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 (Secretory)
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
### Core Courses:

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>Foundations of Education</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Research Methods in Education</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum &amp; Instruction</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Educational Assessment &amp; Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Instruction Technology &amp; Computer Application in Education</td>
<td>40+60</td>
</tr>
<tr>
<td>6</td>
<td>Educational Leadership and Management</td>
<td>100</td>
</tr>
</tbody>
</table>

### Area of Specialization

7-8 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
   - 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
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ii)</td>
<td>Trends and Developments in Muslim Education</td>
</tr>
<tr>
<td>iii)</td>
<td>Planning and Financing in Muslim Education</td>
</tr>
<tr>
<td>iv)</td>
<td>Islamization of Social Sciences</td>
</tr>
<tr>
<td>v)</td>
<td>History of Muslim Education</td>
</tr>
<tr>
<td>vi)</td>
<td>Islamization of Applied Sciences</td>
</tr>
<tr>
<td>vii)</td>
<td>Islamization of Languages &amp; Literature</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.Ed. GENERAL

Under annual system

UNIVERSITY OF THE PUNJAB LAHORE
## Scheme of Studies

<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 Schools</td>
<td>100</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Curriculum 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 in Education</td>
<td>100</td>
</tr>
<tr>
<td>Paper 6</td>
<td>Instructional Technology and Computer Applications in Education</td>
<td>40</td>
</tr>
<tr>
<td>Paper 7 and</td>
<td>Two courses from area of specialization</td>
<td>100</td>
</tr>
<tr>
<td>Paper 8</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Note:
Students have to select one group from the following four areas of specializations

<table>
<thead>
<tr>
<th>Group</th>
<th>Area of Specialization</th>
<th>Courses</th>
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</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>--------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Islamization of Education</td>
</tr>
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<td></td>
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</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
Ibn-e-Khatib
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
Islamicization 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, Jamia Millia Islamia, Nadwat-ul-Ulama
Education in Pakistan

First Educational Conference 1947
National Commission on Education 1959
Education Policy 1970
New Educational Policy 1972
National Education Policy 1978
Education Policy 1998
Education Sector reforms

Psychological Foundations

Introduction
Learning Theories
Classroom Management
Guidance and Counseling
Educational Leadership and Management In 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

FOSD 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
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
Hierarchical Model
Democratic Model
Laissez-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

Textbooks

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

Further Readings:


Longman


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.

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. Judgmental procedure
      b. Analytical Procedure
      c. Consensual Procedure
      d. Experimental Procedure

Organization of Experiences and Content

a. Organization Approaches
Curriculum Development in Pakistan

- Planning Process in Pakistan
- Agencies Responsible for Curriculum Development at national and Provincial level
- 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 verses 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
  o Random sampling
  o Stratified sampling
  o Cluster sampling
  o Systematic sampling
- Non-probability sampling techniques
  o 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 DISCRPTION)
• 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


Instructional Technology and Computer Application in Education
Section-1
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.
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 Computers
- 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-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
- 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 another 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

**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.
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) 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
   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. Leunicy 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
AREA OF SPECIALIZATION

Paper 7\& 8

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
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 Measurement

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 Apperception 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

Definition and characteristics of curriculum.
Elements of curriculum
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. Hildabau model
   iii. Lewis and others model
   iv. Olive model
   (b) Difference between model and design.

References: Armstrong, D.G. (1989), Developing and Documenting the curriculum
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)
10 - 11
بہترین مسلسلات کی اور سانحہ خاتمہ سے آگاہ کوئی گئے

12 - 13
خود موبائل اور دیگر دنیا کی سیالی اور کاشفی تھے کے ان کے قلم کے ارسال کی فوٹو اور

14 - 15
علامت یا خلاف وارام کے نور کی ایک

11.2
اسلام کا اندر سمفونی و ترپینت

12.1
قلم اسلام اور عالم کی ثقافتی تعلیمات (ہیجری بانگلہ)

3.1
عمر صدری فیصلہ کا تعلق قلم

3.2
تعلق تعلق اپنی نام

3.3
تعلق تعلق (خیالی و خیالی در مدرک)

3.4
تعلق تعلق (خیالی و خیالی در مدرک)

5.2
تعلق تعلق (خیالی و خیالی در مدرک)

8.2
تعلق تعلق (خیالی و خیالی در مدرک)

9.2
تعلق تعلق (خیالی و خیالی در مید)

10.2
تعلق تعلق (خیالی و خیالی در مید)

11.2
تعلق تعلق (خیالی و خیالی در مید)

13.2
تعلق تعلق (خیالی و خیالی در مید)

13.3
تعلق تعلق (خیالی و خیالی در مید)

15.2
تعلق تعلق (خیالی و خیالی در مید)

