

UNIVERSITY OF THE PUNJAB

NOTIFICATION

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

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

**Admin Block
QUAID-E-AZAM CAMPUS,
Lahore,**

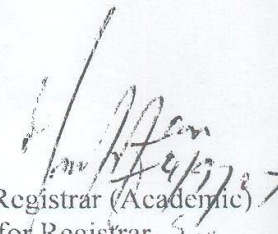
No. /4769 - /Acad.

**Sd/-
Prof. Dr. Muhammad Naeem Khan
REGISTRAR**

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

Annex-A

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No. IER/11/50

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 Secondary

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 Secondary Schools	100
Professional Courses		
9-10	Any two courses from the following: Teaching of Chemistry Teaching of Physics Teaching of Biology Teaching of Math Teaching of Urdu or English or Arabic Teaching of Social Studies Teaching of Islamic Studies Teaching of Pakistan Studies Teaching of Home Economics	200
Area of Specialization		
11-12	Two courses from any one area of specialization of the following:	200
	a) Educational Administration	
	i) Educational Law	

	<ul style="list-style-type: none"> ii) Human Relations in Organizations iii) Supervision and Evaluation of Secondary Schools iv) Human Resource Management v) Comparative Educational Administration vi) Education Planning and Financing 	
	b) Educational Psychology <ul style="list-style-type: none"> i) Human Development ii) Personality Theories iii) Psychology of Exceptional Children iv) Theory and Application of Psychological Testing 	
	c) Curriculum <ul style="list-style-type: none"> i) Patterns of Curriculum ii) Curriculum Change iii) Student Activities iv) Comparative curriculum 	
	d) Islamic Education <ul style="list-style-type: none"> 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 I	Part II
1. Foundations of Education	1. Instruction Technology & Computer Application in Education
2. Educational Psychology & Guidance	2-3 Methods of Teaching (Two courses)
3. Research Methods in Education	4-5 Area of Specialization (Two courses)
4. Curriculum and Instruction	6-7. Teaching Practice
5. General Methods of Teaching	
6. Educational Assessment & Evaluation	
7. Educational Leadership and Management in Secondary Schools	

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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 Secondary

Under annual system

UNIVERSITY OF THE PUNJAB LAHORE

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SCHEME OF STUDIES

Part One

PAPER NUMBER	COURSE TITLE	TOTAL MARKS
Paper 1	Foundations of Education	100
Paper 2	Leadership and Management in Secondary 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 & Paper 3	Any two of the following (1) Teaching of Social Studies (2) Teaching of Islamic Studies (3) Teaching of Mathematics (4) Teaching of English/Urdu/Arabic (5) Teaching of Pakistan studies (6) Teaching of Home Economics (7) Teaching of Chemistry (8) Teaching of Physics (8) Teaching of Biology	100 100
Paper 4 & Paper 5	Teaching Practice six week duration in each of two methods of teaching studied at secondary 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

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-Khaldoon
Allama Iqbal
Rousseau
John Dewey
Robert Hutchins

Islamic Foundations

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

Social Foundations

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

Economic Foundations

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

Historical Foundations

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

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

Dar-ul-Uloom Deoband, Jamia Milla Islamia, Nadvat-ul-Ulama

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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	

Part-I

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Paper-II**Educational Leadership and Management In Secondary Schools**

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

Education: Definition and explanation

Management Administration & Supervision: Definition, Differences and explanation

POSD CoRB

Planning : Definition

Why we plan

Planning process

Kinds of Planning

Types of planning

Organization Structure

Basic concepts of Organizational structure

Why people form 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
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

Text books

Educational Administration: Concepts and practices By Lunenburg and Ornstein
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

Text books

Educational Administration: Concepts and practices By Lunenburg and Ornstein
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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-1**Paper-3****CURRICULUM AND INSTRUCTION****Concept of Curriculum**

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

Syllabus
 Course of Study
 Educational Programme
 Teaching
 Instruction
 Level of Curriculum

- 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.

