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'.

Sd/-

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

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 (Secretary)
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 referred 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 Secondary

### Core Courses:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title of the Course</th>
<th>Total Marks</th>
</tr>
</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 Secondary Schools</td>
<td>100</td>
</tr>
</tbody>
</table>

### Professional Courses

9-10 Any two courses from the following:
- Teaching of Chemistry
- Teaching of Physics
- Teaching of Biology
- Teaching of Math
- Teaching of Urdu or English or Arabic
- Teaching of Social Studies
- Teaching of Islamic Studies
- Teaching of Pakistan Studies
- Teaching of Home Economics

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>Two courses from any one area of specialization of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Educational Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Educational Law</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| i) Human Relations in Organizations  
ii) Supervision and Evaluation of Secondary Schools  
iv) Human Resource Management  
v) Comparative Educational Administration  
vi) Education Planning and Financing |

b) Educational Psychology  
i) Human Development  
ii) Personality Theories  
iii) Psychology of Exceptional Children  
iv) 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 Application in Education</td>
</tr>
<tr>
<td>2. Educational Psychology &amp; Guidance</td>
<td>2-3 Methods of Teaching (Two courses)</td>
</tr>
<tr>
<td>3. Research Methods in Education</td>
<td>4-5 Area of Specialization (Two courses)</td>
</tr>
<tr>
<td>4. Curriculum and Instruction</td>
<td>6-7. Teaching Practice</td>
</tr>
<tr>
<td>5. General Methods of Teaching</td>
<td></td>
</tr>
<tr>
<td>6. Educational Assessment &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td>7. Educational Leadership and Management in Secondary 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 subject
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 Secondary

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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</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Foundations of Education</td>
<td>100</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Leadership and Management in Secondary Schools</td>
<td>100</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Curricula and Instructions</td>
<td>100</td>
</tr>
<tr>
<td>Paper 4</td>
<td>Assessment and Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Paper 5</td>
<td>Research Methods in Education</td>
<td>100</td>
</tr>
<tr>
<td>Paper 6</td>
<td>Educational Psychology &amp; Guidance</td>
<td>100</td>
</tr>
<tr>
<td>Paper 7</td>
<td>General Methods of Teaching</td>
<td>100</td>
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</table>

## Part Two

<table>
<thead>
<tr>
<th>PAPER NUMBER</th>
<th>COURSE TITLE</th>
<th>TOTAL MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Instructional Technology and Computer Applications in Education</td>
<td>40 + 60</td>
</tr>
<tr>
<td>Paper 2 &amp; Paper 3</td>
<td>Any two of the following (1) Teaching of Social Studies (2) Teaching of Islamic Studies (3) Teaching of Mathematics (4) Teaching of English/Urdu/Arabic (5) Teaching of Pakistan studies (6) Teaching of Home Economics (7) Teaching of Chemistry (8) Teaching of Physics (8) Teaching of Biology</td>
<td>100</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 secondary 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>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Educational Administration</td>
<td>Any two of the followings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Educational Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Human Relations in Organizations</td>
</tr>
<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>
<td></td>
<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>
</tr>
<tr>
<td>C</td>
<td>Curriculum</td>
<td>Any two of the followings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Patterns of Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Curriculum Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) Student Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) Comparative Curriculum</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Islamization of Applied Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) Islamization of Languages &amp; Literature</td>
</tr>
<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>
</tr>
</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 Ghazali
  - Ime-e-Khaldoon
  - Alama 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
  - Sangeant Scheme

- Development of the idea of National Education in the Sub-Continent Institutions of National Education:
  - Dar-ul-Uloom Deoband, Jamia Millia Islamia, Nadwat-ul-Ulama
<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Educational Conference</td>
<td>1947</td>
</tr>
<tr>
<td>National Commission on Education</td>
<td>1959</td>
</tr>
<tr>
<td>Education Policy</td>
<td>1970</td>
</tr>
<tr>
<td>New Educational Policy</td>
<td>1972</td>
</tr>
<tr>
<td>National Education Policy</td>
<td>1978</td>
</tr>
<tr>
<td>Education Policy</td>
<td>1998</td>
</tr>
<tr>
<td>Education Sector reforms</td>
<td></td>
</tr>
</tbody>
</table>
Educational Leadership and Management In Secondary 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 administrator of any Educational Institution competently.

