UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that on the recommendations of the Board of Studies in Education, the Vice-Chancellor in anticipation of the approval of the other relevant bodies, has approved the Syllabi and Courses of Reading for M.A. Education (Elementary and Secondary) & M.Ed (General and Science), under Annual System for Affiliated Colleges w.e.f Academic Session 2006.

The Syllabi and Courses of Reading is attached herewith, vide Annexure ‘A’.

Admin Block
QUAID E-AZAM CAMPUS,
Lahore:
No. 4769 - /Acad.

Sd/-
Prof. Dr. Muhammad Naeem Khan
REGISTRAR


Copy of the above is forwarded to the following for information and further action:

1. Dean, Faculty of Education
2. The Director, Institute of Education & Research.
3. Members of the Board of Studies in Education.
4. Chairperson, DPCC
5. Principals of Affiliated Colleges
6. Controller of Examinations
7. Deputy Controller (Secretcy)
8. Treasurer
9. Deputy Registrar (General)
10. A.R. (Statutes)
11. Secretary to the Vice-Chancellor
12. Secretary to the Registrar
13. Information Cell

Deputy Registrar (Academic) for Registrar
Deputy Registrar
Academic
University of the Punjab
Lahore

Subject: Scheme of Studies of Annual System of M.A Education (Elementary and Secondary) & M.Ed (General and Science) of Affiliated Colleges

Reference letter No. D/2329/AF dated 26-02-2007. (Copy attached)

As per decision of the University, affiliated colleges have to shift to annual system of examination. The colleges affiliated to the University of the Punjab in Education was asked vide above refereed letter to provide syllabus of Annual Examination.

The Board of Studies in Education has developed the syllabus as per requirement. Copy of the same is attached for notification.

Prof. Dr. Hafiz Muhammad Iqbal
Director IER and
Convenor Board of Studies in Education

Cc:
Deputy Registrar Affiliation for Registrar
M.A Education Elementary

Core Courses:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title of the Course</th>
<th>Total Marks</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundations of Education</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Educational Psychology &amp; Guidance</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods in Education</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Curriculum &amp; Instruction</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>General Methods of Teaching</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Educational Assessment &amp; Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Instruction Technology &amp; Computer Application in Education</td>
<td>40+60</td>
</tr>
<tr>
<td>8</td>
<td>Educational Leadership and Management in Elementary Schools</td>
<td>100</td>
</tr>
</tbody>
</table>

Professional Courses

9-10 Choose one course from each groups: 200

Group 1
- Teaching of Urdu
- Teaching of English
- Teaching of Arabic

Group 2
- Teaching of Social Studies
- Teaching of Islamic Studies
- Teaching of Mathematic
- Teaching of Science
- Teaching of Arts
- Teaching of Home Economics

Area of Specialization

11-12 Two courses from any one area of specialization of the following: 200

a) Educational Administration
| i) Educational Law                     |
| ii) Human Relations in Organizations |
| iii) Supervision and Evaluation of Elementary School |
| iv) Human Resource Management |
| v) Comparative Educational Administration |
| vi) Education Planning and Financing |

b) Educational Psychology

| ii) Human Development |
| iii) Personality Theories |
| iv) Psychology of Exceptional Children |
| v) Theory and Application of Psychological Testing |

c) Curriculum

| i) Patterns of Curriculum |
| ii) Curriculum Change |
| iii) Student Activities |
| iv) Comparative curriculum |

d) Islamic Education

| i. Islamization of Education |
| ii. Trends and Developments in Muslim Education |
| iii. Planning and Financing in Muslim Education |
| iv. Islamization of Social Sciences |
| v. History of Muslim Education |
| vi. Islamization of Applied Sciences |
| vii. Islamization of Languages & Literature |

13-14. Teaching Practice: Six weeks duration (guidelines given separately) 200
### Distribution of Courses

<table>
<thead>
<tr>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundations of Education</td>
<td>1. Instruction Technology &amp; Computer</td>
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<tr>
<td>2. Educational Psychology &amp; Guidance</td>
<td>Application in Education</td>
</tr>
<tr>
<td>3. Research Methods in Education</td>
<td>2-3 Methods of Teaching (Two courses)</td>
</tr>
<tr>
<td>4. Curriculum and Instruction</td>
<td>4-5 Area of Specialization (Two courses)</td>
</tr>
<tr>
<td>5. General Methods of Teaching</td>
<td>6-7. Teaching Practice</td>
</tr>
<tr>
<td>6. Educational Assessment &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td>7. Educational Leadership and</td>
<td></td>
</tr>
<tr>
<td>Management in Elementary Schools</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for Student Teaching Practice (200 Marks)

1. Duration of teaching practice will be of six weeks with minimum 100 lessons
2. Teaching practice will be in relevant subjects and level
3. Student teacher will plan and teach minimum 100 lessons
4. Student teacher will observe 20 lessons and write criticism
5. Student teacher will organize 5 co-curricular activities in practicing schools
6. Faculty supervisor will be overall responsible for teaching practice and will be responsible for the following:
   a. Coordination of teaching practice
   b. Supervision of teaching practice
   c. Evaluate student teacher in both subjects of teaching practice, activity organization etc.
   d. Faculty supervisor will award marks out of 50 in each subjects
7. There will be a cooperative supervisor for a student teacher from the staff of the practicing school. He will award marks out of 25 in each subject.
8. Two model lessons will be delivered by student teacher. An external examiner appointed by the university will award marks out of 25 for each delivered model lesson.
CURRICULUM FOR M.A. Education Elementary

Under annual system

UNIVERSITY OF THE PUNJAB LAHORE
# SCHEME OF STUDIES

## Part One

<table>
<thead>
<tr>
<th>PAPER NUMBER</th>
<th>COURSE TITLE</th>
<th>TOTAL MARKS</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>Foundations of Education</td>
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<tr>
<td>Paper 2</td>
<td>Leadership and Management in Elementary Schools</td>
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<tr>
<td>Paper 3</td>
<td>Curriculum and Instructions</td>
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<tr>
<td>Paper 4</td>
<td>Assessment and Evaluation</td>
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<td>Paper 5</td>
<td>Research Methods in Education</td>
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<td>Paper 6</td>
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<td>Paper 7</td>
<td>General Methods of Teaching</td>
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## Part Two

<table>
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<tr>
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<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>Instructional Technology and Computer Applications in Education</td>
<td>40 + 60</td>
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<tr>
<td>Paper 2</td>
<td>Any one of the following</td>
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</tr>
<tr>
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<td>(1) Teaching of English</td>
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<tr>
<td></td>
<td>(2) Teaching of Urdu</td>
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<tr>
<td></td>
<td>(3) 11 Teaching of Arabic</td>
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<tr>
<td>Paper 3</td>
<td>Any one of the following</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(1) Teaching of Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Teaching of Islamic Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Teaching of Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) Teaching of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) Teaching of Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6) Teaching of Home Economics</td>
<td></td>
</tr>
<tr>
<td>Paper 4 &amp; Paper 5</td>
<td>Teaching Practice six week duration in each of two methods of teaching studied at elementary level</td>
<td>100</td>
</tr>
<tr>
<td>Paper 6 &amp; Paper 7</td>
<td>Two courses from area of specialization</td>
<td>100</td>
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</tbody>
</table>

