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'.
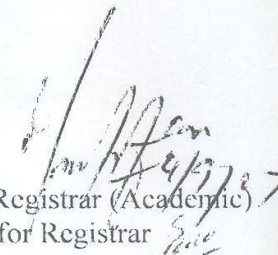
	Sd/-
Admin Block	**Prof. Dr. Muhammad Naeem Khan**
QUAID-E-AZAM CAMPUS,	**REGISTRAR**
Lahore.	

No. /4769 – /Acad.   · Dated: 4 - 9 - /2007.

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 (Secrecy)
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

No. IER/W/505

June 7, 2007

Deputy Registrar
Academic
University of the Punjab
Lahore

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

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

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

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

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

Cc:

Deputy Registrar Affiliation for Registrar

M.A Education Elementary

Core Courses:

Sr. No.	Title of the Course	Total Marks
1	Foundations of Education	100
2	Educational Psychology & Guidance	100
3	Research Methods in Education	100
4	Curriculum & Instruction	100
5	General Methods of Teaching	100
6	Educational Assessment & Evaluation	100
7	Instruction Technology & Computer Application in Education	40+60
8	Educational Leadership and Management in Elementary Schools	100
	Professional Courses	
9-10	Choose one course from each groups: Group 1 Teaching of Urdu Teaching of English Teaching of Arabic Group 2 Teaching of Social Studies Teaching of Islamic Studies Teaching of Mathematic Teaching of Science Teaching of Arts Teaching of Home Economics	200
	Area of Specialization	
11-12	Two courses from any one area of specialization of the following:	200
	a) Educational Administration	

	i)	Educational Law	
	ii)	Human Relations in Organizations	
	iii)	Supervision and Evaluation of Elementary School	
	iv)	Human Resource Management	
	v)	Comparative Educational Administration	
	vi)	Education Planning and Financing	
	b) Educational Psychology		
	ii)	Human Development	
	iii)	Personality Theories	
	iv)	Psychology of Exceptional Children	
	v)	Theory and Application of Psychological Testing	
	c) Curriculum		
	i)	Patterns of Curriculum	
	ii)	Curriculum Change	
	iii)	Student Activities	
	iv)	Comparative curriculum	
	d) Islamic Education		
	i.	Islamization of Education	
	ii.	Trends and Developments in Muslim Education	
	iii.	Planning and Financing in Muslim Education	
	iv.	Islamization of Social Sciences	
	v.	History of Muslim Education	
	vi.	Islamization of Applied Sciences	
	vii.	Islamization of Languages & Literature	
13-14.	Teaching Practice: Six weeks duration (guidelines given separately)		200

Distribution of Courses

Part 1	Part II
1. Foundations of Education	1.Instruction Technology & Computer Application in Education
2. Educational Psychology & Guidance	
3. Research Methods in Education	2-3 Methods of Teaching (Two courses)
4. Curriculum and Instruction	4-5 Area of Specialization (Two courses)
5. General Methods of Teaching	6-7. Teaching Practice
6. Educational Assessment & Evaluation	
7. Educational Leadership and Management in Elementary Schools	

Guidelines for Student Teaching Practice (200 Marks)

1. Duration of teaching practice will be of six weeks with minimum 100 lessons

2. Teaching practice will be in relevant subjects and level

3. Student teacher will plan and teach minimum 100 lessons

4. Student teacher will observe 20 lessons and write criticism

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

6. Faculty supervisor will be overall responsible for teaching practice and will be responsible for the following:

   a. Coordination of teaching practice

   b. Supervision of teaching practice

   c. Evaluate student teacher in both subjects of teaching practice, activity organization etc.

   d. Faculty supervisor will award marks out of 50 in each subjects

7. There will be a cooperative supervisor for a student teacher from the staff of the practicing school. He will award marks out of 25 in each subject.

8. Two model lessons will be delivered by student teacher. An external examiner appointed by the university will award marks out of 25 for each delivered model lesson.

CURRICULUM FOR M.A. Education Elementary

Under annual system

UNIVERSITY OF THE PUNJAB LAHORE

SCHEME OF STUDIES

Part One

PAPER NUMBER	COURSE TITLE	TOTAL MARKS
Paper 1	Foundations of Education	100
Paper 2	Leadership and Management in Elementary Schools	100
Paper 3	Curriculum and Instructions	100
Paper 4	Assessment and Evaluation	100
Paper 5	Research Methods in Education	100
Paper 6	Educational Psychology & Guidance	100
Paper 7	General Methods of Teaching	100

Part Two

PAPER NUMBER	COURSE TITLE	TOTAL MARKS
Paper 1	Instructional Technology and Computer Applications in Education	40 + 60
Paper 2	Any one of the following (1) Teaching of English (2) Teaching of Urdu (3) 1) Teaching of Arabic	100
Paper 3	Any one of the following (1) Teaching of Social Studies (2) Teaching of Islamic Studies (3) Teaching of Mathematics (4) Teaching of Science (5) Teaching of Arts (6) Teaching of Home Economics	100
Paper 4 & Paper 5	Teaching Practice six week duration in each of two methods of teaching studied at elementary level	100 100
Paper 6 & Paper 7	Two courses from area of specialization	100 100

Note:

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

Group	Area of Specialization	Courses
A	Educational Administration	Any two of the followings (1) Educational Law (2) Human Relations in Organizations (3) Supervision and Evaluation of Elementary School (4) Human Resource Development (5) Comparative Educational Administration (6) Educational Planning and Financing
B	Educational Psychology	Any two of the followings (1) Human Development (2) Personality Theories (3) Psychology of exceptional Children (4) Theories and Applications of Psychological Testing
C	Curriculum	Any two of the followings (1) Patterns of Curriculum (2) Curriculum Change (3) Student Activities (4) Comparative Curriculum
D	Islamic Education	Any two of the followings (1) Islamization of Education (2) Islamization of Applied Sciences (3) Islamization of Languages & Literature (4) Trends and Development in Muslim Education (5) Islamization of Social Sciences (6) Planning and Financing in Muslim Education (7) History of Muslim Education