Education: Definition and explanation

Management Administration & Supervision: Definition, Differences and explanation

POSID 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/Autocratic Model
System Model
Hierarchical Model
Democratic Model
Liases faire 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


Text books

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

Further Readings:

Longman


Part-1

CURRICULUM AND INSTRUCTION

Concept of Curriculum

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

- Syllabus
- Course of Study
- Educational Programme
- Teaching
- Instruction
- Level of Curriculum

d. Level of Curriculum
e. Types of Curriculum
f. Scope of Curriculum
g. 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
c. 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.
b. External forces: Contemporary life Technology, knowledge Ideology Economies Pressure groups, Legal constraints.

Foundations/Bases of Curriculum

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

d. Economic 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
   Development 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. Juristic mental 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

Institutional Objectives
- Selecting Institutional 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
○ Purposive/Judgmental sampling
○ Snowball sampling
○ Quota 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 DISCRITION)
  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, f-test)
- 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 Factor 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
• QUIT 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
A LIST OF SUGGESTED READINGS
(Books with Mark may be used as text)


Text books

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

Further Readings:

Longman


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:-
   Appropriateness Responsibilities of the demonstrator & learner Evaluation, Advantages Disadvantages.

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

7. Tutorial Method:-
   Focus Structure, Principles, Application, Advantages Limitations, Suggestions.

8. Micro-Teaching Method:-
   Use Elements Principles Operation & Steps Phases of Procedure Characteristics Evaluation (Merits & crties)
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


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 and experiences.

Instructional media
  Concept and need
  Criteria for selection of Instructional Media
  Types of Instructional aids
  Projected and non-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
Text books

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

Further Readings:


Longman


Syllabus

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

Characteristics of Computers:
- Types of Computers
- Analog Computers
- Digital Computers
- Hybrid Computers

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

The Evolution of Computers
- The Mark-1 Computers
- The Atanasoff Berry Computers
- The ENIAC
- The EDSAC
- The Manchester Mark-1
- The UNIVAC-1

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

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

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 Dow 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 any 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
- Hexadecimal to Binary Conversion
- Function Numbers

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
- Firmware
- 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

4. Buzley M.B (1985) using computers USA: SRA.
8. Online Help.
پارٹ (د)
قوس کی کئی فصل لوئیں کے مطابق دوسری جیب آل کوئی کے لئے قدرتی کو مطلب ہے کہ اس کا کبھی کوئی کے لئے قیمتی کی جانی چاہیے کی اس کو کبھی ہی قیمتی کی جانی چاہیے۔

یہ کتاب کا سب سے اہم حصہ ہے کہ اس میں تعلیمات، اصول اور آداب کیا گیا ہے۔

1. ہدایت کتاب
2. اصول اور آداب
3. تعلیمات
4. ہدایت
5. اصول اور آداب
6. تعلیمات
7. ہدایت
8. اصول اور آداب
9. تعلیمات
10. ہدایت
باب اول: نیاز
1. نیاز کی بنیاد
2. نیاز کی اہمیت
3. نیاز کی بحث

باب دوم: نیاز کا تعریف
1. اور نیاز کی تشکیل
2. اور نیاز کی تحلیل
3. اور نیاز کی تحلیل

باب سوم: اور نیاز کی تحلیل
1. اور نیاز کی تحلیل (تحقیق پاکستان و سالیت پاکستان)
2. پاکستان میں اور کی تحلیل
3. پاکستان میں اور کی اورلی اور شامل مہم
4. اور اور پاکستان کی قومی اور سیاست
5. اور کی دریم اور

باب چهارم: اور کی تعلیم
1. اور نیازی اور (تعلیم کی شروع)
2. دریم اور
3. دریم اور

باب پنجم: اور کی تعلیم اور کے مقام
1. اور کی تعلیم کی اور شروع
2. اور کی تعلیم کی پیشرفت
3. اور کی تعلیم کی مہم - اور کے مقام
4. اور کی تعلیم کی اور اور کے مقام
5. اور کی تعلیم کی اور اور کے مقام
باب شرح اخلاق الأدوار
1
2
3