- e. 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. Judge mental procedure
 - b. Analytical Procedure
 - c. Consensual Procedure
 - d. Experimental Procedure

Organization of Experiences and Content

- a. Organization Approaches

- 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 Planning, London: Hodder & Stoughton 1986

Further Readings:-

1. Nichols, Audrey 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 Hilda Curriculum Development: Theory and Practice. New York: Harcourt Brace & World Inc., 1962.
5. Venable T.C Patterns in Secondary School Curriculum, New York: 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

Reliability

Elementary Statistical concepts used in Assessment and Evaluation

Frequency Distribution

- Types of Scales
- Continuous and Discrete 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 Cliffs Prentice Hall
- Gay, L.R. (1985). Educational Evaluation and Measurement: Competencies for Analysis and Application. New York Macmillan Publishing Co.,
- Gronlund 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 versus applied research
- Historical research
- Descriptive research
- Correlational research
- Causal comparative research
- Experimental research
- Action research
- Qualitative and Quantitative Research

RESEARCH PROBLEM

- Selection
- Sources
- Characteristics/criteria
- Statement

REVIEW OF RELATED LITERATURE

- Definition purpose and scope
- Preparation
- Sources
- Abstracting
- Reporting

RESEARCH HYPOTHESIS OR QUESTIONS

- Definition and purpose
- Characteristics
- Types of Hypotheses
- Stating the hypothesis/question

SAMPLING

- Definition and purpose
- Techniques of sampling
- Probability Sampling Techniques
 - Random sampling
 - Stratified sampling
 - Cluster sampling
 - Systematic sampling
- Non-probability sampling techniques
 - Convenience sampling

- Purposive/Judgmental sampling
- Snowball sampling
- Quota sampling

RESEARCH INSTRUMENTS

- Purpose of research instruments
- Characteristics of research instruments
- Validity
- Reliability
- Usability
- Construction of Instruments
- Questionnaire
- Observation scale
- Rating scale
- Tests (and their types)

RESEARCH TYPES (DETAIL 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, 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, L.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 (1994). 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 cognitivism

Learning theories

- Social/humanistic theory
- Classroom application

Learner and the learning

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

Instructional Strategies

- Direct instruction
- Discovery learning
- QUIT model

Classroom Management: Creating Learning Environment

- Management concerns in classroom
- Life in classroom
- Managing the classroom
- Methods of control

Guidance and Counseling

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

Career Counseling

- Stages of career choice
- Dynamic factors in career planning

LIST OF SUGGESTED READINGS

(Books with Mark may be used as text)

Adey, P.S. (1988) Cognitive acceleration review and prospects International Journal of Science Education 10.2.121.34

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

Anita E. Wallfolk (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 cognitivism: 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 Approach (5th ed) Singapre: Mc Graw-Hill

Wadsworth B. j (1989) Piagets of Theroy of cogn tive and Affective Development (4th ed) New York: Longman.

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

Further Readings:

Burdea 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

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 L.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 Helm Ltd 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 Tech niques 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

101
Educational Administration: Concepts and practices By Lunenburg and Ornstein
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

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Instruction Technology & Computer in Education

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

Numbers Systems

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

Conversion from one number system to another

- Converting to decimal from another base
- Converting from base 10 to 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

- 104
- 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. 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

1. Sinah, P.K (1992) Computer 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.

تدریس اسلامیات

۱	اسلام
۲	دین کا مفہوم
۳	دین اسلام کی خصوصیات اور اس کے تقاضے
۴	اسلامی زندگی کے بنیادی تصورات
۵	اسلام میں تعلیم کی اہمیت اور اسلامی نظام تعلیم کی خصوصیات
۶	اسلامیات کا مفہوم
۲	۲. ثانوی سطح پر تدریس اسلامیات
۱	اسلامیات کا مفہوم
۲	پاکستان میں اسلامیات کی اہمیت و ضرورت
۳	تدریس اسلامیات کا مختصر تاریخی جائزہ
۴	ثانوی سطح پر مروجہ اسلامیات کے نصاب پر ایک نظر
۵	اسلامیات بحیثیت ایک مضمون
۶	تدریس اسلامیات کی وسعت
۷	تدریس اسلامیات کا دیگر مضامین سے رابطہ
۸	تدریس اسلامیات کے مآخذ
۹	تدریس اسلامیات کے مراکز
۱۰	تدریس اسلامیات کے مقاصد
۱۱	کردار سازی میں
۱۲	کردار سازی کے طریقہ اور مشاغل و سرگرمیاں اور اصول
۱۳	معلم کا کردار
۱۴	مسلمان استاد کے اوصاف ، مسلمان شاہی استاد کی خصوصیات
۱۵	ذاتی ، علمی ، پیشہ ورانہ
۱۶	آنحضور ﷺ بحیثیت معلم اعظم
۳	۳. اسلامیات کی حکمت تدریس
۱	تدریس کا مفہوم
۲	تدریس کے اصول
۳	عمومی ، خصوصی ، تدبیری ، اہتمامی اصول
۴	تدریس کو موثر بنانے کے اسلوب
۵	طریقہ تدریس کے انتخاب کے اصول
۶	تدریس ، اسامات ، مختلف طریقہ