**Note:**
Students have to select one group from the four areas of specializations.
<table>
<thead>
<tr>
<th>Group</th>
<th>Area of Specialization</th>
<th>Courses</th>
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<tbody>
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<td>A</td>
<td>Educational Administration</td>
<td>Any two of the followings</td>
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<tr>
<td></td>
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<td>(1) Educational Law</td>
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<tr>
<td></td>
<td></td>
<td>(2) Human Relations in Organizations</td>
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<tr>
<td></td>
<td></td>
<td>(3) Supervision and Evaluation of Elementary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) Human Resource Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5) Comparative Educational Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6) Educational Planning and Financing</td>
</tr>
<tr>
<td>B</td>
<td>Educational Psychology</td>
<td>Any two of the followings</td>
</tr>
<tr>
<td></td>
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<td>(1) Human Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Personality Theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) Psychology of exceptional Children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) Theories and Applications of Psychological Testing</td>
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<tr>
<td>C</td>
<td>Curriculum</td>
<td>Any two of the followings</td>
</tr>
<tr>
<td></td>
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<td>(1) Patterns of Curriculum</td>
</tr>
<tr>
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<td>(2) Curriculum Change</td>
</tr>
<tr>
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<td></td>
<td>(3) Student Activities</td>
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<td></td>
<td></td>
<td>(4) Comparative Curriculum</td>
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<tr>
<td>D</td>
<td>Islamic Education</td>
<td>Any two of the followings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Islamization of Education</td>
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<tr>
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<td>(2) Islamization of Applied Sciences</td>
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<td></td>
<td>(3) Islamization of Languages &amp; Literature</td>
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<tr>
<td></td>
<td></td>
<td>(4) Trends and Development in Muslim Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5) Islamization of Social Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6) Planning and Financing in Muslim Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7) History of Muslim Education</td>
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</tbody>
</table>
FOUNDATION OF EDUCATION

Philosophical Foundations

Concept of Education
Nature and Functions of Philosophy
Relationship between Education and Philosophy
Various Philosophies with focus on their basic principles and educational implications:

Idealism
Realism
Pragmatism
The Contribution of various educational thinkers to Education:
Imam Ghazail
Ibne-e-Khaldoon
Allama Iqbal
Rousseau
John Dewey
Robert Hutchins

Islamic Foundations

Aims and objectives of Education in Islam
Sources of knowledge in Islam
Ideological Foundations of Education in Pakistan
Islamization of Education in Pakistan

Social Foundations

Nature of Society
Relationship between education and society
Social Functions of Education

Economic Foundations

The concept of Economics of education
Education as an investment
Implications for economics of education in Pakistan

Historical Foundations

A brief Account of British Educational Policy in the Indo-Pak Sub-continent under the following headings:
A brief review of education in the sub-continent before the English Era
Macaulay’s Minutes
Wood’s Dispatch
Hunter Commission
Indian University Act
Sadler Commission
Hartog Committee
Sargeant Scheme

Development of the idea of National Education in the Sub-Continent Institutions of National Education:
Dar-ul-Uloom Deoband, Jania Milla Islamia, Naiwat-ul-Ulama
<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
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<tbody>
<tr>
<td>First Educational Conference</td>
<td>1947</td>
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<tr>
<td>National Commission on Education</td>
<td>1959</td>
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<tr>
<td>Education Policy</td>
<td>1970</td>
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<tr>
<td>New Educational Policy</td>
<td>1972</td>
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<td>National Education Policy</td>
<td>1978</td>
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<tr>
<td>Education Policy</td>
<td>1998</td>
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</tbody>
</table>
Part I

Educational Leadership and Management in Elementary Schools

On completion of this course, a person will have enough knowledge about basic concepts, theories, and models of Educational Administration and Supervision. It is expected that the person will be able to work as an administrator of any educational institution competently.

Education: Definition and explanation

Management Administration & Supervision: Definition, Differences and explanation

POSD CoRB

Planning: Definition
Why we plan
Planning process
Kinds of planning
Types of planning

Organization Structure

Basic concepts of Organizational structure
Why people from organizations
Characteristics of an effective organization

Need of Administration
Development of Administrative Theory
What is a theory
Classical organization theory
Scientific management
Administrative management
Human relation approach
The Hawthorne studies
Behavioral science approach
The individual and the organization
Development of administrative thought
System theory
Conflict management
Effective time management
Managing meetings
Interpersonal relationships
Management of staff development
Management of school records
Management school environment (with special reference to Islam)
Managing Behavior/school discipline
Classroom management
Budget
Staff Evaluation

Leadership and Leadership theories

Basic System Model

A System view of school administration

Educational administration: Definition and explanation
Principles of an effective educational organization and administration
Some roles of an administrator
Some qualities for a competent administrator

Administrative Process:

Motivation
Communication
Decision Making
Leadership

Theories and Models of administration
Difference between theory and a Model
Introduction to Theories of Administration

Great Man theory
Charismatic Theory
Social system theory
Situational theory
Path Goal theory
Life Cycle theory
Theory X-Y
Theory Z
Personal Qualities theory/trait theory

Models of administration:

Formal Models:
Authoritarian/Autoritarian Model
System Model
Hierarchical Model
Democratic Model
Lassence's Model

Total quality management: The educational perspective
Islamic concept of administration (Mushawari Model of administration)
The use of Information technology in administration
Classroom management

Text books

Educational Administration: Concepts and practices  By Lunenburg and Ornstein
Theories of Educational Management  By Tony Bush

Further Readings:


Longman


Part-I

CURRICULUM AND INSTRUCTION

Concept of Curriculum

a. Education and Curriculum Relationship
b. Definition of Curriculum
c. How Curriculum differs from:

Syllabus
Course of Study
Educational Programme
Teaching
Instruction
Level of Curriculum

da. Level of Curriculum
e. Types of Curriculum
g. Scope of Curriculum
b. Basic Elements of curriculum

Curriculum Development

a. Nature and Meaning of Curriculum
b. Need for Planning
c. Curriculum Development Levels.

Culture and Curriculum Development

a. Nature and Meaning of Culture
b. Basic Elements of Culture
e. Culture core and persistent life situation
d. Cultural root of the curriculum
e. Cultural change and Curriculum

Factors and Forces Influencing Curriculum Development

a. Internal forces: Teacher, Pupil, School Environment etc.

Foundations/Bases of Curriculum

a. Philosophical Bases
b. Psychological Bases.
c. Sociological Bases

Curriculum Development Process

a. Analysis of Situation
b. Formulation of Aims and Objectives
c. Selection of Learning Experiences
d. Selection of Content
e. Organization of Experiences and Content
f. Selection of Teaching-learning Strategies
g. Evaluation

Organizing for Curriculum Development

a. A Curriculum Development organization model
b. Organization Personnel

Formulating Curricular Objectives

a. Educational Aims Sources
b. Validation of Educational Objectives Criteria
c. Classification of Objectives-Blooms Taxonomy
d. Preparing instructional objectives

Selection of Learning Experiences and Content

a. Selection of appropriate learning experiences
   Learning Principle
   Developmental task
   Developmental Stages of Piaget

b. Selection of Content/Subject matter
   Conceptual frame work
   Basic Themes or Key ideas

c. Principles of Selection of Experiences and Content
   Procedures of Content Selection
      a. Judgemental procedure
      b. Analytical Procedure
      c. Consensual Procedure
      d. Experimental Procedure