باب نظام تدريس نشر أدوية
1
2
3

مباحث
الآداب
تدريس نشر كما اشترطت لها
تدريس نشر كلاً من الآداب
تدريس نشر كما اشترطت لها

باب نظم تدريس الكفاية
1
2
3

باب نظم تدريس الكفاية
1
2
3

واعظ أواخر في الآداب
واضح نزاعي في تدريس في مباحث
تدريس الكفاية كلاً من الآداب

قواعد أواخر في الآداب
تدريس الكفاية كلاً من الآداب
کِسیْدَیُ کِاکُولِی میں عربی دیان کی تَقَریبَ و تَقَلَمٕ کے معاَمَدہ
زمان اور تَقَریب، دَنیا
زمان کی بِاَمیز، تَعَارف ہَدایت
تَقَریبِ زمَان کی ایمان
عربی دیان کی ایمان، تَقَریب و تَقَلَم تَعَمَلیات
پاکستان میں عربی دیان
تَقَریب و تَقَلَم زمَان کی پیشادیات
الف مہارت اسثراح
استعمال میں مالمیت میں اضافہ کے لیے تَنَبَی خیالدا خا استعمال
علی اواسی میں چیکاں
عزای تَخبیل و قطعات طولی میں فرق
تَقَریب انگریز اواسی میں فرق
حرف مشترک اور عربی میں چیکاں
حرف مشترک اور عربی
حرف تَقَریب و شہر
ج) مہارت تَقَلَم،
مکالمہ اور بات مہیا
مہارت اسثراح اور مہارت تَقَلَم درک ایک یہی ہے میں فرق میں ہے ہے ہے ہے
نَلعِیُ بہ ہے اور تَقَلَم تَعَمَلیات ان کا پتہ بہ ہے
ج) مہارت قراءت، تَنَبَی خیالدا
چ) حیرت کی معلما قُل
یامہ اور اس کی اقامت
تَقَریبی: تَقَلَم و تَقَریب کی تَقَریب اور ان کے اساتذہ کے اثرات
تَقَریبی: تَقَلَم مہارتیں خیالدا
<table>
<thead>
<tr>
<th>شرح</th>
</tr>
</thead>
<tbody>
<tr>
<td>تدريب أعمدتين آ (بناء عريض طويل نحيلي كوني)</td>
</tr>
</tbody>
</table>

**كما هو مفاده كتاب:**

- حل أول كتاب، د. أيوب
- مقالات حول إدارة
- مقالات حول إدارة
- تدريب عريض
- الرسم الحكوائي (كتاب الطيارة)
TEACHING METHODOLOGIES

Part two Paper 2 & 3

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
   c. Aims of Teaching Maths at Secondary Level
   d. 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
   c. Significance of Methods of Teaching (How do students learn Mathematics)
   d. Lecture, Analytical and Synthetic, Inductive and Deductive, Hensistie, Problem Solving, Project and Activity

5. Teaching Aids and Maths Laboratory

6. Use of Mathematics Textbook and Library Books

7. Techniques of Teaching Maths
   h. Oral work i.e. Questioning in the Classroom
   i. Group work/Group Discussion
   j. Drill in Maths
   k. Home work
   l. Assignments
   m. Self study in Mathematics
   n. Review of work and its importance in teaching of Mathematics

8. Concept Teaching in Maths
iv. Concept Defined
v. Concept Development
vi. Different Techniques to develop concepts and evaluation of understanding

9. **Misconceptions in Mathematics**
   v. What is Misconception
   vi. Techniques to remove Misconception

10. **Measurement, Assessment and Evaluation in Maths**
    v. Difference between Measurement and Evaluation
    vi. What is a Test
    vii. Qualities of Good Test
    viii. Use of Test Results

11. **The Mathematics Teacher**
    vii. Qualities of a Good Teacher
    viii. Teaching of Maths at Secondary Level
    ix. Teaching of Practical Geometry
    x. Good/Weak points in the Teaching Maths