Part-I   /S   Paper-I

FOUNDATION OF EDUCATION

Philosophical Foundations

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

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

Islamic Foundations

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

Social Foundations

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

Economic Foundations

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

Historical Foundations

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

Development of the idea of National Education in the Sub-Continent Institutions of National
Education:

Dar-ul-Uloom Deoband, Jamia Milia Islamia, Nadvat-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	

Educational Leadership and Management In Elementary Schools

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

Education: Definition and explanation

Management Administration & Supervision: Definition, Differences and explanation

POSD CoRB

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

Organization Structure

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

Need of Administration
Development of Administrative Theory
What is a theory
Classical organization theory
Scientific management
Administrative management
Human relation approach
The hawthorne studies
Behavioral science approach
The individual and the organization
Development of administrative thought
System theory

Conflict management
Effective time management
Managing meetings
Interpersonal relationships
Management of staff development
Management of school records
Management school environment (with special reference to Islam)
Managing Behavior/school discipline
Classroom management
Budget
Staff Evaluation

Leadership and Leadership theories

Basic System Model

A System view of school administration

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

Administrative Process:

Motivation
Communication
Decision Making
Leadership

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

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

Models of administration:

Formal Models:
Authoritarian/Autocratic Model

System Model
Hierarchical Model
Democratic Model
Lasses 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 Ornstin
Theories of Educational Management By Tony Bush

Further Readings:

Burden P (1995) Classroom management and discipline. New York

Longman

Hoy, W. K. & Miskel G.C (1996) Educational administration : Theory research and practice (5th ed) New York: Mc Graw Hills Inc.

Robbins, S.P (1996) The administrative process Sydney: Prentice Hall

Part-I   Paper-3

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
        Economics 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 Situtation
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 Soures
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. Judge 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

Text Book(s): Lawton, Denis School Curriculum Panning, London: Hodder & Stoughton 1986

Further Readings:-

1. Nichols, Andrey and S. Howard Nichols, Developing a Curriculum: Practical Guide. London: Garage Allen & Unwin, 1978.
2. Saylor J.G.W.M. Alexander and A. J. Lewis, Curriculum Planning for Better Teaching and Learning, 4th ed. Tokyo: Holt Saunders Japan, 1981.
3. Smith B.O. W.O Stanley and J.H. Shores, Fundamental of Curriculum Development
4. Taba Hidra Curriculum Development: Theory and Practice. New Yark: Harcourt Brace & World Inc., 1962.
5. Venable T.C Patterns in Secondary School Curriculum, New Yark: Harper & Row, 1958
6. Wheeler. D.K Curriculum Process, and London: Hodder & Stoughton, 19367

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

Relibality

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.

Ebel. R L. and Frisbie D.A (1986) Essentials of Educational Measurement. Englewood Clifs Printice Hall

Gay, L.R. (1985). Educational Evaluation and Mesurement: Competencies for Analysis and Application. New York Macmillian Publishing Co.

Grounlun N. E & Linn Robert L. (2000) Measurement and Assessment in Teaching New York Macmillan.

Hopkins. C.D and Antesl, R. (1990) Classroom Measurement and Evaluation: Itasca Peacock Publishers Inc.

Thorndike, R.L. and Hayen, E.P. (1977) Measurement and Evaluation in Psychology and Education. New York Macmillan

Thorndike. B.W. (1975) Measuring Educational Outcomes: Fundamentals of Testing. New York Harcourt Bree Jovanovich

Wiresma, W. and Jurs, S.G (1990) Educational Measurement and Testing. New York: Bacon.

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
- Defination 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 DISCRIPTION)
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, fest)
- Non-parametric test (X)

WARITING 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

Gay. J..R (1996)   Educational research: competencies for analysis and application.
New York: Macmillan Publishing Co.

Cohen. L. and Manian S (1994). Research methods in education. London:
Routledge.

ADDITIONAL READING LIST

Anderson. G. (1990). Fundamentals of educational research London: The
Falmer Press.

Bell. G (19940). Action research special needs and school development
London: Fulton Publishers.

Best. J.W and James V.K (1996) Research in education. New Delhi: Prentice
Hall Inc.

Frankel. J. R and Norman E.W (1993). How to design and evaluate research in education.
London : Routeledge.

Keeves. J.P. (Eds) (1988). Educational research methodology and measurement: An
international handbook. Oxford: Pergamon Press.

Luck. M. (1999). Your student research project. Hampshire: Gower Publishing Ltd

Wiersma. W. (1995) Research methods in education: An introduction. Boston:
Allyn and Bacon Inc.

Scott, D. and Usher. R. (Eds). (1996). Understanding educational research
London: Routledge.

Educational Psychology & Guidance

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
- Piagets 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 cognitivsm

Learning theories

- Social/humanistic theory
- Classroom application

Learner and the learning
- Affective Factor affecting learning
- Anxiety
- Self-esteem
- Extravgesion-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

LIST OF SUGGESTED READINGS
(Books with Mark may be used as text)

Adey. PS. (1988) Cognitive acceleration review and prospects International Journal of Science Education 10.2,121.34

Anderson J.R (1990) Cognitive Psychology and its Implication (3rd ed) New York: Freeman.

Anita E. Walfolk (1998) Educational Psychology (7th ed) Boston: Allyn and Bacon. Bell-Gredler M.E (1986) Learning and Instruction: Theory into Practice. New York Macmillan.

Fontana. David. (1981) Psychology for Teachers London: Macmillan
Flavell. J.H Miller. P and Miller. S (1993) Cognitive Development (3rd ed) New Jersey: Prentice Hall.