- ۷ (تقریری ، منطقی ، طریقہ ، امتزاجی طریقہ ، تفویضی طریقہ ، مظاہراتی طریقہ
انکشافی طریقہ ، امتزاجی طریقہ ، منطقی طریقہ ، مشاہداتی طریقہ ، سیاحتی طریقہ)
- ۸ سبقتی اشارہ اور سمعی بصری معاونات
- ۱ سبقتی اشارہ کا مفہوم ، اہمیت و ضرورت
- ۲ سبقتی اشارہ کے مقاصد
- ۳ سبقتی اشارہ کی اقسام
- ۴ سبقتی 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

یکسٹ • کتب :

- | | |
|------------------------------|--|
| ڈاکٹر عبدالرشید ارشد | تدریس اسلامیات ، ملتان کاروان ادب |
| ۱ منزل 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 الرحمن | رحیق الخنوم |

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

تدریس اردو

باب اول زبان

- ۱ زبان کی ماہیت
- ۲ زبان کی اہمیت
- ۳ زبان کی اقسام

باب دوم اردو زبان

- ۱ اردو زبان کا تعارف
- ۲ اردو زبان کی تشکیل
- ۳ اردو زبان کی تشکیل
- ۴ اردو اور دوسری زبانیں
- ۵ اردو زبان کی خوبیاں

باب سوم پاکستان اور اردو

- ۱ اردو کی فنی اہمیت (انتظام پاکستان و ملیت پاکستان)

- ۲ پاکستان میں اردو 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 ، مفہوم
- ۲ ذریعہ نیم سے بے اصلیت
- ۳ اردو زبان ذریعہ

باب پنجم تدریس اردو اور اس کے مقاصد

- ۱ تدریس کی اور ضرورت
- ۲ تدریس اردو کی ضرورت
- ۳ ابتدائی مدارس میں تدریس اردو کے مقاصد
- ۴ ثانوی مدارس میں تدریس اردو کے مقاصد

///

باب ہشتم اضافہ اردو

- ۱ نظم ، اسم اصناف نظم
- ۲ نثر اوصناف 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 پر داری 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

پپر (ون) ٹو اور تھری

(پارٹ ٹو)

مطالعائی خاکہ : تدریس عربی

سینڈری اسکولوں میں عربی زبان کی تدریس و تعلم کے مقاصد

زبان اور تدریس زبان

زبان کی ماہیت ، تعارف و اہمیت

تدریس زبان کی اہمیت

عربی زبان کی اہمیت ، قدر و قیمت اور خصوصیات

پاکستان میں عربی زبان

تدریس و تعلیم زبان کی چار مہارت

الف مہارت استماع

استماع کی صلاحیت میں اضافہ کے لیے ٹیب ریکارڈر کا استعمال

عربی اصوات کی پہچان

حرکات قصیرہ و حرکات طویلہ میں فرق

قریب المخرج اصوات میں فرق

حروف مشددہ اور تنوین کی پہچان

نبرہ تخفیف کی پہچان

حروف قمریہ و شمیہ

ب مہارت تکلم

مکالمہ اور بات چیت

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

نظری پہلو ہے اور تکلم کی مہارت ان کا تطبیقی پہلو ہے

ج مہارت قراءت ، طریقہ ہائے قراءت

ہمزہ وصل و ہمزہ قطع

الماء اور اس کی اقسام

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

طریقہ ہائے تدریس عربی

طریقہ القواعد والترجمہ

الطریق المباشر

طریقہ القراءۃ

الطریقۃ الشفویۃ الاذنیۃ

عربی زبان کے لغت (ڈکشنری) کا استعمال

تدریس عربی میں تدریسی معاونات اور انکی اہمیت و ضرورت

اکتسابی جائزہ

تدریب المعلمین ۲۱ (برائے عربیک ٹیچرز ٹریننگ کورس)

فیکٹ بک:

مجوزہ معاون کتب:

مقالات جلد اول و دوم

مقاصح الانشاء

تدریس عربی

الریبۃ للنشین (کتاب التلمیذ)

فصل الھی ملک ، پروفیسر

محمد بشیر ، مولانا

ایم. ڈی. اسلم، پروفیسر

محمود اسماعیل چیلنی، ڈاکٹر

۱.