12. **Lesson Plan**
    v. Introduction
    vi. Qualities of Good Lesson Plan
    vii. Components of a Lesson Plan
    viii. Model Lesson Plans on Teaching of Algebra and Geometry

13. **Mathematics Education in Twenty Century**
    iii. Attitude towards Mathematics Learning
    iv. Mathematics Education for a New Century

**Reference Books:**

Techniques and Enrichment Units, by Alfred S. P. Samentier

Classroom Management (2nd Edition) Methods and Techniques for Elementary and Secondary teachers by Johanne Kasin

Strategies for Effective Teaching (II Edition) by Allan C. Ornstein
Contents

1. Rationale for Teaching Social Studies
   - The Developmental Tasks of Secondary 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 adolescent children
   - Knowledge about the child—the essence of DA teaching
   - Key developmental milestones for adolescent
   - Social and emotional development during adolescent 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 Children
Developing Civic and Social Responsibilities
Nurturing Civic responsibility in 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:

1 Wilma Robles de Melendez, Vesna Beck and Melba Fletcher. (2000). Teaching Social Studies in Early Education. United Kingdom: Delmar


TEACHING METHODOLOGIES

Contents

1. **Rationale for Teaching Islamiyat**
   - The Developmental Tasks of Secondary 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 adolescent Education
   - Goals of Teaching of Islamiyat
   - Characteristics of an effective Curriculum of Islamiyat

3. **Getting Ready to Teach Islamiyat**
   - Planning Islamiyat experiences adolescent children

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

vii. The project approach

viii. Learning Centers

ix. Technology in the Classroom

5 Growing up in a Muslim Society

Our Muslim Society
Teaching Methodologies

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
8. Gaps between the Ideal and Actual
9. 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:
Introduction

What is Biology?
Place of Biology in School curriculum
History of critical study of Biology curriculum
The nature of Science
Scientific literacy and its importance in the world today
Definitions of sciences: Science as product and process
The products of science
Processes of science
Scientific attitude
The nature of scientific laws, facts, concepts and theories
Physical sciences and limitations of science

Aims and Objectives of Teaching Biology

Introduction
Aims of Teaching Biology
Objectives of Teaching Biology
Taxonomy of Educational Objectives
Scientific Attitude
Development of Scientific Attitude
Scientific Method

Relationship of Biology with Other Subjects

Importance of relationship
Relation with Social Science
Relation with Chemistry
Relation with Mathematics
Relation with Physics
Creativity in Biology

The Nature of Children and Science Teaching

Piagetian Theory of Cognitive Development:

- Stages of cognitive development
- Characteristics of individuals in various stages of cognitive development
- Piaget's theory and science curriculum
- Implication of Piagetion theory in facilitating learning of science
- The process of learning according to Robert gange, David Ausubel and Bruner
Methods of Teaching Biology

Introduction
Various methods of Teaching Biology
Choices of methods

Biology Laboratory

Introduction
Importance of Biology Laboratory
Physics Laboratory Setting
Safety Measures in Laboratory

Apparatus Equipment and Specimen

Introduction and specimen Biology
Materials Equipments for Laboratory
Arrangement and Care
Record
Improvised Apparatus
Biology Teaching Kits

Instructional Planning

Resource Unit: Purpose, format and uses
Teaching Unit: Purpose, format and uses
Lesson Plan: What is lesson plan? Short and long form of a lesson plan
Teaching Modules: Objectives format and uses

Instructional Technology for Effective Science Instruction

Planning Instructional Media
Describing basic purpose of the use of instructional media, motivation, information and instruction
Selecting media to learner, identifying learning for media
Developing objectives
Preparation of content outline
Preparing review questions

Biology Practical and Experiments

Importance of Practical Work
Organization of Practical Work
Evaluation in Biology

Examinations Reforms
Criteria of Good Examination
Designing of Biology test
Evaluation of Skills
Evaluation of Practical
TEACHING METHODOLOGIES
PAPER 2 & 3

TEACHING OF PHYSICS

Introduction

What is Physics?
Impact of Physics
Place of Physics in School curriculum
History and critical study of Physics curriculum
The nature of Science
Scientific literacy and its importance in the world today
Definitions of sciences: Science as product and process
The products of science
Processes of science
Scientific attitude
The nature of scientific laws, facts, concepts and theories
Physical science and limitations of science