Organization of Experiences and Content

a. Organization Approaches
Curriculum Development in Pakistan

a. Planning Process in Pakistan
b. Agencies Responsible for Curriculum Development at national and Provincial level
c. Critical evaluation of the Situation


Further Readings:

Assessment and Evaluation

Introduction

Historical overview of assessment and evaluation
Definition of the terms, test measurement and assessment
General Principles of assessment
Assessment and the Instructional process
Types of testing and Assessment procedures

Preparing Instructional Objectives

Instructional Objectives
Selecting Instructional Objectives
Taxonomy of Education Objectives
Methods of stating Instructional Objectives
Instruction vs. Behavioral Objectives

Planning for Classroom Test

Importance/purpose of classroom testing
Planning a classroom test
Defining Objectives
Specifying content
Preparing blue prints/master charts
Preparing test items

Constructing Test Items

Selection Type (Objective types)

Multiple choice questions (Characteristics, uses, Advantages, Limitations Rules for Construction)
True false Questions
Matching items
Completions Items

Supply Type (Essay type)

Forms and uses
Advantages/Limitations
Rules for Construction
Evaluation/scoring

Issues of Quality in Assessment and Evaluation

Validity
Reliability
Elementary Statistical concepts used in Assessment and Evaluation

Frequency Distribution

Types of Scales
Continuous and Discreet Series
Drawing up frequency distribution
Graphic representation of frequency distribution

Measures of Central tendency

Calculation of Arithmetic Mean
Calculation of Median
Calculation of Mode

Measures of Variability

New Trends and Issues

Portfolio Assessment
Dynamic Assessment
Computer assisted assessment and evaluation

References


RESEARCH METHODS IN EDUCATION

INTRODUCTION TO EDUCATIONAL RESEARCH
- Meaning and definition of education research
- The Scientific method
- Purposes and features of research
- Application of the scientific methods in education

TYPES OF RESEARCH
- Basic versus applied research
- Historical research
- Descriptive research
- Correlational research
- Causal comparative research
- Experimental research
- Action research
- Qualitative and Quantitative Research

RESEARCH PROBLEM
- Selection
- Sources
- Characteristics/criteria
- Statement

REVIEW OF RELATED LITERATURE
- Definition purpose and scope
- Preparation
- Sources
- Abstracting
- Reporting

RESEARCH HYPOTHESIS OR QUESTIONS
- Definition and purpose
- Characteristics
- Types of Hypotheses
- Stating the hypothesis/question

SAMPLING
- Definition and purpose
- Techniques of sampling
  - Probability Sampling Techniques
    - Random sampling
    - Stratified sampling
    - Cluster sampling
    - Systematic sampling
  - Non-probability sampling techniques
    - Convenience sampling
RESEARCH INSTRUMENTS
- Purpose of research instruments
- Characteristics of research instruments
- Validity
- Reliability
- Usability
- Construction of instruments
- Questionnaire
- Observation scale
- Rating scale
- Tests (and their types)

RESEARCH TYPES (DETAIL DISCRIPITION)
Historical Research
- Descriptive research
- Correlational research
- Causal-comparative research
- Experimental research

COLLECTION AND ANALYSIS OF DATA
- Data Collection
- Scoring coding and tabulation of data
- Data Analysis
- Interpretation of data

STATISTICS IN EDUCATION
- Need of Statistical Analysis
- Levels of measurement
- Descriptive Statistics
- Inferential statistics
- Parametric tests (t-test, ftest)
- Non-parametric test (X)

WRITING RESEARCH PROPOSAL AND REPORT
- General rules for writing and typing
- Format and style
- Types of research reports
- Theses and dissertations
- Journals Article
- Papers read at professional meetings
Recommended Textbooks


ADDITIONAL READING LIST


Introduction

Meaning of the following terms:

- Education
- Psychology
- Educational Psychology
- Teaching
- Learning
- Nature and Nature controversy about learning
- Educational Psychology as a discipline scope and nature
- Methods of Educational Psychology

Growth and development

- Difference between growth and development
- Principles of growth and development
- Types of development
- Cognitive
- Moral
- Emotional social
- Factors related to growth and development
- Pre and post natal development

Learning theories

- Behaviorist theories
- Classical conditioning
- Operant conditioning
- Classroom application

Learning Theories

- Cognitive theories
- Gestalt Psychology
- Piaget's theory of cognitive development
- Stages of cognitive development
- Mechanism of cognitive development
- Factors affecting cognitive development
- Criticism of Piaget theory
- Is intervention in cognitive development possible
- Information processing model/approach
- Classroom application of cognitive theory
- Comparison between behaviorism and cognitivism

Learning theories
- Social/humanistic theory
- Classroom application

Learner and the learning
- Affective factors affecting learning
- Anxiety
- Self-esteem
- Extraversion-Introversion
- Motivation
- Memory
- Gender
- Age, Sex, and social factors
- Cognitive level
- Study habits

Instructional Strategies
- Direct instruction
- Discovery learning
- GATT model

Classroom Management: Creating Learning Environment
- Management concerns in classroom
- Life in classroom
- Managing the classroom
- Methods of control

Guidance and Counseling
- Difference between Guidance and Counseling
- Objectives of guidance
- Principles of guidance
- Objectives of counseling
- Principles of counseling
- Services of guidance and counseling
- Levels of counseling
- The Counseling Process
- Directive and non-directive counseling

Career Counseling
- Stages of career choice
- Dynamic factors in career planning
LIST OF SUGGESTED READINGS
(Books with Mark may be used as text)


General Methods of Teaching

Effective Teaching:

1. Factors of affecting teaching
2. Aspects of good teaching
3. Writing in Instructional Objectives
4. Key behaviors contributing to effective teaching
5. Helping behaviors related to effective teaching
6. Media in teaching

   1. Media and Senses
   2. Characteristics of media
   3. Teaching methods & Media
   4. Audio Visual Aids

Methods of Teaching

1. Lecture Method:
   Types modified forms Principles Presentation Evaluation Advantages Limitations Recommendations.

2. Discussion Method:
   Types Approaches to Planning Strategy Phases Techniques for Leading discussion (Managing a discussion)

3. Questioning/Answering Techniques:
   Purposes Levels Procedure Techniques Characteristics the Pedagogy of student & Teacher Questions.

4. Symposium Forum Panel:-
   Use Advantages Evaluation

5. Demonstration Method:-

6. The Assignment Method:-
   Types Criteria Procedure, Advantages.

7. Tutorial Method:-

8. Micro-Teaching Method:-
   Use Elements Principles Operation & Steps Phases of Procedure Characteristics Evaluation (Merits & Critics)
9. Programmed Instruction:-
Focus Structure, Principles, Application, Advantages, Limitations, Suggestions.

10. Team Teaching Methods:-
Features Characteristic Features, Principles, Factors, Merits, Demerits.

11. Project Method:-
Types, Essentials Aspects Steps, Characteristics Limitations, Teachers’ role

12. Activity & Play way Method:-
Importance, types advantages

Books Recommended

Vikas Publishing House Delhi.

Prentice Hall USA


Croom Helm Ltd, G. Britain.