Iqbal H.M (1997) Behaviorism and congitivism: Their relevance and implications for teachers Bulletin of Education and Research vol xix No.1

Iqbal. M and Shayer M. (2000) Accelerating the Development of Formal Thinking in Pakistan Secondary School Students: Achievement Effects and professional Development issues. Journal of Research in Science Teaching Vol.37 No.3 pp.259-274

Reilly R.R and Lewis E.I (1991) Educational Psychology: Application for Classroom Learning and Instruction New York: Macmillan

Sprinthal N.A and Sprinthal R.C (1990) Educational Psychology: A developmental Apprach (5th ed) Singapre: Mc Graw-Hill

Wadsworth B. j (1989) Piagets of Theroy of cognitive and Affective Development (4th ed) New York: 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 & critics)

9.   Programmed Instruction:-
     Focus Structure, Principles, Application, Advantages, Limitations, Suggestions.

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

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

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

Books Recommended

1.   Aggarwal J.C. (1995)   Teacher and Education in a developing society
                                     Vikas Publishing House Delhi.

2.   Borich. G.D (1996)   Effective Teaching Methods 3rd Edition,
                                     Prentice Hall USA

3.   Clark L.H. & Starr I.s (1986) Secondary and Middle School Teaching Methods
                                     5th Edition Macmillan Publishers New York.

4.   Dillon J.J. (1986)   Questioning & Teaching A Manual Practice
                                     Croom Hlm Lted G. Britain.

5   Lowman J (1984)   Mastering the Techniques of Teaching
                                     Jossey Bars Inch. California

6.   Mohnly S.B. (1995)   Improving University & College Teaching
                                     A. P.H. Publishing corporation New Delhi

7.   Nada V.K (1998)   Modern Techniques of Teaching Vol.3
                                     Anmol Publishers, New Delhi

8.   Walkin L. (1982)   Instructional Techniques & Practice
                                     The Bath Press G. Britain

9.   Study Guide (1999)   Teaching Strategies code No.846 Unit 1-9 M.A
                                     Education/M. d Allama Iqbal Open University Ibd

10. Allied Material (1999)   Technique Strategies: Course Code No.846. M.A.
                                     Education Allama Iqbal Open University Islamabad

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

12. Course Code No.834 Unit   Educational Technology Study Guide D.N.F.
                      1-9   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 cone of experiences.

Instructional media

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

Printed media

    Types and Usage

Graphic materials

    Types and Usage

Electronic and non-electronic media

    Types and Usage
Resource centers and their usage
Low cost and no cost materials

    Types and Usage

Use of instructional technology for group and individualized teaching

Instruction Technology & Computer in Education

Section-II
Computer Applications in Education

Syllabus

Introduction to Computer

- Introduction
- What is computer?
- Data and Information

Characteristics of Computers.

- Types of Computers
- Analoge Computers
- Digital Computers
- Hybrid Computers

Classification of Computer

- Super Computers
- Main Frame Computers
- Mini Computers
- Micro Computers

The Evolution of Computers

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

Computer Hardware

- Basic Computer Organization
- Basic Operations
- Input Unit
- Out put Unit
- Arithmetic Logic Unit
- Control Unit
- Control Processing Unit
- The System Concept

In Put 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 Payers

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

Input-Output devices
- Disk Drives (Floopy Hard)
- Magnetic Tape Drives
- Modems (External Internal)
- Intoduction 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 anew base
- Converting from a base other than 10 to a base other than 10
- Binary to Octal conversion
- Octal to Binary Conversion
- Binary to Hexadecimal Conversion

- 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
- Firm Ware
- GUI & its advantages

MS Word

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

MS Word

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

MS Word
- Table creation
- Table Editing
- Mid Term Exam

Storage

- Primary Storage
- Storage capacity

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

MS-Excel

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

MS-Power Point

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

Use Computer in Education

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

Internet

- Internet Based E-mail
- E-mail Address
- Advantages and Disadvantages of E-mail
- Internet
- Advantages of Internet
- Main facilities offered by Internet

- Area Network (LAN)
- Area Network (WAN)

Internet

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

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

SPSS (Software)

1. Instructional Aids/Resources White Board and white Board Markers.
2. OHP
3. Transparency sheets (useable with laser printer)
4. Multimedia
5. Software: MS-Office
6. Compter 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

1. Sinah. P.K (1992) Compter Fundamentals New Delhi: Jatwara Darya Ganj
2. Mata-Toledo A.R Cushman K.P (2000), Introduction to computer science. New York Mc Graw-Hill

Other Readings

1. Simonson M.R (1977) Education Computing Foundation. Upper Saddle River N.J.Merrill.
2. Grothe David. (2001) Dos/windows study guide, New Delhi: BPB Publications

3. Maynard J. (1984) computer programming made simple great Britain Richard clay.
4. Buzley M.B (1985) using computers USA: SRA.
5. Sanders D.H (1985) computers Today New York: Mc Graw Hill.
6. Scheid F (1987) Theory and Problems of Introduction to computer Science Singapore: Mc Graw Hill.
7. Carroll Jim et al. (1997) Internet Handbook, Ontario: Prentice Hall Inc.
8. Online Help.

M. A. Education Elementary
Course Outline

Teaching of Science

1. Science and Scientific Literacy
   a. What is science?
   b. How do children learn Science?
   c. Science problem solving method
   d. Impact of science and technology of society.
2. Objectives of Science Teaching
   a. Bloom's Taxonomy of Educational Objective
      i. Cognitive Domain
      ii. Affective Domain
      iii. Psychomotor Domain
   b. Development of Instructional Objectives with reference to the class content and domains.
3. Strategies of Teaching
   a. Teacher centered and student centered strategies
   b. New approaches to science teaching
      i. Micro teaching
      ii. Team teaching
      iii. Inquiry approach
      iv. Discovery approach
      v. Self-instructional module
      vi. Concept mapping
4. Technology of Instructions
   a. Programmed instruction
   b. Personalized system of instruction
   c. Cooperative learning
   d. Simulation and games
   e. Computer assisted instruction
5. Preparation and Effective Use of Instructional Materials
   a. Preparation of instruction materials for elementary science classes
   b. Use and presentation of instructional materials
6. Planning Instruction
   a. Unit Planning
   b. Resource unit
   c. Teaching unit
   d. Daily activity center
7. Science Activity Center
   a. Design, facilitates, management
   b. Role of science activity center in science teaching
   c. Types of process skills at elementary level
   d. Science activity center safety.