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TEACHING METHODOLOGIES

Part two

Paper 2 & 3

Teaching of Mathematics

Contents

1. **Introduction**
 - a. Nature of Mathematics
 - b. Importance of Maths in Curriculum
 - c. Educational values of Maths
2. **Aims and Objectives of Teaching Maths**
 - c. Aims of Teaching Maths at Secondary Level
 - d. Objectives of Teaching Maths with special reference to Bloom's Taxonomy of Educational Objectives
3. **Relation of Maths with other Subjects**
4. **Methods of Teaching Maths**
 - c. Significance of Methods of Teaching (How do students learn Mathematics)
 - d. Lecture, Analytical and Synthetic, Inductive and Deductive, Heuristic, Problem Solving, Project and Activity
5. **Teaching Aids and Maths Laboratory**
6. **Use of Mathematics Textbook and Library Books**
7. **Techniques of Teaching Maths**
 - h. Oral work i.e. Questioning in the Classroom
 - i. Group work/Group Discussion
 - j. Drill in Maths
 - k. Home work
 - l. Assignments
 - m. Self study in Mathematics
 - n. Review of work and its importance in teaching of Mathematics
8. **Concept Teaching in Maths**

- iv. Concept Defined
- v. Concept Development
- vi. Different Techniques to develop concepts and evaluation of understand concept
9. **Misconceptions in Mathematics**
 - v. What is Misconception
 - vi. Techniques to remove Misconception
10. **Measurement, Assessment and Evaluation in Maths**
 - v. Difference between Measurement and Evaluation
 - vi. What is a Test
 - vii. Qualities of Good Test
 - viii. Use of Test Results
11. **The Mathematics Teacher**
 - vii. Qualities of a Good Teacher
 - viii. Teaching of Maths at Secondary Level
 - ix. Teaching of Practical Geometry
 - x. Good/Weak points in the Teaching Maths
12. **Lesson Plan**
 - v. Introduction
 - vi. Qualities of Good Lesson Plan
 - vii. Components of a Lesson Plan
 - viii. Model Lesson Plans on Teaching of Algebra and Geometry
13. **Mathematics Education in Twenty Century**
 - iii. Attitude towards Mathematics Learning
 - iv. Mathematics Education for a New Century

Reference Books:

Techniques and Enrichment Units, by Alfred S. Pesamentier
 Classroom Management (2nd Edition) Methods and Techniques for Elementary and
 Secondary teachers by Johanne Kasin
 Strategies for Effective Teaching (II Edition) by Allan C. Ornstein

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TEACHING METHODOLOGIES

Part two

Paper 2 & 3

Teaching of Social Studies

Contents

1. **Rationale for Teaching Social Studies**
 - The Developmental Tasks of Secondary Years
 - Educating children for a different Society
 - Changing our vision developing a national and a global sense of citizenship
 - Global connections: one aim of social studies curriculum
 - The child's ability to learn about others near and far
2. **Discovering the Essence of Social Studies**
 - Social Studies in search of definitions
 - Social Studies and Child with special needs
 - Goals of Social Studies Education
 - Characteristics of an effective Social Studies Curriculum
3. **Getting Ready to Teach Social Studies**
 - Planning Social Studies experiences for adolescent children
 - Knowledge about the child—the essence of DA teaching
 - Key developmental milestones for adolescent
 - Social and emotional development during adolescent years
4. **Planning Developmentally Appropriate Social Studies**
 - Planning and Teaching Appropriate Social Studies
 - Planning Social Studies Experiences
 - Do we know why children are doing what they do?
 - Objectives are important, but children are the reason for teaching
 - Sources of learning objectives
 - Engaging parents in the planning process

The community as a curricular source

Selecting a planning strategy

Getting ready to plan social Studies experiences using the DAP perspective

Thematic Teaching

The project approach

Learning Centers

Technology in the Classroom

5 Learning About Past and Present

Developing a sense of History

Exploring key elements of History

The many worlds of History

6 Geography and The Young Child

Geography in the Early Childhood Curriculum

Fostering Geographic Knowledge

Building Global Connection through Geography

Themes and skills in Geography

Creating an appropriate Geography Curriculum

Helping Children build knowledge about the physical environment

7 Making Socially Responsible Citizens

Building a Community

Fostering positive values and social skills in Children

Developing Civic and Social Responsibilities

Nurturing Civic responsibility in Children

8 Preparing Children to Make Informed Choices

Building the "Outside World" into Elementary Education Classroom

Learning about Economics

Becoming Environmentally Responsible Citizens

Guidelines for Environmental Education

Teaching about Special Social Issues

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

- 4 Reference Material Larolimek, John. (1986). Social Studies in Elementary education. London: Macmillan
- 5 Savage, Tom V and Armstrong, David G. (1987). Effective Teaching in Elementary Social Studies. New York: Macmillan