Jossey Bars Inc, California

A. P.H. Publishing corporation New Delhi

Anmol Publishers, New Delhi

The Bath Press G. Britain

Education/M. d Allama Iqbal Open University Ibd

Education Allama Iqbal Open University Islamabad

11. Course Code 834, Allied Material on Education Technology Compiled
by Dr. M.Rashid, AIOU, Islamabad

12. Course Code No.834 Unit 1-9 Educational Technology Study Guide D.N.F.
Education Department AIOU Islamabad.
Instructional Technology and Computer Application in Education

Section-I
Instructional Technology

Contents

Nature of instructional Technology
  Meanings of instructions
  Various concepts of instructional technology
  Relationship between different aspects of instructional technology core of experiences.

Instructional media
  Concept and need
  Criteria for selection of Instructional Media
  Types of Instructional aids
  Projected and no projected aids
  Audio, visual and audiovisual aids

Printed media
  Types and Usage

Graphic materials
  Types and Usage

Electronic and non-electronic media
  Types and Usage
  Resource centers and their usage
  Low cost and no cost materials
  Types and Usage

Use of instructional technology for group and individualized teaching
Instruction Technology & Computer in Education

Section-II
Computer Applications in Education

Syllabus
Introduction to Computer
- Introduction
- What is computer?
- Data and Information

Characteristics of Computers.
- Types of Computers
- Analogue Computers
- Digital Computers
- Hybrid Computers

Classification of Computer
- Super Computers
- Main Frame Computers
- Mini Computers
- Micro Computers

The Evolution of Computers
- The Mark-I Computers
- The Atanasoff Berry Computers
- The ENIAC
- The EDSAC
- The Manchester Mark-I
- The UNIVAC-I

Computer Hardware
- Basic Computer Organization
- Basic Operations
- Input Unit
- Output Unit
- Arithmetic Logic Unit
- Control Unit
- Control Processing Unit
- The System Concept

Input Devices
- Key Board
- The Mouse
- Joy Stick
- Scanner
- Track Ball
- Phones & Voice recognition
- Digital Camera
- Barcode Reader/Light Pens
- Touch Screens
- Touch Pads
- Card Readers
- CD-Rom Players

Output Devices
- Printers
- Video (CRTs)
- Pen Plotters
- Electrostatic Plotters
- Voice Synthesizers
- Input-Output devices

Input-Output devices
- Disk Drives (Floppy Hard)
- Magnetic Tape Drives
- Modems (External Internal)
- Introduction to windows operating systems
- Booting of a computer
- Components of GUI
- Use of mouse (Left & Right Click)
- Starting a Program in windows
- Using my computer
- Shut Down Process
- File Management
- Searching a file

Numbers Systems
- Non-positional number system
- Positional number system
- Decimal Number system
- Binary Number System
- Octal number system
- Hexadecimal number system

Conversion from one number system to another
- Converting to decimal from another base
- Converting from base 10 to anew base
- Converting from a base other than 10 to a base other than 10
- Binary to Octal conversion
- Octal to Binary Conversion
- Binary to Hexadecimal Conversion
Computer Software

- What is software?
- Relationship between Hardware and Software
- Types of Software
- System Software
- Operating System
- Programming Language Translators
- Service Software
- Application Software
- Productivity Software
- Business Software
- Education Software
- Entertainment Software
- Operating System
- Functions of the Operating System
- Functions of the Operating System
- Firm Ware
- GUI & its advantages

MS Word

Changing default type size
The basics of entering text
Non printing characters
Opening, editing and saving documents
Creating a new documents
Searching in a document

MS Word

- Formatting (Character, Font, Change Case, Paragraph)
- Working with indents
- Bullet and numbering
- Creating tabs
- Headers and Footers
- Page Breaks

MS Word

- Table creation
- Table Editing
- Mid Term Exam

Storage

- Primary Storage
- Storage capacity
• RAM
• ROM
• PROM
• EPROM
• Difference of storage and memory
• CACHE MEMORY
• Registers
• Buses
• Ports Magnetic Disks
• The Floppy Disks
• Hard Disk
• Compact Disk (CD)
• Video or (Versatile) Disk (DVD)

MS-Excel

• Introduction of MS-Excel
• MS-Excel Screen
• Data entering
• Fixing of row or column
• Title
• Format
• Formula
• Function
• Sort Filter
• Chart

MS-Power Point

• Introduction to Interface
• Startup of MS Power point
• File Format
• Designing Slides
• Slide Show

Use Computer in Education

• Computer Assisted Instruction (CAI)
• Packages used for CAI
• Computer Managed Learning (CML)

Internet

• Internet Based E-mail
• E-mail Address
• Advantages and Disadvantages of E-mail
• Internet
• Advantages of Internet
• Main facilities offered by Internet
• Area Network (LAN)
• Area Network (WAN)

Internet

• Searching websites for education session-II
• Searching websites for elementary education
• Searching websites for elementary education

Data Communication

• Introduction to Data Communication
• Elements of Data Communication System
• Data Communication Protocols
• Data Transmission Modes
• Simple mode
• Half Duplex mode
• Full Duplex Mode

SPSS (Software)

1. Instructional Aids/Resources White Board and white Board Markers.
2. OHP
3. Transparency sheets (useable with laser printer)
4. Multimedia
5. Software: MS-Office
6. Computer Lab Facilities to students and the resource person.
7. Photocopy facility
8. Printer
9. Package related to elementary education
10. Teaching strategies lectures
11. Slides on Multimedia/OHP
12. Demonstration
13. Hands on Labs
14. Group Discussion
15. Question Answer Session

Text Books


Other Readings

8. Online Help.
Teaching of Science

1. Science and Scientific Literacy
   a. What is science?
   b. How do children learn Science?
   c. Science problem solving method
   d. Impact of science and technology of society.

2. Objectives of Science Teaching
   a. Bloom’s Taxonomy of Educational Objective
      i. Cognitive Domain
      ii. Affective Domain
      iii. Psychomotor Domain
   b. Development of Instructional Objectives with reference to the class content and domains.

3. Strategies of Teaching
   a. Teacher centered and student centered strategies
   b. New approaches to science teaching
      i. Micro teaching
      ii. Team teaching
      iii. Inquiry approach
      iv. Discovery approach
      v. Self-instructional module
      vi. Concept mapping

4. Technology of Instructions
   a. Programmed instruction
   b. Personalized system of instruction
   c. Cooperative learning
   d. Simulation and games
   e. Computer assisted instruction

5. Preparation and Effective Use of Instructional Materials
   a. Preparation of instruction materials for elementary science classes
   b. Use and presentation of instructional materials

6. Planning Instruction
   a. Unit Planning
   b. Resource unit
   c. Teaching unit
   d. Daily activity center

7. Science Activity Center
   a. Design, facilitates, management
   b. Role of science activity center in science teaching
   c. Types of process skills at elementary level
   d. Science activity center safety.
Teaching of English

Section I

Psychological and Sociological aspects of English Language Teaching and Learning in Pakistan.