Part-II   Paper-2

Teaching of English
Section I

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

Content

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

Section II

Methods and Practice of Teaching English

Content

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

Suggested Readings:

1. Brown. H.D (1980) Principles of Language Teaching and Learning Prentice Hall.

2. Brown, R. (1970) Psycho-Linguistics. The Fee Press.

3. Mansoor, S. (1993). Punjab Urdu and English in Pakistan: A Socio-Linguistic Study Lahore: Vanguard.

4. National Academy of Higher Education. (1984) English Language Teaching. Collection of Papers, UGS: Islamabad.

5.	Rahman, T.Dr (1990) Pakistani English Islamabad: NIPS.

6.	Rahman, T.Dr. (1990) Language, Education and Culture. Karachi OUP

7.	Sheikh, N.A (1975) Teaching of English as a Second Language. Lahore: The Carvan Book House

Further Readings:
1.	Freeman D.L. (1986) Techniques in Language Teaching Oxford.

2.	Byrne, D (1976) Teaching Oral English Longman.

3.	Byrne D. (1979) Teaching Writing Skills Longman

4.	Byrne D. (1976) English Teaching Perspective Longman.

5.	Rivers W. (1968) Teaching Foreign Languages Skills University of Chicago Press

6.	Nuttal, C (1982) Teaching Reading Skills in a Foreign Language. Meinmann Educational Books.

7.	Wilkins D.A (1978) Linguistics and Language Teaching Arnold.
Recommended Grammar Reference
	Thomson, A.J Martined, A.V (n.d) A Practical English Grammar with Exercise Book-II (4th ed) Oxford.

پارٹ (ٹو)   پیپر (ٹو)

تدریس اردو

باب اول   زبان

۱   زبان کی ماہیت

۲   زبان کی اہمیت

۳   زبان کی اقسام

باب دوم اورد زبان

۱   اردو زبان کا تعارف

۲   اردو زبان کی تشکیل

۳   ردو زبان کی تشکیل

۴   اردو اور دوسری زبانیں

۵   ردو زبان کی خوبیاں

باب سوم پاکستان اور اردو

۱   اردو کی قمی اہمیت (استحکام پاکستان و سلمیت پاکستان)

۲   پاکستان میں ردو کی سیاسی اہمیت

۳   پاکستان میں اردو کی ادبی و ثقافتی اہمیت

۴   اردو اور پاکستان کی معاشرتی زندگی

۵   اردو کی دینی اہمیت

۶   اردو کی تعلیمی اہمیت (تعلیمی نظام کے حوالہ سے)

۷   پاکستان میں اردو کی سرکاری حیثیت

باب چہارم   اردو زبان (ذریعہ تعلیم کی حیثیت)

۱   ذریعہ تعلیم ، منہوم

۲   ذریعہ نیم سے بے اصلیت

۳   اردو زبان ذریعہ

باب پنجم   تدریس اورد اور اس کے مقاصد

۱   تدریس کی اورد ضرورت

۲   تدریس اردو کی ضرورت

۳   ابتدائی مدارس میں تدریس اردو کے مقاصد

۴   ثانوی مدارس میں تدریس اردو کے مقاصد

باب ششم   اضافہ   اردو

۱   نظم ، اسم اصناف نظم

۲   نثر اوصاف نثر

۳   قواعد اردو

باب ہفتم   تدریس نثر اردو

۱   مقاصد

۲   اقدامات

۳   تدریس نثر کا اشاراتی خاکہ

باب ہشتم   تدریس نظم

۱   تدریس نظم کی اہمیت

۲   تدریس نظم کے مختلف اقدامات

۳   تدریس نظم کا اشاراتی خاکہ

باب نہم   تدریس انشاء

۱   انشاء اور اس کی اقسام

۲   انشاء پردازی کی تدریس کی مقاصد

۳   تدریس انشاء کے مختلف اقدامات

باب دہم تدریس قواعد

۱   قواعد اور اس کی اقسام

۲   تدریس قواعد کی اشاراتی خاکہ

پارٹ (ٹو) پیپر (ٹو)

تدریس اسلامیات

۲

۷ (تقریری ، منطقی ، طریقہ ، امتزاجی طریقہ ، تفویضی طریقہ ، مظاہراتی طریقہ
انکشانی طریقہ ، امتزاجی طریقہ ، مسکلی طریقہ ، مشاہداتی طریقہ ، سیاحی طریقہ)

۴۔ سبقی اشارہ اور سمعی بصری معاونات

۱ سبقی اشارہ کا مفہوم ، اہمیت وضرورت

۲ سبقی اشارہ کے مقاصد

۳ سبقی اشارہ کی اقسام

۴ سبقی اشارہ کے نمونے اور خاکے

۵۔ امتحان اور جائزہ

۱ مقاصد اور اہمیت

۲ جائزہ کے طریقے اور اقسام

۳ اسلامیات کے مضمون کی پرچہ سازی کے اصول

نوٹ: کورس کی تفصیل نوعیت کے مطابق درج ذیل کتب اس کورس کے لیے تجویز کی جاتی ہیں

نصابی کتب :

	ڈاکٹر عبدالرشید ارشد	تدریس اسلامیات ، ملتان کاروان ادب
۱	مزمل احسن شیخ	تدریس اسلامیات ، لاہور
۲	علامہ اقبال اوپن یونیورسٹی	تدریس اسلامیات
۳	افضل حسین	فن تعلیم و تربیت ، لاہور ، اسلامک پبلی کیشنز
۴	سید سلیمان ندوی	خطبات مدراس، اسلام آباد ، نیشنل بک فاؤنڈیشن
۵	پروفیسر خورشید احمد	اسلامی نظریہ حیات ، کراچی یونیورسٹی ، کراچی
۶	رشید احمد قاسمی	تدریس اسلامیات ، گلوب پبلشرز ، لاہور
۷	شبلی نعمانی	سیرۃ النبی ﷺ ، اسلام آباد نیشنل فاؤنڈیشن
۸	ابن ہشام	سیرۃ النبی ﷺ، مکتبہ المعارف ، بیروت
۹	صفی الرحمٰن	رحیق المخوم

سبق پر تنقید کے طریق کار ، مقاصد اور اس کی عملی مشق کی صلاحیت حاصل کر چکے ہوں گے .