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TEACHING METHODOLOGIES

Part two

Paper 2 & 3

Teaching of Islamic studies

Contents

1. Rationale for Teaching Islamiyat

The Developmental Tasks of Secondary Years
Rational for Islamiyat Global Connections
The child's ability to learn about others near and far

2 Discovering the Essence of Islamiyat

What is Islamiyat?
Islamiyat and adolescent Education
Goals of Teaching of Islamiyat
Characteristics of an effective Curriculum of Islamiyat

3 Getting Ready to Teach Islamiyat

Planning Islamiyat experiences adolescent children

4. Planning Developmentally Appropriate Islamiyat

- vii. Planning and Teaching Appropriate Islamiyat
- viii. Planning Islamiyat Experiences
 - x. Do we know why children are doing what they do?
 - xi. Objectives are important, but children are the reason for teaching
 - xii. Sources of learning objectives
 - xiii. Engaging parents in the planning process
 - xiv. The community as a curricular source
 - xv. Selecting a planning strategy
 - xvi. Getting ready to plan Islamiyat experiences using the DAP perspective

- xvi. Thematic Teaching
- xvii. The project approach
- xviii. Learning Centers
- xix. Technology in the Classroom
- 5 **Growing up in a Muslim Society**
 - Our Muslim Society

Part-II

Paper-2&3

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 Free 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, I.Dr (1990) Pakistani English Islamabad: NIPS.
- 6 Rahman, I.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.I. (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.

TEACHING METHODOLOGIES

PAPER 2 & 3

Teaching of Biology

Introduction

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

Aims and Objectives of Teaching Biology

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

Relationship of Biology with Other Subjects

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

The Nature of Children and Science Teaching

Piagetian Theory of Cognitive Development:

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

Methods of Teaching Biology

Introduction
 Various methods of Teaching Biology
 Choices of methods

Biology Laboratory

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

Apparatus Equipment and Specimen

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

Instructional Planning

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

Instructional Technology for Effective Science Instruction

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

Biology Practical and Experiments

Importance of Practical Work
 Organization of Practical Work

Evaluation in Biology

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

TEACHING METHODOLOGIES PAPER 2 & 3

TEACHING OF PHYSICS

Introduction

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

Aims and Objectives of Teaching Physics

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

Relationship of Physics with other Subjects

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

The Nature of Children and Science Teaching

Piagetian Theory of Cognitive Development:
Stages of cognitive development

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

Methods of Teaching Physics

Introduction
 Various methods of Teaching Physics
 Choices of methods

Physics Laboratory

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

Apparatus and Equipments

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

Instructional Planning

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

Instructional Technology for Effective Science Instruction

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

Physics Practical and Experiments

Importance of Practical Work

Organization of Practical Work

Evaluation of Physics

Examinations Reforms

Criteria of Good Examination

Designing of Physics test

Evaluation of Skills

Evaluation of Practical

References

Lewis, John L. (1972). Teaching School Physics, Penguin Book.

Martin, Ralph (1997). Teaching Science for All Children. 2nd Edition. Boston: Allgn and Bacon

Mohanty, Susandya (1996). Teaching of Science in Secondary Schools. New Delhi: Deep and Deep Publishers.

Rao, Aman. (1993). Teaching of Physics. New Delhi: Annual publications.

Yadav, M.S. (1992). Teaching of Science. New Delhi. Annual Publications.

TEACHING METHODOLOGIES

PAPER 2 & 3

Teaching of Chemistry

Introduction

The nature of science

Scientific literacy and its importance in the world today

Definitions of sciences: Science as product and process

The products of science

Processes of science

Scientific attitude

The nature of scientific laws, facts, concepts and theories

Physical sciences and limitations of science

Definition of Chemistry

Importance of Chemistry in everyday life

Why teach Chemistry

Aims and Objectives of Teaching Chemistry

Aims of teaching Chemistry

Criteria for selection of aims

Objectives of teaching Chemistry

Writing objectives

Difference between aims and objectives

Methods of Teaching Chemistry

Various method of teaching Chemistry

Lecture method

Demonstration method

Heuristic method

Assignment method

Project method

Inductive method

Deductive method

Scientific method

Problem solving method

Choice of the method

The Nature of Children and Science Teaching

Piagetian Theory of Cognitive Development:

Stages of cognitive development

Characteristics of individuals in various stages of cognitive development

Piaget's theory and science curriculum

Implication of piagetion theory in facilitating learning of science

The process of learning according to Robert Gagne, David Ausubel and Bruner

Lesson Planning

Advantages of Lesson planning

Features of Lesson plan

Steps on Lesson planning

Teaching Aids in Chemistry

Importance of teaching aids

Principles for selection of teaching aids

Principles for effective use of teaching aids

Different types of teaching and material

Apparatus and Equipment

Introduction

Locally produced low-cost equipments

Chemicals

Charts, diagrams and pictures bulletin board

Improvised apparatus

Text books

The chemistry Teacher

Duties and responsibilities of a chemistry teacher

Effective use of chemistry laboratory

Making chemistry teaching more interesting

Evaluation in chemistry

Introduction

Designing of test

Evaluation of function skills

The assessment of practical work

Recent Trends in Teaching of Chemistry

Computer application in teaching of Chemistry

Reference Book

Yadav, MS. Teaching. New Delhi: Annual Publications

TEACHING PRACTICE**Part two****Paper 4 & 5****Guidelines for Teaching Practice**

1. Duration of teaching practice will be of six weeks
2. Teaching practice will be in relevant subjects
3. Teaching practice will be at Secondary level
4. Student teacher will plan and teach minimum 100 lessons
5. Student teacher will observe and write criticism on minimum 20 lesson
6. Student teacher will organize 5 co curricular activities in practicing schools
7. Student teacher will plan and teach 2 model lessons (one for each subject) at Secondary level which will be observed and evaluated by external examiner appointed by the university and award marks out of 25 for each model lesson
8. Faculty supervisor will be responsible for over all teaching practice and award marks out of 50 for each subject.
9. There will be a cooperative supervisor from the staff of practicing school who will award marks out of 25 for each subject.

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AREA OF SPECIALIZATION

Paper 7& 8

GROUP A: EDUCATIONAL ADMINISTRATION

COURSE TITLE: EDUCATION LAW

Contents

- (1) **Definition of:**
 1. Administration
 2. Organization
- (2) **Types of Organization**
 1. Formal Organization
 2. Informal Organization
- (3) **Educational Enterprise of Pakistan**
- (4) **Definition of:**
 - (i) Supervision
 - (j) Control
 - (k) Span of Control
- (5) **Power and Authority**
- (6) **Source of Power**
 - (i) Reward Power
 - (ii) Coercive Power
 - (iii) Legitimate Power
 - (iv) Referent Power
 - (v) Expert Power
- (7) **8 Chapters of Punjab Education Code.**

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GROUP A: EDUCATIONAL ADMINISTRATION

COURSE TITLE: HUMAN RESOURCE MANAGEMENT

Contents

- 1. Definitions of personnel Management**
- 2. Human Resources & Purpesive 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. Leniency Error
 - b. Halo 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 Negotiation

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AREA OF SPECIALIZATION

Paper 6 & 7

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 Wiley & 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 Development. 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. et al. (1996), Child Development in Hollis Chenry and T.N. Srinivasan (Eds). Handbook of Development 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 Feiler 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.

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Paper 6 & 7

GROUP C: CURRICULUM

COURSE TITLE: PATTERNS OF CURRICULUM

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

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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

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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 Muslim 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 کا ماضی میں نہ کوئی تعلیمی نظام تھا اور نہ ہی کوئی علمی کارنامے۔ نصابی کتب میں جا بجا 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 آگاہی 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 علمی سرگرمیاں تھیں

مقاصد

- اس کورس کی تدریس کے بعد طلبہ اس قابل ہو جائیں گے کہ:-
- ۱- عہد نبوی سے قبل دنیا کی تعلیمی حالت کا پتہ چلے گا۔
- ۲- عہد نبوی کا نظام تعلیم کن اصولوں پر استوار کیا گیا تھا۔
- ۳- آنحضور ﷺ نے کیا حکمت تدریس اختیار کی کہ جس سے پورے معاشرے میں تعلیمی انقلاب برپا ہو گیا۔
- ۴- عہد نبوی ﷺ میں تعلیمی انتظامیات کو سمجھ سکیں گے۔
- ۵- تربیت اساتذہ کے نظام کو سمجھ سکیں گے۔
- ۶- تعلیم کی اہمیت و ضرورت، اس کا نصب العین اور مقاصد کو سمجھ سکیں گے۔
- ۷- 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۔
- ۸- طلبہ خلافت راشدہ کے تعلیمی نظام کو سمجھ سکیں گے۔ نصاب تعلیم کی اساسیات کو جان سکیں گے۔