Content

1. Study Skills
2. Use of Library and Internet
3. Glossary of ELT Terms
4. Teaching of English as Second Language (TESL) in Pakistan
5. First Language acquisition and its implications for Second Language Learning
6. Factors Affecting the Learning of English in Pakistan
7. The Role and Competencies of an English Language Teacher Gaps between the Ideal and Actual.
8. Teaching of English in the Multilingual perspective of Pakistan

Section II

Methods and Practice of Teaching English

Content

1. Language skills in English
2. ELT Approaches, Methods and Techniques
3. Teaching Aids
4. Errors and Mistakes: Error Analysis
5. Planning and Preparation
6. From Controlled to Free Practice
7. Testing
8. Special Techniques for Problem Classes

Suggested Readings:


**Further Readings:**


**Recommended Grammar Reference**

باب اول تریان

1. تریان کی نکات
2. تریان کی ابتپت
3. تریان کی اقامت

باب دوم اوردو تریان

1. اوردو تریان کا قلم
2. اوردو تریان کی کتابت
3. اوردو تریان کی کتابت
4. اوردو اوردو دستی دریافت
5. زرود تریان کی خوشنویس

باب سوم پاکستان اور اوردو

1. اوردو کی ادبیات (کہاں پاکستان اور سیاست پاکستان)
2. پاکستان میں اوردو کی سیاسی کتابت
3. پاکستان کی اوردو کی ادبیہ اور ادبیات
4. اوردو اور پاکستان کی معاشرتی زبان
5. اوردو کی روایت کتابت

باب چوتھا

1. اوردو تریان (دربار تزکیم کی نیتی)
2. اوردو تریان (تذکرے تزکیم، مذہب)
3. اوردو تریان (انتہائی حکمت)

باب پنچم

1. اوردو شیخان (دربار تزکیم کی نیتی)
2. اوردو شیخان (دربار تزکیم)
3. اوردو شیخان (دربار تزکیم)

باب ششم تدريس اور اوردو کے مقام

1. تدريس کی اوردو شروع
2. تدريس اوردو کی شروع
3. تدريس اوردو کی شروع

ایک مسایل میں تدريس اوردو کے مقام

4. فلکی مسایل میں تدريس اوردو کے مقام

طرح اساتذے

۱. اسلام
۲. دین کا تخمینہ
۳. دریں اسلام کی تفسیرات اور اسے کیا تعلق
۴. اساتذہ کے هناکی اہمیت
۵. اسلام کی فتح کی اہمیت اور اس کے تعلق کی تفسیرات

طلیعہ اسلام

۱. پہلی طرح اسلام
۲. دومین طرح اسلام
۳. سومین طرح اسلام
۴. چهارمین طرح اسلام
۵. پانچمی طرح اسلام

طلیعہ اسلام

۱. ہوا طرح اسلام
۲. کانی طرح اسلام
۳. ہوائی طرح اسلام
۴. سمندري طرح اسلام
۵. پانچمی طرح اسلام

طلیعہ اسلام

۱. کانی طرح اسلام
۲. ہوا طرح اسلام
۳. سمندري طرح اسلام
۴. ہوائی طرح اسلام
۵. پانچمی طرح اسلام

طلیعہ اسلام

۱. ہوا طرح اسلام
۲. کانی طرح اسلام
۳. سمندري طرح اسلام
۴. ہوائی طرح اسلام
۵. پانچمی طرح اسلام
(تقریبی طریقہ، تقریبی طریقہ، ازتخیلسی طریقہ، خیالی طریقہ، طراحی طریقہ)

دائم اندوز اور کسان کی معاشرت
1. خیال اشکال کی سطح
2. خیال اشکال کے موقع
3. خیال اشکال کے موقع
4. اشکال کے موقع

5. اشکال کے موقع

1. اشکال کے موقع
2. اشکال کے موقع
3. اشکال کے موقع

کوئی کی تفصیل نویسی کے مطابق، میری اشکال کی کتاب اس کو کہنے کے لیے لیوئمی کیہ ہے:

یہ عربی اور انگریزی اور اردو میں درج ہوا ہے، اور اس کے سلسلہ کے چچہ کی بنا پر:

یہ کتاب:

1. میری اشکال
2. اشکال کے موقع
3. اشکال کے موقع

تقریبی اشکال، نکات کا دیکھ نہ

تقریبی اشکال

تقریبی اشکال، نکات کا دیکھ نہ

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تجریج پہاڑی کے طریقہ، کاہل، م줄ی اور اس کی عملي مشق کی معاشرت کا کہ کہ کُئے ہو گے۔
طابع ٣

(نے)

٣. تدريس و تقيم نیوان کی پاہدار مہارت

الف. مہارت انجام

امتحان کی درجات میں اضافہ کے لئے بہت درکاپور کا استعمال
عربي اعداد کی کیچان
عرکات قبیلوں و زرکات طولیہ میں فرق
قریب اور ان اعداد میں فرق
حرف مشوہدی اور قوی کی کیچان
ترکیبی چیز کی کیچان
حرف چیزوں و شے
مہارت کلر

ب. مکمل اور بات چیت

مہارت انجام اور مہارت تکمیلی کا بہت بہتر میں فرق ہے ہے کہ انجام کی
نظری پیشہ اور اس مکمل مہارت ان کا کبھی پیشہ سے
مہارت قرار ت، طریقہ سے قرار ت
جردہ چلن و زرت قلع
امام اور اس کے اقیام

تدریس عربی: تدریس کی طرح اور تدریس کی طرح اور اس کے استعمال
طریقہ پانے تدریس عربی
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نظریہ الیکٹریکالی کی اہمیث
TEACHING METHODOLOGIES

Part two

Teaching of Mathematics

Contents

1. Introduction
   a. Nature of Mathematics
   b. Importance of Maths in Curriculum
   c. Educational values of Maths
2. Aims and Objectives of Teaching Maths
   a. Aims of Teaching Maths at Secondary Level
   b. Objectives of Teaching Maths with special reference to Bloom’s Taxonomy of
      Educational Objectives
3. Relation of Maths with other Subjects
4. Methods of Teaching Maths
   a. Significance of Methods of Teaching (How do students learn Mathematics)
   b. Lecture. Analytical and Synthetic, inductive and Deductive. Hensistic.
      Problem Solving, Project and Activity
5. Teaching Aids and Maths Laboratory
6. Use of Mathematics Textbook and Library Books
7. Techniques of Teaching Maths
   a. Oral work i.e. Questioning in the Classroom
   b. Group work/Group Discussion
   c. Drill in Maths
   d. Home work
   e. Assignments
   f. Self study in Mathematics
   g. Review of work and its importance in teaching of Mathematics
8. Concept Teaching in Maths
   i. Concept Defined
ii. Concept Development
iii. Different Techniques to develop concepts and evaluation of understanding concept

9. **Misconceptions in Mathematics**
   i. What is Misconception
   ii. Techniques to remove Misconception

10. **Measurement, Assessment and Evaluation in Maths**
    i. Difference between Measurement and Evaluation
    ii. What is a Test
    iii. Qualities of Good Test
    iv. Use of Test Results

11. **The Mathematics Teacher**
    i. Qualities of a Good Teacher
    ii. Teaching of Maths at Secondary Level
    iii. Teaching of Practical Geometry
    iv. Good/Weak points in the Teaching Maths

12. **Lesson Plan**
    i. Introduction
    ii. Qualities of Good Lesson Plan
    iii. Components of a Lesson Plan
    iv. Model Lesson Plans on Teaching of Algebra and Geometry

13. **Mathematics Education in Twenty Century**
    i. Attitude towards Mathematics Learning
    ii. Mathematics Education for a New Century

**Reference Books:**
1- Techniques and Enrichment Units, by Alfred S. Posamentier
2- Classroom Management (2nd Edition) Methods and Techniques for Elementary and Secondary teachers by Johanne Kasin
3- Strategies for Effective Teaching (II Edition) by Allan C. Ornstein
4- Classroom Teaching Skills (V Edition) General Edition (James M. Cooper)
TEACHING METHODOLOGIES

