

SCHEME OF STUDIES

M.A.

Complementary Copy

EDUCATION

(Under Annual System)

For the year 2012 and onward



DEPARTMENT OF EDUCATION
GC UNIVERSITY, FAISALABAD

Curriculum and Syllabus

Master of Arts in Education

For External and Annual Examination System from 2012 & onwards

List of Courses

PART-I

Paper No.	Scheme of Studies	Marks
1.	Philosophy of Education	100
2.	Introduction to Educational Psychology	100
3.	Research Methods in Education	100
4.	Educational Management & Supervision	100
5.	General Methods of Teaching	100
6.	Curriculum Development & Implementation	100
7.	Educational Measurement and Evaluation	100
Total Marks MA Part- I		700

course code
Edu - C11
Edu - C12
Edu - C13
Edu - C14
Edu - C15
Edu - C16
Edu - C17

PART- II

Paper No.	Scheme of Studies	Marks
1.	Educational Technology & Computer Application in Education	100
2.	Methods of Teaching (Two Courses)	200
3.	Area of Specialization (Two Courses)	200
4.	Teaching Practice	200
Total Marks MA Part- II		700
Grand Total for MA Education Degree		1400

course code
Edu - D11

Methods of Teaching

Choose two courses from any one group.

Group-1

- Teaching of Urdu 0
- Teaching of English ✓
- Teaching of Social Studies ✓

Group- 2

- Teaching of General Science ✓
- Teaching of Islamic Studies ✓
- Teaching of Mathematics ✓

course code:

Edu - D51
Edu - D52
Edu - D53

Edu - D54
Edu - D55
Edu - D56

Areas of Specialization

The students will select any two courses from any one area of specialization.

Educational Management

- Educational Planning & Financing ✓
- Human Resource Management ✓
- Personnel Management ✓

code

Edu - D57
Edu - D58
Edu - D59

course code

Edu - D61

- IV. Teaching Profession and Educational Law ✓
- Educational Psychology**
- I. Psychology of Exceptional Children ✓
- II. Theory and Application of Psychological Testing ○
- III. Human Development and Learning ✓
- IV. Personality theories ✓

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Philosophy of Education~~code 2~~**Course Objectives**

At the conclusion of the study of this course, the students will be able to:

- Explain, describe and use correctly the significant terms/concepts of philosophy.
- Identify and describe the essential differences between general philosophies.
- Explain the implications and applications of general philosophies in terms of the concepts of reality, theory of knowledge and theories of values on society and particularly Education.
- Explain the application of each type of philosophy of education to educational issues such as aims, curriculum, teaching methods etc.
- Apply philosophical methods to the examination of educational problems/issues.

1. Introduction to Philosophy of Education

- a) What is philosophy?
 - Origin and development
 - Meaning and significance
- b) Basic concepts of philosophy
 - Ontology
 - Epistemology
 - Axiology
- c) Styles of Philosophy
 - Speculation
 - Analytical
- d) Philosophy of Education
 - Definition and explanation
 - Functions of Educational Philosophy

2. General Philosophies

- a) Idealism
- b) Realism
- c) Pragmatism
- d) Existentialism

3. Contemporary philosophies of Education

- a) Perennialism
- b) Essentialism
- c) Progressivism
- d) Reconstructionism

4. Conceptual analysis of Education in Pakistan

- i. Professionalism in Education
- ii. Teacher Education

Recommended Books:

1. Taneja, V.R (2003) Socio-Philosophical Approach to Education, Delhi:Atlantic publishers.
2. Candra, S.S.Rajindra, K.Sharma (2002) Philosophy of Education, Delhi: Atlantic publishers.
3. Aggarwal, J.C (2003) Theory & Principles of Education, and Delhi: Vikas Publishing house PVT.
4. Sarivastava,(2003) Philosophical Foundations of Education, New Delhi: Kaniska publishers/distributors.
5. More, T.W (1986) Philosophy of Education, London: Rout Ledge & Kagen Paul
6. Jalalpuri, (1992) A.A. Rewayate Falsafah , khurd Afroze Jhelum
7. Kneller, G.F. (1971) Introduction to Philosophy of Education , John Wiley & Sons Inc. USA
8. Khan, A.I. (1994) Education Concept & Process , Lahore: Polymer Publications
9. Sharma, R.N. (2000) Textbook of Educational Philosophy , New Delhi: Kanishka Publishers

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**Course Objectives**

code = Edu - C12

The purpose of this course is to enable the students to

- Understand what educational psychology is really meant for
- Apply the learning theories & principles in instruction and help the students in showing maximum learning output
- Understand various concepts of intelligence and use this understanding in monitoring the students' class performance
- Explore the individual differences among their students
- Understand different phases of human development and apply that understanding in handling the individuals

This course will cover the following topics:

1) Introduction to Educational psychology

- a) Objectives of Educational psychology
- b) Scope & importance of Educational psychology
- c) Methods & techniques of Educational psychology
- d) Recent developments in Educational psychology

2) Learning

- a) Thorndike's connectionism
- b) Classical conditioning
- c) Operant conditioning
- d) Cognitive perspectives of learning
- e) Social learning theory
- f) Conditions of learning
- g) Factors affecting the learning process
- h) Gestalt theory of learning

3) Personality

- a) Origin of personality development
- b) Kinds of personality (by Jung & Springer)
- c) Characteristics of personality
- d) Personality theories
- e) Moral aspects of personality
- f) Complexities of personality patterns

4) Intelligence

- a) Modern concept of intelligence
- b) Theories of intelligence
 - i) Two factors theory
 - ii) Group factors theory
 - iii) Multi factors theory
- c) Tests of intelligence
- d) Intelligence & school performance

5) Individual Differences

- a) Types of individual differences
- b) Effects & importance of individual differences
- c) Grouping of students in school according to individual differences

6) Growth & development

- a) Principles of growth & development
- b) Characteristics of growth & development
- c) Physical development
- d) Cognitive development
- e) Emotional development
- f) Psychosocial development
- g) Moral development
- h) Educational implication

Recommended Books:

1. Michael Presley (1995) Advance Educational psychology New York, Harper & Collins college publications.
2. Salvin R. E. (1991) Educational Psychology theory Into Practice
3. Skinner E. Charles, (1996) Educational Psychology. Prentice Hall of India Pvt ltd.
4. Weber I. Ann (1991) Introduction to Psychology New York Harper perennial publishers

RESEARCH METHODS IN EDUCATION**Course Objectives**

It will be an introductory course on research methods used in field of education. The purpose of this course is to:

- Acquaint the students with the basic information about the quantitative and qualitative research methods
- Make them aware of various types of research
- Enable them to understand the research studies presented in the advance courses

This course will cover the following topics.

1: Introduction to Educational Research

- a) Methods of acquiring knowledge
- b) Meaning of research
- c) Classification of educational research
- d) Differences between qualitative and quantitative research

2: Research Problem

- a) What is research problem
- b) Sources of problem
- c) Selecting the problem
- d) Criteria of good research problem

3: Validity and reliability

- a) Concept
- b) Types

4: The Hypothesis/ research questions

- a) Definition & purpose
- b) Types
- c) Testing

5: Sampling Techniques

Probability and non-probability

6: Data collection techniques

- a) Questionnaire
- b) Interview
- c) Observation
- d) Field notes

7: Research Design

- a) Meaning of research design
- b) Types of quantitative research designs
- c) Types of qualitative research designs

8: The Analysis of quantitative and qualitative Data**9: Ethical considerations in research****10: Writing Research Report**

Recommended Books:

1. Clive seale. (2004) Social Research Methods. London: Rout. Ledge Taylor & Francis group.
2. Frankel, Jack R. et al How to Design and Evaluate Research in Education New York McGraw Hill, Inc.
3. John w. best. (1992) Research in Education .New Delhi: Prentice hall of India
4. Malcolm Williams (2003) Social Research, London Sage Publications.
5. Shelley Anand (2002) Research Methods & Techniques in Social Science New: Delhi common wealth publishers
6. Wiersma, William. (1986), Research Methods in Education: An Introduction, 6th ed. Boston: Allyn and Bacon, Inc.

EDUCATIONAL MANAGEMENT & SUPERVISION**Course Objectives**

After studying this course, the students will be able to:

- Understand what organization is
- Get equipped with the essential knowledge and skills required for effective management and supervision
- Get ready as prospective educational personnel for managing & supervising secondary schools.

This course will cover following topics:

1. Introduction to organization & management

- a) What is an organization
- b) The concept & definition of management
- c) Historical background of management
- d) Management functions & process
- e) Management roles & skills

2. Concept of educational management

- a) Management in education
- b) Approaches to management in education
- c) Roles & functions of educational management
- d) Principles & advantages of school management

3. Management of resources in education

- a) Human resources
- b) Physical resources
- c) Financial resources
- d) Informational resources

4. Educational leadership

- a) Definition & concept
- b) Types of leadership
- c) Theories of leadership
- d) Leadership behavior & style
- e) Desirable characteristics of leader
- f) School culture & leadership role

5. Concept of Supervision

- a) Meaning & importance of supervision
- b) Kinds of supervision
- c) Functions of supervision
- d) Objectives of educational supervision
- e) Techniques of supervision
- f) The supervisor's qualities/ skills
- g) Guiding principles of supervision

h) Supervisory practices in Pakistan

Recommended Books:

1. Choudhry, N.R (2001) Management in education, New Delhi: A.P.H publishing.
2. Coulter P. & Robins, S.P (1999) Management, New Delhi: Printice hall.
3. Certo, S.C. (1997) Supervision Quality, diversity & technology, Chicago: IRWIN publishing co.
4. Hay, W.R & Michel G.S (1996) Educational Administration theory, research & practice, London: McGraw Hill.
5. Law, sue & Glover, D. (2000) Educational leadership & learning, Open University press.