Aims and Objectives of Teaching Physics

Introduction
Aims of Teaching Physics
Objectives of Teaching Physics
Taxonomy of Educational Objectives
Scientific Attitude
Development of Scientific attitude
Scientific method

Relationship of Physics with other Subjects

Importance of Relationships
Relationship with Social Science
Relationship with Chemistry
Relationship with Mathematics
Relationship with Biology
Creativity and Physics

The Nature of Children and Science Teaching

Piagetian Theory of Cognitive Development:

Stages of cognitive development
Methods of Teaching Physics

Introduction
Various methods of Teaching Physics
Choices of methods

Physics Laboratory
Introduction
Importance of Physics Laboratory
Physics Laboratory Setting
Safety Measures in Laboratory

Apparatus and Equipments
Introduction
Materials and Equipment for Physics Laboratory
Arrangement and Care
Record
Improvised Apparatus
Physics Teaching Kits

Instructional Planning

Resource Unit: Purpose, format and uses
Teaching Unit: Purpose, format and uses
Lesson Plan: What is lesson plan? Short and long term of a lesson plan
Teaching Modules: Objectives format and uses

Instructional Technology for Effective Science Instruction

Planning Instructional Media
Describing basic purpose of the use of instructional media, motivation, information and instruction
Suiting media to learner, identifying learning for media
Developing objectives
Preparation of content outline
Preparing review questions
Physics Practical and Experiments

Importance of Practical Work
Organization of Practical Work

Evaluation of Physics

Examinations Reforms
Criteria of Good Examination
Designing of Physics test
Evaluation of Skills
Evaluation of Practical

References


TEACHING METHODOLOGIES
PAPER 2 & 3
Teaching of Chemistry

Introduction
- The nature of science
- Scientific literacy and its importance in the world today
- Definitions of sciences: Science as product and process
- The products of science
- Processes of science
- Scientific attitude
- The nature of scientific laws, facts, concepts and theories
- Physical sciences and limitations of science
- Definition of Chemistry
- Importance of Chemistry in everyday life
- Why teach Chemistry

Aims and Objectives of Teaching Chemistry
- Aims of teaching Chemistry
- Criteria for selection of aims
- Objectives of teaching Chemistry
- Writing objectives
- Difference between aims and objectives

Methods of Teaching Chemistry
- Various methods of teaching Chemistry
- Lecture method
- Demonstration method
- Heuristic method
- Assignment method
- Project method
- Inductive method
- Deductive method
- Scientific method
- Problem solving method
- Choice of the method

The Nature of Children and Science Teaching
- Piaget’s Theory of Cognitive Development:
  - Stages of cognitive development
  - Characteristics of individuals in various stages of cognitive development
  - Piaget’s theory and science curriculum
  - Implication of piagetian theory in facilitating learning of science
- The process of learning according to Robert Gagne, Dvid Ausubel and Bruner

Lesson Planning
- Advantages of Lesson planning
- Features of Lesson plan
Steps on Lesson planning

Teaching Aids in Chemistry
Importance of teaching aids
Principles for selection of teaching aids
Principles for effective use of teaching aids
Different types of teaching and material

Apparatus and Equipment
Introduction
Locally produced low-cost equipments
Chemicals
Charts, diagrams and pictures bulletin board
Improvised apparatus
Text books

The Chemistry Teacher
Duties and responsibilities of a chemistry teacher
Effective use of chemistry laboratory
Making chemistry teaching more interesting

Evaluation in Chemistry
Introduction
Designing of test
Evaluation of function skills
The assessment of practical work

Recent Trends in Teaching of Chemistry
Computer application in teaching of Chemistry

Reference Book

Yadav, MS. Teaching. New Delhi: Annual Publications
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 Secondary level
4. Student teacher will plan and teach minimum 100 lessons
5. Student teacher will observe and write criticism on minimum 20 lesson
6. Student teacher will organize 5 co-curricular activities in practicing schools
7. 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
8. Faculty supervisor will be responsible for overall teaching practice and award marks out of 50 for each subject
9. There will be a cooperative supervisor from the staff of practicing school who will award marks out of 25 for each subject.
AREA OF SPECIALIZATION