Part two

Paper 3

Teaching of Social Studies

Contents

1. Rationale for Teaching Social Studies
   The Developmental Tasks of Elementary Years
   Educating children for a different Society
   Changing our vision developing a national and a global sense of citizenship
   Global connections: one aim of social studies curriculum
   The child's ability to learn about others near and far

2. Discovering the Essence of Social Studies
   Social Studies in search of definitions
   Social Studies and Child with special needs
   Goals of Social Studies Education
   Characteristics of an effective Social Studies Curriculum

3. Getting Ready to Teach Social Studies
   Planning Social Studies experiences for young children
   Knowledge about the child—the essence of DA teaching
   Key developmental milestones of preschool—primary age children
   Young preschoolers: working with three-years-olds
   Older preschoolers: working with four and five-years-olds
   Primary age children: working with six to eight-years-olds
   Social and emotional development during early years

4. Planning Developmentally Appropriate Social Studies
   Planning and Teaching Appropriate Social Studies
   Planning Social Studies Experiences
   Do we know why children are doing what they do?
   Objectives are important, but children are the reason for teaching
Sources of learning objectives
Engaging parents in the planning process
The community as a curricular source
Selecting a planning strategy
Getting ready to plan Social Studies experiences using the DAP perspective
Thematic Teaching
The project approach
Learning Centers
Technology in the Classroom

5 Learning About Past and Present
Developing a sense of History
Exploring key elements of History
The many worlds of History

6 Geography and The Young Child
Geography in the Early Childhood Curriculum
Fostering Geographic Knowledge
Building Global Connection through Geography
Themes and skills in Geography
Creating an appropriate Geography Curriculum
Helping Children build knowledge about the physical environment

7 Making Socially Responsible Citizens
Building a Community
Fostering positive values and social skills in Young Children
Developing Civic and Social Responsibilities
Nurturing Civic responsibility in Young Children

8 Preparing Children to Make Informed Choices
Building the “Outside World” into Elementary Education Classroom
Learning about Economics
Becoming Environmentally Responsible Citizens
Guidelines for Environmental Education
Teaching about Special Social Issues

Text Books:


TEACHING METHODOLOGIES

Part two  Paper 3
Teaching of Islamic studies

Contents

1. Rationale for Teaching Islamiyat
   The Developmental Tasks of Elementary Years
   Rational for Islamiyat Global Connections
   The child’s ability to learn about others near and far

2 Discovering the Essence of Islamiyat
   What is Islamiyat?
   Islamiyat and Early Childhood Education
   Goals of Teaching of Islamiyat
   Characteristics of an effective Curriculum of Islamiyat

3 Getting Ready to Teach Islamiyat
   Planning Islamiyat experiences for young children
   Islamiyat: working with three-years-olds
   Islamiyat: working with four and five-years-olds
   Islamiyat: working with six to eight-years-olds

4 Planning Developmentally Appropriate Islamiyat
   Planning and Teaching Appropriate Islamiyat
   Planning Islamiyat Experiences
   Do we know why children are doing what they do?
   i. Objectives are important, but children are the reason for teaching
   ii. Sources of learning objectives
   Engaging parents in the planning process
   The community as a curricular source
   Selecting a planning strategy
   Getting ready to plan Islamiyat experiences using the DAP perspective
ii. Thematic Teaching
v. The project approach
v. Learning Centers
vi. Technology in the Classroom

5 Growing up in a Muslim Society
Our Muslim Society
TEACHING METHOLODGIES

Part two Paper 3

Teaching of Art

Contents
1. Definition of Art
2. Importance of Teaching Art in Elementary Schools
3. Elements of Arts
   a. Line
   b. Shape
   c. Volume
   d. Value / Light
   e. Texture
   f. Colour
   g. Perspective
   h. Composition
4. Types of Art
   iii. Fine Arts
      • Drawing
      • Painting
      • Sculpture
      • Print Making
      • Photography and Camera
   iv. Applied Arts
      • Architecture
      • Graphic Design
      • Textile Design
      • Weaving
      • Ceramics
      • Glass
5. Creative Process
6. Characteristics of Elementary Art Programme
7. Components of Art Programme for Elementary Schools
8. Multiple Intelligence Theory
9. Organizing successful Art Activities for Elementary Students
10. Planning for Art
11. Teaching Art
   v. Teachers Role
   vi. Teaching Style

Practical
- Drawing and Coloring of Basic Colors
- Drawing and Coloring of Secondary Colors
- Color Intensity (Color Tones)
- Tile Design
- Color Wheel
- Spray Paint
- Glass Paint
- Tie and dye
- Paper Machine
- Collage
- Paint Blot Design
- Thread Design
TEACHING PRACTICE

Part two Paper 4 & 5

Guidelines for Teaching Practice

1. Duration of teaching practice will be of six weeks

2. Teaching practice will be in relevant subjects

3. Teaching practice will be at elementary level

4. Student teacher will plan and teach minimum 100 lessons

5. Student teacher will observe and write criticism on minimum 20 lessons

6. Student teacher will organize 5 co-curricular activities in practicing schools

7. Faculty supervisor will be responsible for over all teaching practice and award marks out of 50 for each subject.

8. There will be a cooperative supervisor from the staff of practicing school who will award marks out of 25 for each subject.

9. Student teacher will plan and teach 2 model lessons (one for each subject) at Secondary level which will be observed and evaluated by external examiner appointed by the university and award marks out of 25 for each model lesson
AREA OF SPECIALIZATION

Paper 6 & 7

GROUP A: EDUCATIONAL ADMINISTRATION

COURSE TITLE: EDUCATION LAW

Contents

(1) Definition of:
   1. Administration
   2. Organization

(2) Types of Organization
   1. Formal Organization
   2. Informal Organization

(3) Educational Enterprise of Pakistan

(4) Definition of:
   (i) Supervision
   (j) Control
   (k) Span of Control

(5) Power and Authority

(6) Source of Power
   (i) Reward Power
   (ii) Coercive Power
   (iii) Legitimate Power
   (iv) Referent Power
   (v) Expert Power

(7) 8 Chapters of Punjab Education Code.
GROUP A: EDUCATIONAL ADMINISTRATION

COURSE TITLE: HUMAN RESOURCE MANAGEMENT

Contents

1. Definitions of personnel Management
2. Human Resources & Purposive School System
   1. Strategies
3. Steps in personnel Management
4. Manpower Planning
5. Manpower Planning Assumptions
   i. Job Listing
   ii. Job Analysis
   iii. Job description
   iv. Job Classification
   v. Job Rating
6. Recruitment
   Step 1: Develop Recruitment Policies
   Step 2: Schedule or plan the program of Recruitment Activities
   Step 3: Selection Process
7. Internal Vs External Recruitment
8. Interview
   1. Major Problems in Interviewing
      a. Unfamiliarity with the Job
      b. Premature decisions
      c. Emphasis on negative Information
      d. Personal basis
      e. Application Order
      f. Hiring Quotas
   2. Techniques for improving interview process
9. Introduction
10. Appraisal
i. Definition

ii. Appraisal process

iii. Method Of Appraisal
   a. Absolute standard
   b. Relative standard
   c. Objectives

iv. Factors that can distort appraisal
   a. Leuniency Error
   b. Hallow Error
   c. Objectives
   d. Low–appraisal Motivation
   e. Centeral Tendency
   f. Inflationary pressure
   g. Inappropriate substitute for performance
   h. Attribution Theory

