

- Write a half-page story that makes use of a new and unusual word or phrase.
- Describe a person or object with as many adjectives as you can think of.
- Information scavenger hunt: scour the web to find facts on a given topic within a set time frame.

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- Recap the plot of a novel or film in your own words (as learners progress they can try to do this in as few words as possible).
- Have a competition to see who can find as many rhyming words as possible, starting from a given word. Learners could also write poems or songs with rhyme.

Literacy improves the development of the wider community

The positive knock-on effect of educating girls can be seen in the wider social and economic benefits yielded for their communities. Increasing the emphasis towards women's education positively impacts on each generation through raised expectations and increased self-esteem. Improving literacy facilitates employment whereby both males and females can contribute, helping the wider economy and community to thrive.

Literacy reduces infant mortality rates

Illiteracy directly affects an individual's health and wellbeing, so the importance of education on physical health is vital. Those without education are more likely to be vulnerable to health problems, for example increased schooling reduces the risk of HIV infection. According to one study of women in 32 countries: literate women are three times more likely than illiterate ones to know that a person in seemingly good health can be infected with HIV, and four times as likely to know how to protect themselves from AIDS.

Infant mortality rates drop significantly for women who have had primary education, and even more for those who complete secondary school. It is estimated that infant mortality decreases 9% for every year of education attained. This is because girls and women are able to educate themselves on health issues, which can help reduce the cycle of poverty and mortality rates in the long term.

Literacy empowers women and girls

The global illiterate population of young girls is 61.9 per cent so the importance of education for women cannot be understated.

Breaking the cycle of illiteracy and improving self-esteem is crucial for women and girls in the developing world. By enabling them to become economically productive and independent, they become empowered and can take control of their lives. The importance of education in fostering personal autonomy, and creative and critical thinking skills is central to helping girls contribute to their societies.

Literacy positively impacts economic growth beyond the local community

The impact of improving literacy in girls not only has a positive economic impact at a local and community level, but the productivity of the workforce flourishes at country level too by enhancing a country's economic strength.