- ۹- بنو امیہ، بنو عباس دور فاطمیس، دور عثمانیہ کے تعلیمی نظام کو جان سکیں گے۔
- ۱۰- طلبہ اس سے بھی آگاہ ہوں گے کہ اندلس میں مسلمانوں کا تعلیمی نظام کیا تھا۔
- ۱۱- برصغیر میں مسلمانوں کی علمی اور تعلیمی خدمات سے آگاہ ہوں گے۔
- ۱۲- نہرو موجودہ نظام تعلیم کا مسلمانوں کے ماضی کے تعلیمی نظام سے تقابل کر کے اس کی خوبیوں اور خرابیوں سے آگاہ ہو سکیں گے۔
- ۱- تعلیم کا مفہوم اور اس کی اہمیت
 - ۱.۱ اسلام کا نظریہ تعلیم و تربیت
 - ۲.۱ قبل از اسلام دنیا عالم کی تعلیمی حالت (مختصر جائزہ)
- ۲- عہد نبوی ﷺ کا تعلیمی نظام
 - ۱.۲ تعلیمی نصب العین
 - ۲.۲ نصاب تعلیم (نصابی و غیر نصابی سرگرمیاں)
 - ۳.۲ حکمت تدریس
 - ۴.۲ مدارج تعلیم
 - ۵.۲ تعلیم نسواں
 - ۶.۲ تعلیمی انتظامیات، منصوبہ بندی، تعلیمی پالیسی
 - ۷.۲ تربیت اساتذہ (غزل و نصب، مشاہیر)
 - ۸.۲ مکہ کے تعلیمی مراکز
 - ۹.۲ ہجرت سے قبل مدینہ کے تعلیمی مراکز
 - ۱۰.۲ بعد از ہجرت کے تعلیمی مراکز
 - ۱۱.۲ تعلیمی مالیات و وسائل
 - ۱۲.۲ ملٹری سائنس (جہاد)
 - ۱۳.۲ ذریعہ تعلیم
 - ۱۴.۲ امتحانات
 - ۱۵.۲ عہد نبوی ﷺ کے تعلیمی مراکز کی منفرد خصوصیات
- ۳- خلافت راشدہ میں تعلیمی نظام
- ۴- عہد بنو امیہ کا تعلیمی نظام

- ۵ عہد بنو عباس 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 مغلیہ میں مسلمانوں کا کردار
- ۱۱ برصغیر میں مسلمانوں کا دور

Text Book(s):-

- ۱ احمد شہلی، تاریخ تعلیم و تربیت
- ۲ مہر محمد سعید اختر، ہمارا نظام تعلیم

Further Readings :

- ۱ محمد طفیل، نقوش (رسول نمبر)
- ۲ صفی الرحمن، ارحیق المآثور
- ۳ محمد یسین شیخ، عہد نبوی کا تعلیمی نظام
- ۴ پروفیسر عبدالرحیم عتیہ، اسلامی جامعات
- ۵ غلام عابد خان، عہد نبوی ﷺ کا نظام تعلیم
- ۶ رشید اختر ندوی، مسلمان اندلس میں
- ۷ پروفیسر رب نواز ملک، آنحضرت 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 عبدالرحمن، مسلمانوں کے تہذیبی کارنامے
- ۱۵ پروفیسر حمید عسکری، نامور مسلمان سائنسدان

مطالعائی 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 عملی تعلیم میں اسلامائزیشن کی اہمیت و ضرورت سے آگاہی بخشنا ہے تاکہ وہ علم، تعلیم اور نظام تعلیم کی اسلامائزیشن کا فہم حاصل کر سکیں۔ اسی طرح طلباء کو تمام دنیا میں بالعموم اور پاکستان میں بالخصوص تعلیم کی اسلامائزیشن کے حوالے سے کی گئی کادشوں سے آگاہ کرنا اور اسلامائزیشن کے عمل میں معاون اور مزاحم قوتوں کی نشاندہی کرنا ہے۔ تاکہ وہ اسلامائزیشن کے طریق کار کو اپنا کر عملی تعلیم کو اسلامی خطوط پر استوار کرنے کے قابل ہو سکیں۔