11. Training & Development
   i. Principles of Learning
   ii. Training Approaches
      a. On the job training
      b. Off the job training

12. Employee Development
   i. Job-Rotation Method
   ii. Assistance to position
   iii. Committee Assignment
   iv. Lecture Courses & Seminars
   v. Simulations
   vi. Out-door training

13. Organizations Development

14. Compensation
   i. Types of Rewards
      a. Intrinsic Rewards
b. Extrinsic Rewards

15. Compensation Administration

16. Job Evaluation
   i. Methods of Job Evaluation
      a. Ordering Method
      b. Classification Method
      c. Factor-Comparison Method
      d. Point Method

17. Wage Structure
   i. Wage Survey
   ii. Wage Curve
   iii. Wage Structure

18. Incentive/Compensation Plan
    i. Individual Incentives
    ii. Group Incentives

19. Employee Rights & Benefits

20. Union

21. Collective Bargaining
    i. Process of Collective Negotiation
GROUP B: EDUCATIONAL PSYCHOLOGY

COURSE TITLE: HUMAN DEVELOPMENT

1. INTRODUCTION TO THE CONCEPT OF HUMAN DEVELOPMENT
   1.1 Basic principles and Issues
   1.2 Nature and nurture
   1.3 Tabula Rasa

2. PHYSICAL DEVELOPMENT
   2.1 Nature
   2.2 Stages
   2.3 Effective appearances
   2.4 Language & Communication
   2.5 Sensory Motor Skills

3. COGNITIVE DEVELOPMENT
   3.1 Nature
   3.2 Principles
   3.3 Stages
   3.4 Applications in Practical life span

4. PSYCHOLOGICAL DEVELOPMENT
   4.1 Nature
   4.2 Stages
   4.3 Social Cognition, attitude and attribution, habits, impression formation
   4.4 Motivation and learning skills
   4.5 Self-Understanding, Self-concept & Self-confidence
   4.6 Personal & Interpersonal Skills
   4.7 Social change in self and others

5. PERSONALITY DEVELOPMENT
   5.1 Definitions and Meaning
   5.2 Components of personality
   5.3 Traits of Personality
   5.4 Personality Disorders
   5.5 Personality Development Techniques

6. EMOTIONAL DEVELOPMENT
   6.1 Nature of emotions
   6.2 Types of emotions
   6.3 Manipulation and control
7. **PERSONALITY DEVELOPMENT**
   7.1 Meaning and Nature
   7.2 Stages
   7.3 Application for self and others

8. **PREVENTION AND INTERVENTION**
   8.1 Stress
   8.2 Coping stress strategies
   8.3 Anxiety and its coping
   8.4 Sleep and Dream
   8.5 Psychotherapy; Individual & Group psychotherapy

9. **THEORIES OF DEVELOPMENT**
   Different theories of development as cited in the Educational Psychology Literature.

**REFERENCE MATERIALS**
GROUP B: EDUCATIONAL PSYCHOLOGY

COURSE TITLE: THEORY & APPLICATION OF PSYCHOLOGICAL TESTING

1. INTRODUCTION OF PSYCHOLOGICAL TESTING
   1.1 Meanings of Psychological Testings
   1.2 Definition of Psychological Testings
   1.3 Importance of Psychological Testings
   1.4 Origins of Psychological Testings
   1.5 Early Educational Testing
   1.6 Summary of major landmarks in Educational Testing

2. TESTS AND TESTING PROCESS
   2.1 Types of Psychological Tests
   2.2 Uses/Purposes of Psychological Tests
   2.3 Sources of information of Psychological Tests
   2.4 Standardized Procedures in Test administration
   2.5 Norms and Test Standardization
   2.6 Essential Statistical Concepts
   2.7 Raw Score Transformations
   2.8 Selecting a Norm Group

3. MEASURING PSYCHOLOGICAL ATTRIBUTES
   3.1 Psychological Attributes
   3.2 Intelligence-General Mental Ability
      3.2A The Nature of Intelligence
      3.2B Historical Foundations of Intelligence Testing
      3.2C Characteristics of good test and General Mental Ability
      3.2D Theories of Intelligence Tests
   3.3 Individual Test of General Mental Ability
      3.3A The Stanford-Binet
      3.3B The Wechsler Adult Intelligence Scale
      3.3C the Wechsler Intelligence Scale of Children
   3.4 Ability Testing: Group Tests
      3.4A Advantages and disadvantages of Group Tests
      3.4B Multidimensional Aptitude Battery
      3.4C Differential Aptitude tests Battery
      3.4D Scholastic Tests
         3.5D.1 Scholastic Aptitude Test
         3.5D.2 Graduate Record Examinations
   3.5 Interests
      3.5A The Nature of Interests
3.5B Historical Foundations of Interest Measurement
3.5C Characteristics of Good test of Interest Measure
3.6 Personality
3.6A Nature of Personality
3.6B Historical Foundations of Personality Measurement
3.6C Characteristics of good test of Personality Measurement
3.6D Objectives measures of Personality
  3.6D.1 California Psychological Inventory
  3.6D.2 Sixteen Personality Factor Test
  3.6D.3 Edward Personal Preference Schedule
  3.6D.4 The Minnesota Multiphasic Personality Inventory
3.6E Projective Tests of Personality
  3.6E.1 Rorschach Inkblot Test
  3.6E.2 Thematic Appreciation Test
  3.6E.3 Rotter Incomplete Sentence Blank
  3.6E.4 House Tree and personality Test

4. CAREER COUNSELLING AND GUIDANCE
4.1 Interview
  4.1A Types of Interviews
  4.1B Preparation
  4.1C Academic Requisites
  4.1D Personality Traits for Successful Interview

TEXTBOOK(S)

REFERENCE MATERIALS
GROUP C: CURRICULUM

COURSE TITLE: PATTERNS OF CURRICULUM

1. Definition and characteristics of curriculum.
2. Elements of curriculum
3. Curriculum designs
   1. Functions of curriculum designs
   2. Different designs of curriculum
      (i) Subject center design
      (ii) Learner center design
      (iii) Problem center design
3. Steps in curriculum design.
4. Major Patterns of curriculum.
   (i) Conservative liberal art.
   (ii) Educational technology
   (iii) Humanistic
   (iv) Vocational
   (v) Social re-construction
   (vi) De-schooling
5. (a) Models of curriculum:
   i. The Tyler model
   ii. Hildabab model
   iii. Lewis and others model
   iv. Olive model
   (b) Difference between model and design.