(پارٹ ٹو)   پیپر (ون)

۱۔   سیکنڈری اسکولوں میں عربی زبان کی تدریس و تعلیم کے مقاصد

۲۔   زبان اور تدریس زبان

   زبان کی ماہیت ، تعارف واہمیت

   تدریس زبان کی اہمیت

   عربی زبان کی اہمیت ، قدر و قیمت اور خصوصیات

   پاکستان میں عربی زبان

۳۔   تدریس و تعلیم زبان کی چار مہارت

الف   مہارت استماع

   استماع کی صلاحیت میں اضافہ کے لیے ٹیپ ریکارڈر کا استعمال

   عربی اصوات کی پہچان

   عرکات قصیرہ و حرکات طویلہ میں فرق

   قریب المخرج اصوات میں فرق

   حروف مشددہ اور تنوین کی پہچان

   نبروتنغیم کی پہچان

   حروف قمریہ و شمسیہ

ب)   مہارت تکلم

   مکالمہ اور بات چیت

   مہارت استماع اور مہارت تکلم دراصل ایک ہی چیز میں فرق صرف یہ ہے کہ استماع کی

مہارت :   نظری پہلو ہے اور تکلم کی مہارت ان کا تطبیق پہلو ہے

ج)   مہارت قراءت ، طریقہ ہائے قراءت

   ھمزۃ وصل وھمزۃ قطع

   املاء اور اس کی اقسام

   تدریس عربی ؛ نظم و نثر اور گرامر کی تدریس اور ان کے اسباق کے اشارات

   طریقہ ہائے تدریس عربی

   طریقہ القواعدوالترجمہ

۲۔

الطريق المباشر

طريقة القراءة

الطريقة الشفوية الأذنية

عربی زبان کے لغت (ڈکشنری) کا استعمال

۶۔ تدریس عربی میں تدریسی معاونات اور انکی اہمیت وضرورت

۷۔ اکتسابی جائزہ

ٹیکسٹ بک: تدریب المعلمین ۱۔۲ (برائے عربک ٹیچرز ٹریننگ کورس)

مجوزہ معاون کتب :

۱۔	فضل الٰہی ملک ، پروفیسر	مقالات جلد اول و دوم
۲۔	محمد بشیر ، مولانا	مفتاح الانشاء
۳۔	ایم۔ ڈی۔ اسلم، پروفیسر	تدریس عربی
۴۔	محمود اسماعیل چینی، ڈاکٹر	الربیۃ للناشئین (کتاب التلمیذ)

TEACHING METHODOLGIES

Part two   Paper 3

Teaching of Mathematics

Contents

ii. Concept Development

iii. Different Techniques to develop concepts and evaluation of understand concept

9. **Misconceptions in Mathematics**

   i. What is Misconception

   ii. Techniques to remove Misconception

10. **Measurement, Assessment and Evaluation in Maths**

   i. Difference between Measurement and Evaluation

   ii. What is a Test

   iii. Qualities of Good Test

   iv. Use of Test Results

11. **The Mathematics Teacher**

   i. Qualities of a Good Teacher

   ii. Teaching of Maths at Secondary Level

   iii. Teaching of Practical Geometry

   iv. Good/Weak points in the Teaching Maths

12. **Lesson Plan**

   i. Introduction

   ii. Qualities of Good Lesson Plan

   iii. Components of a Lesson Plan

   iv. Model Lesson Plans on Teaching of Algebra and Geometry

13. **Mathematics Education in Twenty Century**

   i. Attitude towards Mathematics Learning

   ii. Mathematics Education for a New Century

Reference Books:

1- Techniques and Enrichment Units, by Alfred S. Posamentier

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

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

4- Classroom Teaching Skills (V Edition) General Edition (James M. Cooper)

TEACHING METHODOLGIES

Part two   Paper 3
Teaching of Social Studies

Contents

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

2 Reference Material Larolimek, John. (1986). Social Studies in Elementary education. London: Macmillan

3 Savage, Tom V and Armstrong, David G. (1987). Effective Teaching in Elementary Social Studies. New York: Macmillan

TEACHING METHODOLGIES

Part two   Paper 3

Teaching of Islamic studies

Contents

ii.   Thematic Teaching

v.   The project approach

v.   Learning Centers

vi.   Technology in the Classroom

5   **Growing up in a Muslim Society**

     Our Muslim Society

TEACHING METHODOLGIES

Part two   Paper 3
Teaching of Art

Contents

1. **Definition of Art**
2. **Importance of Teaching Art in Elementary Schools**
3. **Elements of Arts**
   a. Line
   b. Shape
   c. Volume
   d. Value / Light
   e. Texture
   f. Colour
   g. Perspective
   h. Composition
4. **Types of Art**
   iii. Fine Arts
   - Drawing
   - Painting
   - Sculpture
   - Print Making
   - Photography and Camera
   iv. Applied Arts
   - Architecture
   - Graphic Design
   - Textile Design
   - Weaving
   - Ceramics
   - Glass

5. Creative Process
6. Characteristics of Elementary Art Programme
7. Components of Art Programme for elementary Schools
8. Multiple Intelligence Theory
9. Organizing successful Art Activities for Elementary Students
10. Planning for Art
11. Teaching Art
    v. Teachers Role
    vi. Teaching Style