3.3
تعلق تعلق (خیالی و خیالی در مید)

3.4
تعلق تعلق (خیالی و خیالی در مید)
Text Book(s): -

Further Readings:

- مظفر دوست (روسی بصری)
- سراج الدین، ارتباطات مدنی
- میر نعیم یحیی، چهار جهانگیر
- پیام در خیم ارشاد شیری، مبانی معاصر
- نعمت علی خان، مبانی شریفی
- رضوان الدین لودی، مبانی اسلام
- پروین خانم راضی، مبانی اسلام
- میر شریف الدین، مبانی اسلام
- سید امیرعلی، مبانی اسلام
- جعفر محمد، مبانی اسلام
- غلامرضا، مبانی اسلام
- پیمان دیوانی، مبانی اسلام
Islamization of Education

Introduction

The concept of Islamization of Education is the process by which the Islamic values, principles, and teachings are integrated into the educational system to ensure that education is aligned with the Islamic way of life. This process is not just confined to the curriculum but also involves the overall environment and ethos of educational institutions.

The objectives of Islamization of Education include:

1. To instill a sense of Islamic values and ethics in students from an early age.
2. To provide education that is aligned with the Islamic perspective on knowledge and society.
3. To promote a culture of learning and scholarship that is consistent with Islamic principles.
4. To ensure that the educational system reflects the values of justice, equality, and compassion.

Pakistan, being a Muslim-majority country, has taken significant steps towards Islamization of Education. The government has implemented various policies and initiatives to achieve this goal. These include the establishment of Islamic seminaries, the integration of Islamic studies in the school curriculum, and the promotion of Islamic values in the media and public discourse.

In conclusion, Islamization of Education is a comprehensive approach that seeks to integrate Islam into all aspects of the educational system to create a conducive environment for personal and societal development. It is an ongoing process that requires the collaboration of educators, policymakers, and the community.
اسلام کی فہرست

1. ایک کی پہلی جہلم کے حساب

2. ایک کی پہلی جہلم (فہرست نقشہ)

3. فہرست کے حساب

4. ایک کی فہرست

5. فہرست (افرادی دوائری)

6. فہرست (پاساں کے حساب)

اسلام کی فہرست کا ترتیب - ایک کی فہرست

1.2 قانون کا فہرست (دوران کے عنصر)

1.3 اسلامی کورس قانون

2.3 اسلامی شریعہ قانون

3.3 قانون کا انسانیت (قرآن وصیت کی دوہی مہم)

3.4 قانون کا انسانیت

4.3 قانون کا انسانیت

4.4 قانون کا انسانیت

5.3 قانون کا انسانیت (ورزش کے عناصر)

6.3 قانون کا انسانیت

7.3 قانون کا انسانیت

8.3 قانون کا انسانیت
5.3 اسلاماً کریم نے ایک ایک فکری نظرات دوبارہ کے مقطع کے لیے ہنسے چیز کی ایک کتاب لکھی ہے جس کی علوم کی 2.5

6.5 غریب علم

7.5 شیعہ علم

3.5 زبان ادب

5.5 علم ادبی سرگرمیوں کے نئے اصول

1.6 پاکستان میں اسلامی تعلیم کا کپڑہ کی تاریخ

2.6 ایکتیم

3.6 انسانی تعلیم

5.6 پاکستان میں اسلامی تعلیم کا ایکتیم کا کپڑہ

1.6 علوم کی اسلامی تعلیم

2.6 تحقیق مشتمل کے اسلامی تعلیم کا ایکتیم کا کپڑہ

3.6 پاکستان میں اسلامی تعلیم کا تحقیق مشتمل کا ایکتیم کا کپڑہ (ب) سکی سے متعلق

3.6 پاکستان میں اسلامی تعلیم کا تحقیق مشتمل کے لیے طبیعی تحقیق مکمل

8.8 اسلامی تعلیم کا تحقیق مشتمل کا کپڑہ کا اور اداکار

3.8 شیعہ اسلام کی اکثریت ادارے اور قیمتوں
Text Book(s):-

- کتاب مقدمہ اسلامی اور اسلامی تحقیق (مارکم پیپر سری سیم ہیمن) اسلام پاکستان

Further Readings:

- پروفسور سید علی رضا شیوا کمرنا، نظمِ اسلامی تحقیق، اسلام پاکستان، لاہور
- سید ایوب رندی کی تحقیقات، اسلام پاکستان، لاہور
- نگار نثاری، نظمِ اسلامی تحقیق، اسلام پاکستان، لاہور
- نور نثاری، نظمِ اسلامی تحقیق، اسلام پاکستان، لاہور
- نور نثاری، نظمِ اسلامی تحقیق، اسلام پاکستان، لاہور