GROUP C: CURRICULUM

COURSE TITLE: Curriculum Change

1. The Curriculum
   i. Characteristics of Curriculum
   ii. Issues in the Curriculum

2. What is Curriculum Change?
   1. Meanings of change and improvement
   2. Distinguishing between Change and Improvement
   3. How Change Occurs
   4. Applying the conception of Change Process

3. Basis for Curriculum Change
   1. Philosophical Principles
   2. Psychological Principles
   3. Operational Principles

4. Process of Curriculum Change

5. Curriculum change Strategies
   1. Normative-re-education strategies
   2. Power – Coercive Strategies
   3. Top – Down Strategies
   4. Research and Development
   5. Multiple Element Strategies
   6. Bottom – Up Strategies
   7. Middle – Up Strategies

6. The Multiple Forces Affecting Curriculum Change
   1. Power
   2. The Dollar
   3. Growth in Knowledge
   4. Human Needs and Concern

7. The Barriers of Curriculum Change

8. Planning, Doing and Coping with Change
1. Planning and coping with Change
2. Implementing change
3. Theories or ideas of changing
4. The problem of change
History of Mulim Education

(Ralianal)

The history of Muslim education can be traced back to the time of the Prophet Muhammad. The first educational institutions were established in Madina and Makkah, where the Prophet provided education free of charge to all, regardless of their social status or ethnicity. As Islam spread, educational institutions were established in other parts of the caliphate, incorporating both religious and secular subjects.

1. Education was provided free of charge to all, regardless of their social status or ethnicity.
2. Educational institutions were established in Madina and Makkah, where the Prophet provided education free of charge to all.
3. As Islam spread, educational institutions were established in other parts of the caliphate, incorporating both religious and secular subjects.
4. The first educational institutions were established in Madina and Makkah, where the Prophet provided education free of charge to all.
5. Educational institutions were established in other parts of the caliphate, incorporating both religious and secular subjects.
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8. The first educational institutions were established in Madina and Makkah, where the Prophet provided education free of charge to all.
دیا - غیر اسلامی میں سلطان کے قانون کی نسبت

1.1 اسلام کا آغاز

1.2 انہوں نے اسلام کو نا‌امکانی کی شکل میں (فی‌دری) کیا

2.2 عثمانی قانون کا قانون

3.3 قانون سجاویں

4.4 قانون سجاویں

5.5 قانون سجاویں

6.6 قانون سجاویں

7.7 کیا کہ کلیت

8.8 کیا کہ کلیت

9.9 اسلام کا آغاز

10.10 اسلام کا آغاز

11.11 قانون سجاویں

12.12 قانون سجاویں

13.13 قانون سجاویں

14.14 قانون سجاویں
سید نورتاج کا قلمی ہے گرگام
دور نیا کا پالی کی گرگام
دور نیا
اپنی میں سہلائی کا ناام تحقیم
دور رنگی کی ٹکل کی ترقی
سیلیم میں سہلائی کا کراد
برہنے میں سہلائی کا دور

Text Book(s):

1. ایمبلی کا ترتیب اور تعلیم
2. مرکز برائے اخیر، تعلیم اور تعلیم

Further Readings:

1. قلم کا ترتیب (رسوی تاریخ)
2. دفتر اسلام، اخیر اور تعلیم
3. سید نورتاج کا قلمی ہے گرگام
4. پروٹوں کی اخیر اور تعلیم
5. قلم کا ترتیب اور تعلیم
6. رشد تحریر، سہلائی اور مساؤ
7. قلم کا ترتیب اور تعلیم
8. برہنے میں سہلائی کا کراد
9. شکل اور ترقی، سہلائی اور مساؤ
10. ہمین الدین محمد علی، تاریخ اسلام
11. سید امیرعلی، تاریخ اسلام
12. سید امیرعلی، تاریخ اسلام
13. پروٹوں کی اخیر اور تعلیم
14. پروٹوں کی اخیر اور تعلیم
Islamization of Education

اہتمام

پیروی کرنا یہ امامت کی ایک ہدایت ہے جس میں اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔ اس کو میں کہ کوہ راہ جاتے ہیں۔ اس کے لیے طبقہ پر پاکستان کی اسلام کے تحت ایک اہم حاملہ ہے۔ اس کے اہم حاملہ نظرے کے پہلے ایک حاملہ ہے۔ اس کے اہم حاملہ نظرے کے پہلے ایک حاملہ ہے۔

مناطق

اس کے دو حصوں میں واپسی کی ہے۔ اس کے دو حصوں میں واپسی کی ہے۔

1. اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔

2. اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔

3. اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔

4. اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔

5. اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔

6. اسلام کی ایک تنامہ کے تحت انسانیت کے حوالے سے اہم ہے۔
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<tr>
<td>1.1</td>
<td>ذکریہ کا تعلیم</td>
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<td>1.2</td>
<td>اسلام آکبک کی حضرت (ائیام ر massa)</td>
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<td>2.1</td>
<td>تعلیم کی عورت</td>
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<tr>
<td>2.2</td>
<td>اسلام سے اسلام سے آسمانی تعلیم</td>
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<td>3.1</td>
<td>اسلام ریاست کا قوم - ایک دن دوسرے</td>
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<tr>
<td>3.2</td>
<td>اصطلاح جامع (ودراک کے نام سے)</td>
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<td>3.3</td>
<td>اصطلاح کی تعلیم (قرآن و حدیث کی روشنی میں)</td>
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<td>3.4</td>
<td>زرائع علم</td>
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<td>اصلاحی تعلیم کا تعلیم</td>
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<td>4.2</td>
<td>اصلاحی تعلیم اوراس کے حضرت</td>
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<td>5.1</td>
<td>پاکستان کا مسجدوں دی تعلیم (تصویری ہنر)</td>
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<td>5.2</td>
<td>پاکستان کا نظام اوراس کے تعلیم و تعلیم</td>
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<td>5.3</td>
<td>قطعے تعلیم نظام (دوویکا کی)</td>
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<td>5.4</td>
<td>شریان نظام</td>
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<td>5.5</td>
<td>نظام کی ایک دن دوسرے</td>
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5.4
اقلام گذاری کی اسلامی تعلیم

5.3
اسلامی کتابی کی نظریات دانشی

5.2
اسلامی کتابی کی نظام کی تفسیر

4.3
اسلامی کتابی کی اصول

5.5
خلاصہ میں اسلامی تعلیم کا کل منظر کا تصور

4.5
علم کی تفسیر

3.5
عمران علم

2.5
علم طلب

3.5
ورن درب

5.5
تم کتابی سرگرمی سے نامہ اخلاق

4.5
پاکستان میں اسلامی تعلیم کا تحقیق کا نقش

3.6
ابتدائی تعلیم

2.6
باوری تحقیق

3.6
تعلیمی نظام

2.6
اتخاذ ایتمام

1.6
پاکستان کی اسلامی تعلیم کی اقلیت

2.6
علم کی اسلامی تعلیم

1.6
خلاصہ میں اسلامی تعلیم کا نظریہ

2.6
پاکستان میں اسلامی تعلیم کی اقلیت (4 روز کی نظر)

2.6
پاکستان میں اسلامی تعلیم کی اقلیت (6 جولائی 1987)

1.8
اسلامی افکار کی تفسیر

2.8
شخب اسلامی افکار کی تفسیر
Further Readings:

1. پر میر سمیت اصغر، اسلام پاکستان، اسلام آموز، تاثیرات اسلام پاکستان، اسلام آموز، تاثیرات
2. اسلام آموز، تاثیرات اسلام پاکستان، اسلام آموز، تاثیرات
3. پر میر سمیت اصغر، اسلام پاکستان، اسلام آموز، تاثیرات
4. قاضی ضیا‌الدین، اسلام پاکستان، اسلام آموز، تاثیرات
5. پر میر سمیت اصغر، اسلام پاکستان، اسلام آموز، تاثیرات