Practical

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

TEACHING PRACTICE

Part two   Paper 4 & 5

Guidelines for Teaching Practice

1. Duration of teaching practice will be of six weeks

2. Teaching practice will be in relevant subjects

3. Teaching practice will be at elementary level

4. Student teacher will plan and teach minimum 100 lessons

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

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

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

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

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

AREA OF SPECIALIZATION

Paper 6 &7

GROUP A: EDUCATIONAL ADMINISTRATION

COURSE TITLE: EDUCATION LAW

Contents

(1)   **Definition of:**

    1.   Administration

    2.   Organization

(2)   **Types of Organization**

    1.   Formal Organization

    2.   Informal Organization

(3)   **Educational Enterprise of Pakistan**

(4)   **Definition of:**

    (i)   Supervision

    (j)   Control

    (k)   Spain 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 Polices
    Step 2: Schedule or plan the program of Recruitment Activities
    Step 3: Selection Process
7. **Internal Vs External Recruitment**
8. **Interview**
    1. **Major Problems in Interviewing**
    a. Unfamiliarity with the Job
    b. Premature decisions
    c. Emphasis on negative Information
    d. Personal basis
    e. Application Order
    f. Hiring Quotas
    2. **Techniques for improving interview process**
9. **Introduction**
10. **Appraisal**

     i.   Definition

     ii.   Appraisal process

     iii.   Method Of Appraisal

        a. Absolute standard

        b. Relative standard

        c. Objectives

     iv. Factors that can distort appraisal

        a. Leuniency Error

        b. Hallow Error

        c. Objectives

        d. Low –appraisal Motivation

        e. Central 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 Negoti

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

1.   Chambers Robert (1983), Rural Development, *putting the Last First*, New York, John Willy & Sons Inc.
2.   Gran, Guy, (1983), Development by People Citizen Construction of a Just world, New York, Praeger.
3.   Haq, Mahboob Ul, (1995), Reflections on Human Develment, New York, Oxford University press.
4.   Morano. H. E (1985), Human Development, Guilford, conn, Dushkin.
5.   Sen Amartia, (1988), The Concept of Development, in Hollis Chenry and T.N. Srinivasan (Eds), Handbook of Development Economics. Amsterdam, North Holland.
6.   Sroufe C. Alan. etal. (1996), Child Development" in Hollis Chnery and T.N Srinivasan (Eds.), Handbook of Develpiment Economics, Amsterdam, North Holland.
7.   Streeten. Paul P., (1994), Strategies for Human Development, Copenhagen, Handelshojskolens Forlag/ Munksgaard International Publishers.
8.   The Dictionary of Development and Educational Psychology. (1986) Ed. Harre. Rom., Lamb, Roger, U.K, Basil Blackwell Ltd.

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 land marks in Educational Testing

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

3. **MEASURING PSYCHOLOGICAL ATTRIBUTES**
   - 3.1 Psychological Attributes
   - 3.2 Intelligence-General Mental Ability
     - 3.2A The Nature of Intelligence
     - 3.2B Historical Foundations of Intelligence Testing
     - 3.2C Characteristics of good test and General Mental Ability
     - 3.2D Theories of Intelligence Tests
   - 3.3 Individual Test of General Mental Ability
     - 3.3A The Stanford-Binet
     - 3.3B The Wechsler Adult Intelligence Scale
     - 3.3C the Wechsler Intelligence Scale of Children
   - 3.4 Ability Testing: Group Tests
     - 3.4A Advantages and disadvantages of Group Tests
     - 3.4B Multidimensional Aptitude Battery
     - 3.4C Differential Aptitude tests Battery
     - 3.4D Scholastic Tests
       - 3.5D.1 Scholastic Aptitude Test
       - 3.5D.2 Graduate Record Examinations
   - 3.5 Interests
     - 3.5A The Nature of Interests

3.5B   Historical Foundations of Interest Measurement
3.5C   Characteristics of Good test of Interest Measure
3.6   Personality
    3.6A   Nature of Personality
    3.6B   Historical Foundations of Personality Measurement
    3.6C   Characteristics of good test of Personality Measurement
    3.6D   Objectives measures of Personality
        3.6D.1 California Psychological Inventory
        3.6D.2 Sixteen Personality Factor Test
        3.6D.3 Edward Personal Preference Schedule
        3.6D.4 The Minnesola 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)

Annastasi, Anne (1996), Psychological Testing. Newyork, McMillan Publishing Company.

Gregory, Robert. J. (1996), Psychological Testing, History, Principles and Applivations, 2nd Edition: Allyn and Bacon.

REFERENCE MATERIALS

1.   Alken. Lewis R. (1997), Psychological Testing and Assessment, Boston, Allyn and Bacon.
2.   Kline Paul. (2000), Handbook of Psychological Testing, 2nd Edition, New York: Routledge II-New Feller Lane, London EC 4P 4EE.
3.   Murphy, Kevin. R. DavidShoefer, Charles O. (1988), Psychological Testing, USA Prentice Hall International. Inc.
4.   Kubiszyn, Tom, Borich, gary, (2000), Educational Testing and Measurement, New York, John Willy & Sons Inc.
5.   Lewis. Garith, Crozier, Gene, (1999), Understanding Psychometric Testing In A Week, Great Britian, Hodder and Stoughton.
6.   Shelly, Douglas, Cohen, David (1986), Testing Educational Tests, London, Croam Helin.
7.   Snowman. H. Lee, Watson, Billy L. (1989), Educational and Psychological Assessment of Exceptional Children, USA, Merril Publishing Company.
8.   Swanson, H.C. Watson, B.L. (1989), Educational and Psychological Assessment of Exceptional Children, London, Merril Publishing Cpany.

