

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,**

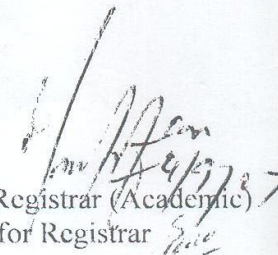
No. /4769 - /Acad.

**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

1

No. IER/1155

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. Ed (General)**Core Courses:**

1	Foundations of Education	100
2	Research Methods in Education	100
3	Curriculum & Instruction	100
4	Educational Assessment & Evaluation	100
5	Instruction Technology & Computer Application in Education	40+60
6	Educational Leadership and Management	100
	Area of Specialization	
7- 8	Two courses from any one area of specialization of the following:	200
	a) Educational Administration <ul style="list-style-type: none"> 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 <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	

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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.

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CURRICULUM FOR M.Ed.GENERAL

Under annual system

UNIVERSITY OF THE PUNJAB LAHORE

SCHEME OF STUDIES

PAPER NUMBER	COURSE TITLE	TOTAL MARKS
Paper 1	Foundations of Education	100
Paper 2	Leadership and Management in Schools	100
Paper 3	Curriculum and Instructions	100
Paper 4	Assessment and Evaluation	100
Paper 5	Research in Education	100
Paper 6	Instructional Technology and Computer Applications in Education	40 + 60
Paper 7 and Paper 8	Two courses from area of specialization	100 100

Note:

Students have to select one group from the following 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
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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
Ibne-e-Khaldoon
Allama Iqbal
Rousseau
John Dewey
Robert Hutchins

Islamic Foundations

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

Social Foundations

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

Economic Foundations

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

Historical Foundations

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

Psychological Foundations

Introduction	
Learning Theories	
Classroom Management	
Guidance and Counseling	

Paper-2

Educational Leadership and Management In Schools

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

Education: Definition and explanation

Management Administration & Supervision: Definition, Differences and explanation

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

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

Leadership and Leadership theories

Basic System Model

A System view of school administration

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

Administrative Process:

Motivation
Communication
Decision Making
Leadership

Theories and Models of administration

Difference between theory and a Model
Introduction to Theories of Administration

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

Models of administration:

Formal Models:

Authoritarian/Autocratic Model

Hierarchical Model
Democratic Model
Laissez faire Model

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

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

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.

- c. Sociological Bases
 - d. Economic Bases
- Curriculum Development Process

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

Organizing for Curriculum Development

- a. A Curriculum Development organization model
- b. Organization Personnel

Formulating Curricular Objectives

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

Selection of Learning Experiences and Content

- a. Selection of appropriate learning experiences
 - Learning Principle
 - Development task
 - Developmental Stages of Piaget
- b. Selection of Content/Subject matter
 - Conceptual frame work
 - Basic Themes or Key ideas
- c. Principles of Selection of Experiences and Content
 - Procedures of Content Selection
 - a. 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, 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 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 Antesi, 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
- Wiersma, 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 DESCRIPTION)

Historical Research

- Descriptive research
- Correlational research
- Causal-comparative research
- Experimental research

COLLECTION AND ANALYSIS OF DATA

- Data Collection
- Scoring coding and tabulation of data
- Data Analysis
- Interpretation of data

STATISTICS IN EDUCATION

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

WRITING RESEARCH PROPOSAL AND REPORT

- General rules for writing and typing
- Format and style
- Types of research reports
- Theses and dissertations
- Journals Article
- Papers read at professional meetings

Recommended Textbooks

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.

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

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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

- 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.

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

- i. Definition
- ii. Appraisal process
- iii. Method Of Appraisal
 - a. Absolute standard
 - b. Relative standard
 - c. Objectives
- iv. Factors that can distort appraisal
 - a. 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 7& 8

GROUP B: EDUCATIONAL PSYCHOLOGY

COURSE TITLE: **HUMAN DEVELOPMENT**

1. INTRODUCTION TO THE CONCEPT OF HUMAN DEVELOPMENT

- 1.1 Basic principles and Issues
- 1.2 Nature and nurture
- 1.3 Tabula Rasa

2. PHYSICAL DEVELOPMENT

- 2.1 Nature
- 2.2 Stages
- 2.3 Effective appearances
- 2.4 Language & Communication
- 2.5 Sensory Motor Skills

3. COGNITIVE DEVELOPMENT

- 3.1 Nature
- 3.2 Principles
- 3.3 Stages
- 3.4 Applications in Practical life span

4. PSYCHOLOGICAL DEVELOPMENT

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

5. PERSONALITY DEVELOPMENT

- 5.1 Definitions and Meaning
- 5.2 Components of personality
- 5.3 Traits of Personality
- 5.4 Personality Disorders

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 Chnery and T.N Srinivasan (Eds.), Handbook of Development Economics. Amsterdam, North Holland.
7. Streeten, Paul P., (1994), Strategies for Human Development, Copenhagen, Handelshojsskolens 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

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- 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 Applications, 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.

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Paper 7& 8

GROUP C: CURRTCULUM

COURSE TITLE: PATTERNS OF CURRICULUM

Definition and characteristics of curriculum.

Elements of curriculum

Curriculum designs

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

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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 کیا علمی سرگرمیاں تھیں

مقاصد

- ۱۔ 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 انتظامیہ 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 گے 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 کیسا 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 انصاب 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 شہسی، تاریخ تعلیم و تربیت
- ۲ مہر محمد سعید اختر، ہمارا نظام تعلیم

Further Readings :

- ۱ محمد طفیل، نقوش (رسول نمبر)
- ۲ صفی الرحمن، الرحیق المختوم
- 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 عمل 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 کاوشوں 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 عمل 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 کاوشوں 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 عمل 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 فوائد 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

- ۴.۴ نظام تعلیم کی اسلامی تشکیل
- ۵.۴ اسلامائزیشن آف ایجوکیشن کی ضرورت و اہمیت
- ۶.۴ اسلامائزیشن آف ایجوکیشن کے مقاصد
- ۷.۴ 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 تنفیذ کی تدابیر
- ۱.۶ ابتدائی 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 کا 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
 ۴.۸ ادارہ تعلیمی تحقیق - تنظیم اساتذہ پاکستان، لاہور
 ۵.۸ انٹرنیشنل انسٹیٹیوٹ آف اسلامک سٹڈیز - امریکہ
 ۶.۸ انٹرنیشنل اسلامی یونیورسٹی - اسلام آباد

Text Book(s):-

- ۱- ڈاکٹر محمد اسماعیل الراجی الفاروقی، علوم کی اسلامی تشکیل (مترجم پروفیسر سید محمد سلیم)،
 تنظیم اساتذہ پاکستان

Further Readings :

- ۱- پروفیسر سعید اختر شیخ، ہمارا نظام تعلیم، ادارہ تعلیمی تحقیق، تنظیم اساتذہ پاکستان، لاہور
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