مقاصد

اس کورس کے مقاصد درج ذیل ہیں۔ اس کورس کی کامیابی تکمیل کے بعد طالب علم اس قابل

ہوں گی کہ وہ

- ۱- اسلامائزیشن کا مفہوم اور اس کی اہمیت جان سکیں۔
- ۲- علم تعلیم اور نظام تعلیم کی اسلامائزیشن کا مفہوم جانتے ہوں۔
- ۳- اسلامائزیشن آف ایجوکیشن کے مقاصد سمجھتے ہیں۔
- ۴- اسلامائزیشن آف ایجوکیشن کے بنیادی اصول اور طریق کار سے واقف ہوں۔
- ۵- عالم اسلام اور تمام دنیا میں اسلامائزیشن آف ایجوکیشن کے سلسلہ میں کی گئی کادشوں سے آگاہ ہوں۔
- ۶- پاکستان میں اسلامائزیشن کی راہ میں مزاحم قوتوں اور معاون قوتوں سے واقفیت رکھتے ہوں۔
- ۷- اسلامائزیشن آف ایجوکیشن کے طریق کار کو اپنا کر عملی تعلیم کو اسلامی خطوط پر استوار کر سکیں۔

۱- اسلام معنی و مفہوم

- ۱.۱ مذہب کا مفہوم
- ۲.۱ اسلام ایک دین (نظام زندگی)
- ۳.۱ عقائد اسلام
- ۴.۱ نظام عبادات
- ۵.۱ معاملات (انفرادی و اجتماعی)
- ۶.۱ مسلمان سے اسلام کے تقاضے
- ۷.۱ اسلامی ریاست کا قیام - ایک دینی فریضہ

۲- تعلیم

- ۱.۲ تعلیم کا مفہوم (اور اس کے عناصر)
- ۲.۲ اسلامی تصور تعلیم
- ۳.۲ اسلامی تعلیم کی اہمیت (قرآن و حدیث کی روشنی میں)
- ۴.۲ ذرائع علم

۳- نظام تعلیم

- ۱.۳ نظام تعلیم اور اس کے عناصر
- ۲.۳ اسلامی نظام تعلیم کا مفہوم اور اس کی خصوصیات
- ۳.۳ پاکستان کا موجودہ نظام تعلیم (تنقیدی جائزہ)
- ۴.۳ جدید نظام تعلیم اور اس کے نقائص و خرابیاں
- ۵.۳ قدیم نظام تعلیم (درسی نظامی)

۴- اسلامائزیشن

- ۱.۴ اسلامائزیشن کا مفہوم
- ۲.۴ علم کی اسلامائزیشن

- ۳.۴ تعلیم کی اسلامی تشکیل

- ۴.۳ نظام تعلیم کی اسلامی تشکیل
- ۵.۳ اسلامائزیشن آف ایجوکیشن کی ضرورت و اہمیت
- ۶.۳ اسلامائزیشن آف ایجوکیشن کے مقاصد
- ۷.۳ اسلامائزیشن کے اصول
- ۵- مختلف مضامین کی اسلامی تشکیل کا عملی طریق کار
- ۱.۵ علوم کی تقسیم
- ۲.۵ عمرانی علوم
- ۳.۵ طبعی علوم
- ۴.۵ زبان و ادب
- ۵.۵ ہم نصابی سرگرمیوں کے رہنما اصول
- ۶- پاکستان میں اسلامی نظام تعلیم کی ترقی کی تدابیر
- ۱.۶ ابتدا کی تعلیم
- ۲.۶ ثانوی تعلیم
- ۳.۶ اعلیٰ تعلیم
- ۴.۶ اختصاصی تعلیم
- ۷- پاکستان میں تعلیم کی اسلامائزیشن
- ۱.۷ علوم کی اسلامائزیشن
- ۲.۷ مختلف مضامین کی اسلامائزیشن کا لائحہ عمل
- ۳.۷ پاکستان میں اسلامائزیشن آف ایجوکیشن ... (تاریخی پس منظر)
- ۴.۷ پاکستان میں اسلامائزیشن آف ایجوکیشن کے لیے عملی تدابیر اور تجاویز
- ۸- اسلامائزیشن آف ایجوکیشن کی تحریکیں اور ادارے
- ۱.۸ عالمی تعلیمی کانفرنسیں
- ۲.۸ شعبہ اسلامک ایجوکیشن ادارہ تعلیم و تحقیق

- ۳.۸ انسٹیٹیوٹ آف پالیسی سٹڈیز - اسلام آباد
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