AREA OF SPECIALIZATION

Paper 6 &7

GROUP C: CURRTCULUM

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 ar
      (ii) Educational technology
      (iii) Humanistic
      (iv) Vocational
      (v) Social re-construction
      (vi) De-schooling

   5. (a) Models of curriculum:
      i. The Tyler model
      ii. Hildataba 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: CURRTCULUM

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**

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1. Planning and coping with Change
2. Implementing change
3. Theories or ideas of changing
4. The problem of change

مطالعاتی خاکہ: ہسٹری آف مسلم ایجوکیشن

History of Mulim Education

اہمیت (Ralianal)

مسلمانوں کا ماضی عظیم الشان اور بڑا شاندار ہے۔ لیکن موجودہ نصاب تعلیم اس طرح تشکیل دیا گیا ہے کہ موجودہ نسل کو اس سے آگاہی نہیں ملتی۔ جس وجہ سے حال کا رشتہ ماضی سے کٹ گیا ہے۔ اکثر یہ سمجھا جاتا ہے کہ مسلمانوں کے ماضی میں نہ کوئی تعلیمی نظام تھا اور ہی کوئی علمی کارنامے۔ نصابی کتب میں جابجا غیر مسلموں کے کارناموں کا تذکرہ ہوتا ہے۔ اس کورس کے ذریعہ طلباء کو مسلمانوں کے علمی، سائنسی اور تہذیبی کارہائے نمایاں کا شعور و آگہی ملے گی اور ان اس سے آگاہی بھی ملے گی کہ مسلمانوں نے اپنے اپنے زبانوں میں اور عہد حکمرانی میں کیا علمی خدمات سر انجام دیں اور کس طرح کا نظام تعلیم قائم کیا تھا۔ خصوصاً عہد نبوی اور عہد خلافت راشدہ میں کیا کیا علمی سرگرمیاں تھیں۔

مقاصد

اس کورس کی تدریس کے بعد طلبہ اس قابل ہو جائیں گے کہ:۔

١۔ عہد نبوی سے قبل دنیا کی تعلیمی حالت کا پتہ چلے گا۔

٢۔ عہد نبوی کا نظام تعلیم کن اصولوں پر استوار کیا گیا تھا۔

٣۔ آنحضور ﷺ نے کیا حکمت تدریس اختیار کی کہ جس سے پورے معاشرے میں تعلیمی انقلاب برپا ہو گیا۔

٤۔ عہد نبوی ﷺ میں تعلیمی انتظامیات کو سمجھ سکیں گے۔

٥۔ تربیت اساتذہ کے نظام کو سمجھ سکیں گے۔

٦۔ تعلیم کی اہمیت وضرورت، اس کا نصب العین اور مقاصد کو سمجھ سکیں گے۔

٧۔ طلباء اس قابل بھی ہو جائیں کہ وہ جان سکیں کہ آپ نے تعلیمی وسائل اور مالیات کی کیا حکمت عملی اختیار کی کہ اس عہد میں شرح خواندگی انتہائی عروج پر پہنچ گئی۔

٨۔ طلبہ خلافت راشدہ کے تعلیمی نظام کو سمجھ سکیں گے۔ نصاب تعلیم کی اساسیات کو جان سکیں گے۔

٩ - بنوامیہ، بنوعباس دور فاطمیس، و در عثانیہ کے تعلیمی نظام کو جان سکیں گے۔

١٠ - طلبہ اس سے بھی آگاہ ہوں گے کہ اندلس میں مسلمانوں کا تعلیمی نظام کیا تھا۔

١١ - برصغیر میں مسلمانوں کی علمی اور تعلیمی خدمات سے آگاہ ہوں گے۔

١٢ - نیز موجودہ نظام تعلیم کا مسلمانوں کے ماضی کے تعلیمی نظام سے تقابل کر کے اس کی خوبیوں اور خرابیوں سے آگاہ ہو سکیں گے۔

١ - تعلیم کا مفہوم اور اس کی اہمیت

١.١ اسلام کا نظریہ تعلیم و تربیت

٢.١ قبل از اسلام دنیا عالم کی تعلیمی حالت (مختصر جائزہ)

٢ - عہد نبوی ﷺ کا تعلیمی نظام

١.٢ تعلیمی نصب العین

٢.٢ نصاب تعلیم (نصابی و غیر نصابی سرگرمیاں)

٣.٢ حکمت تدریس

٤.٢ مدارج تعلیم

٥.٢ تعلیم نسواں

٦.٢ تعلیمی انتظامیات، منصوبہ بندی، تعلیمی پالیس

٧.٢ تربیت اساتذہ (غزل و نصب، مشاہرے)

٨.٢ مکہ کے تعلیمی مراکز

٩.٢ ہجرت سے قبل مدینہ کے تعلیمی مراکز

١٠.٢ بعد از ہجرت کے تعلیمی مراکز

١١.٢ تعلیمی مالیات و وسائل

١٢.٢ ملٹری سائنس (جہاد)

١٣.٢ ذریعہ تعلیم

١٤.٢ امتحانات

١٥.٢ عہد نبوی ﷺ کے تعلیمی مراکز کی منفرد خصوصیات

٣ - خلافت راشدہ میں تعلیمی نظام

٤ - عہد بنوامیہ کا تعلیمی نظام

<div dir="rtl">

۵- عہد بنوعباس کا تعلیمی پروگرام

۶- دور فاطمی کا تعلیمی پروگرام

۷- دور عثمانیہ

۸- اندلس میں مسلمانوں کا نظام تعلیم

۹- دور ایوبی کی تعلیمی تحریک

۱۰- منگلیہ میں مسلمانوں کا کردار

۱۱- برصغیر میں مسلمانوں کا دور

</div>

Text Book(s):-

<div dir="rtl">

۱- احمد شلبی ، تاریخ تعلیم و تربیت

۲- مہر محمد سعید اختر، ہمارا نظام تعلیم

</div>

Further Readings :

<div dir="rtl">

۱- محمد طفیل ،نقوش (رسول نمبر)