Paper 7& 8

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) Export 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
   i. 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. Leumiency 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
3.5 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
AREA OF SPECIALIZATION

Paper 6 & 7

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. Hildatuba 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
1. اسلام کا مفہوم اور اسرائیل کی ایجاد
   1.1 اسلام کا مفہوم
   1.2 اسرائیل کی ایجاد

2. عید بیت (عید الفطر)
   2.1 اسلام کا مفہوم
   2.2 نماز عید (سنی و غیر سنی)
   2.3 کتب تحریر
   2.4 دار عید

3. اسلام کے انٹر
   3.1 تعلیم اسلام
   3.2 تعلیم اسلام
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30. تعلیم اسلام
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Further Readings:

1. غنی، ہزارہ (رسول نیز)۔ الہام وال نیز مـرتضی
2. طالبی، محمد۔ انسان، انسان اور انسانیت
3. عمران، محمد۔ میں، میں ہو کر تا کیئے لیکن
4. رضا، محمد۔ کتاب میں کتاب، کتابی ہے اور ہے
5. مارجنا، مہدی۔ قطعہ سپنا
6. صوفی، محمد۔ شہریار، شہریار اور شہریار
7. میں، میں ہو کر تا کیئے لیکن
8. تلہ، میں۔ شہریار، شہریار اور شہریار
9. علی، محمد۔ کتاب میں کتاب، کتابی ہے اور ہے
10. مارجنا، مہدی۔ قطعہ سپنا
11. میں، میں ہو کر تا کیئے لیکن
12. صوفی، محمد۔ انسان وال نیز مـرتضی
13. غنی، ہزارہ (رسول نیز)۔ الہام وال نیز مـرتضی
14. رضا، محمد۔ کتاب میں کتاب، کتابی ہے اور ہے
15. مارجنا، مہدی۔ قطعہ سپنا
Islamization of Education

1. The concept of Islamization of Education has been widely discussed. The process has been ongoing, with various governments adopting different strategies.

2. Pakistan, for instance, has been a prominent example of the application of Islamic principles in education. The government has implemented several policies to integrate Islamic values into the curriculum.

3. In other countries, the approach has been more gradual, with select schools and regions integrating Islamic education into their programs.

4. The integration of Islamic education has been met with both support and criticism. Critics argue that it limits the freedom of students, while supporters believe it enriches the educational experience with moral and ethical values.

5. The impact of Islamization of Education varies from country to country. While some countries have seen significant positive changes, others have encountered challenges in implementation.

6.Despite the challenges, the trend of Islamization of Education is expected to continue, driven by cultural, religious, and political factors.
اسلام وکلیم،

1. اسلام کی اہمیت (_PHASE 1)
2. اسلام کا نظام (_PHASE 2)
3. اسلام کا دعوت (_PHASE 3)
4. اسلام کا تعلیم (_PHASE 4)
5. اسلام کا دور (_PHASE 5)

قلم کی اہمیت (دوسرے کے لئے)

اسلام وکلیم،

1. اسلام کی اہمیت (_PHASE 1)
2. اسلام کا نظام (_PHASE 2)
3. اسلام کا دعوت (_PHASE 3)
4. اسلام کا تعلیم (_PHASE 4)
5. اسلام کا دور (_PHASE 5)

قلم کی اہمیت (دوسرے کے لئے)
5-  تعلیم مفاهیم کی اسلامی تکنیک کی کامل طرح کار

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Text Book(s):-

1. دیا آختر عباسی، آثار شاکری، جلد 2، نشر کتابسرای تیم (تهران، 1368 شمسی).

Further Readings:

1. پیر حسن علی تاج عرب، مرکز تحقیقات اسلامی، جلد 3، نشر اسلامی، تهران.
2. سید احمد موحدی، تجلیل از اسلامی، تهران.
3. اداره کل تحقیقات اسلامی، انتشارات اسلامی، تهران.
4. پرویز فرخزاد میرزه‌فر، مقدمات اسلامی، چاپ نشریه‌های اسلامی، تهران.
5. جامع خیام، تهران.