۲- صفی الرحمٰن ، الرحیق المختوم

۳- محمد یٰسین شیخ، عہد نبوی کا تعلیمی نظام

۴- پروفیسر عبدالرحیم عنیمہ ، اسلامی جامعات

۵- غلام عابد خان ،عہد نبوی ﷺ کا نظام تعلیم

۶- رشید اختر ندوی ،مسلمان اندلس میں

۷- پروفیسر رب نواز ملک ، آنحضور ﷺ کی تعلیمی جدوجہد

۸- بختیار حسین صدیقی ، برصغیر پاک و ہند کے قدیم عربی مدارس کا نظام تعلیم

۹- منور جہاں رشید، قدیم اسلامی مدارس

۱۰- شبلی نعمانی ، الفاروق

۱۱- معین الدین ندوی ، تاریخ اسلام

۱۲- سید امیر علی ، تاریخ اسلام

۱۳- حبیب احمد صدیقی ،مسلمان اور سائنس کی تحقیق

۱۴- عبدالرحمٰن ،مسلمانوں کے تہذیبی کارنامے

۱۵- پروفیسر حمید عسکری ، نامور مسلمان سائنسدان

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مطالعاتی خاکہ : اسلامائزیشن آف ایجوکیشن

Islamization of Education

اہمیت

یہ کورس شعبہ اسلامک ایجوکیشن کے حوالہ سے اہم ترین کورس ہے - اس کورس کے ذریعے طلباء کو اسلامائزیشن کے عمل ، طریق کار ، مقاصد اور بنیادی اصولوں سے آگاہ کرنا ہے - خاص طور پر طلباء کو عمل تعلیم میں اسلامائزیشن کی اہمیت وضرورت سے آگہی بخشنا ہے تا کہ وہ علم ، تعلیم اور نظام تعلیم کی اسلامائزیشن کا فہم حاصل کرسکیں - اسی طرح طلباء کو تمام دنیا میں بالعموم اور پاکستان میں بالخصوص تعلیم کی اسلامائزیشن کے حوالے سے کی گئی کاوشوں سے آگاہ کرنا اور اسلامائزیشن کے عمل میں معاون اور مزاحم قوتوں کی نشاندہی کرنا ہے - تا کہ وہ اسلامائزیشن کے طریق کار کو اپنا کر عمل تعلیم کو اسلامی خطوط پر استوار کرنے کے قابل ہوسکیں -

مقاصد

اس کورس کے مقاصد درج ذیل ہیں - اس کورس کی کامیاب تکمیل کے بعد طالب علم اس قابل ہوں گی کہ وہ

١-   اسلامائزیشن کا مفہوم اور اس کی اہمیت جان سکیں -

٢-   علم تعلیم اور نظام تعلیم کی اسلامائزیشن کا مفہوم جانتے ہوں -

٣-   اسلامائزیشن آف ایجوکیشن سے ، مقاصد سمجھتے ہیں -

٤-   اسلامائزیشن آف ایجوکیشن کے بنیادی اصول اور طریق کار سے واقف ہوں -

٥-   عالم اسلام اور تمام دنیا میں اسلامائزیشن آف ایجوکیشن کے سلسلہ میں کی گئی کاوشوں سے آگاہ ہوں -

٦-   پاکستان میں اسلامائزیشن کی راہ میں مزاحم قوتوں اور معاون قوتوں سے واقفیت رکھتے ہوں -

٧-   اسلامائزیشن آف ایجوکیشن کے طریق کار کو اپنا کر عمل تعلیم کو اسلامی خطوط پر استوار کرسکیں -

۱-	اسلام معنی و مفہوم

۱.۱	مذہب کا مفہوم

۱.۲	اسلام ایک دین (نظام زندگی)

۱.۳	عقائد اسلام

۱.۴	نظام عبادات

۱.۵	معاملات (انفرادی و اجتماعی)

۱.۶	مسلمان سے اسلام کے تقاضے

۱.۷	اسلامی ریاست کا قیام - ایک دینی فریضہ

۲-	تعلیم

۲.۱	تعلیم کا مفہوم (اور اس کے عناصر)

۲.۲	اسلامی تصور تعلیم

۲.۳	اسلامی تعلیم کی اہمیت (قرآن و حدیث کی روشنی میں)

۲.۴	ذرائع علم

۳-	نظام تعلیم

۳.۱	نظام تعلیم اور اس کے عناصر

۳.۲	اسلامی نظام تعلیم کا مفہوم اور اس کی خصوصیات

۳.۳	پاکستان کا موجودہ نظام تعلیم (تنقیدی جائزہ)

۳.۴	جدید نظام تعلیم اور اس کے نقائص و خرابیاں

۳.۵	قدیم نظام تعلیم (درسی نظامی)

۴-	اسلامائزیشن

۴.۱	اسلامائزیشن کا مفہوم

۴.۲	علم کی اسلامائزیشن

۴.۳	تعلیم کی اسلامی تشکیل

۸.۳   انسٹیٹیوٹ آف پالیسی سٹڈیز – اسلام آباد

۸.۴   ادارہ تعلیمی تحقیق - تنظیم اساتذہ پاکستان ، لاہور

۸.۵   انٹرنیشنل انسٹیٹیوٹ آف اسلامک تھائس – امریکہ

۸.۶   انٹرنیشنل اسلامی یونیورسٹی – اسلام آباد

Text Book(s):-

۱–   ڈاکٹر محمد اسماعیل الراجی الفاروقی ، <u>علوم کی اسلامی تشکیل</u> (مترجم پروفیسر سید محمد سلیم) ،
تنظیم اساتذہ پاکستان

Further Readings :

۱–   پروفیسر سعید اختر شیخ ، <u>ہمارا نظام تعلیم</u> ، ادارہ تعلیمی تحقیق ، تنظیم اساتذہ پاکستان ، لاہور

۲–   سید ابو الاعلیٰ مودودی ، <u>تعلیمات</u> ، اسلامک پبلی کیشنز ، لاہور

۳–   ادارہ تعلیمی تحقیق ، <u>نظام تعلیم کی اسلامی تشکیل جدید</u> ، تنظیم اساتذہ پاکستان ، لاہور

۴–   پروفیسر ڈاکٹر مہر محمد سعید اختر ، <u>تعلیم کی نظریاتی اساس</u> ، انجمن فاضلین ، ادارہ تعلیم و تحقیق ،
جامعہ پنجاب ، لاہور

۵–   پروفیسر سید محمد سلیم ، <u>اسلام کا نظام تعلیم و تربیت</u> ، تنظیم اساتذہ پاکستان ، لاہور