CURRICULUM DEVELOPMENT & IMPLEMENTATION**Course Objectives**

After completion of the course, the learners will be able to:

- Understand the concept of curriculum & process of curriculum development and its implication for improving the quality of education in Pakistan.
- Apply skills and knowledge to translate intended curriculum into practice and further enrich it for achieving goals.
- Analyze critically the existing practices of curriculum reforms and explore alternatives for improving the curriculum reforms in Pakistan.
- Perform role as curriculum planners and developers to meet the challenges and demands of the 21st century.

This course will cover following topics:

1) Concept of Curriculum

- 1.1. Traditional & progressive concepts of curriculum
- 1.2. How curriculum differs from:
 - i) Subject
 - ii) Course
 - iii) Syllabus
 - iv) Educational Program
- 1.3. Hidden Curriculum and core Curriculum
- 1.4. Elements of curriculum
- 1.5. Need & importance of curriculum
- 1.6. Characteristics of Curriculum

2. The Process of Curriculum Development

- 2.1. What is Curriculum Development?
- 2.2. Elements of curriculum development process
 - i. Situation Analysis
 - ii. Formulation and Classification of Curriculum Objectives (Bloom's Taxonomy)
 - iii. Selection of Content
 - iv. Selection of Instructional Strategies
 - v. Evaluation
- 2.3. Factors influencing Curriculum Development

3. Foundations of curriculum

- 3.1. Philosophical foundations
- 3.2. Psychological foundations
- 3.3. Socio-cultural foundations
- 3.4. Economic foundations

4. Curriculum Change

- 4.1. Concept of Curriculum Change
- 4.2. Strategies for Curriculum Change
- 4.3. Barriers in Curriculum Change

5. Curriculum Evaluation

- 5.1. Objectives of Curriculum Evaluation
- 5.2. Functions of curriculum evaluation
- 5.3. Formative & Summative Evaluation
- 5.4. Process of Curriculum Evaluation

6. Curriculum Reforms in Pakistan

- 6.1 Review of Curriculum Reforms in Pakistan in line with national Education policies
- 6.2 Curriculum Reforms introduced by the present Government

Recommended Books:

1. Allied Material on Curriculum Development and Instruction (2003) Islamabad, Allama Iqbal Open University Press
2. Government of Pakistan: All Reports of the Curriculum Committee for Secondary Education. Ministry of Education.
3. Murray, Print (1993) Curriculum Development and Design 2nd edition, Malaysia Allen and Unwin.
4. Saylor, Alexander, Lewis (19981) Curriculum Planning for Better Teaching and Learning 4th edition New York, Rinehart and Winston.
5. Taba, Hilda (1962) Curriculum Development: Theory and Practice New York, Harcourt, Brace & World Inc.

EDUCATIONAL MEASUREMENT & EVALUATION

Course Objectives

This course will enable the student to:

- Understand the concept of measurement & assessment
- Apply the measuring & assessment techniques in the classroom in order to assess the student's academic performance.

This course will cover the following topics.

1: Introduction

- 1.1 Definition of Measurement, Assessment and Evaluation
- 1.2 Difference between Measurement, Assessment and Evaluation
- 1.3 Types Of Assessment Procedures
- 1.4 Criterion And Norm Referenced Test

2: Instructional Goals and Objectives

- 2.1 What Are Instructional Objectives
- 2.2 Taxonomy Instructional Objectives
- 2.3 Criteria For Selecting Appropriate Instructional Objectives
- 2.4 Method Of Selecting Instructional Objectives

3: What Is Test?

- 3.1 Class Room Test
- 3.2 Standardize Test
- 3.3 Validity Of The Test
- 3.4 Reliability Of The Test

4: Test Construction

- 4.1 Developing A Specification Of Test
- 4.2 Selecting Appropriate Type Of Test Items
- 4.3 Construction Of Objective Test Item
- 4.4 Construction of subjective test items
- 4.5 Item analysis

5: Continues Assessment

- 5.1 What Is Continuous Assessment
- 5.2 Need For Continuous Assessment
- 5.3 Techniques Of Continuous Assessment
- 5.4 International Assessment
- 5.5 National Assessment
- 5.6 National Assessment In Pakistan

6: Interpretation of Test Scores and Norms

- 6.1 Grade Norms
- 6.2 Percentile Rank
- 6.3 Standard Scores
- 6.4 Profiles
- 6.5 Skill Analysis
- 6.6 Cautions In Interpreting Test Scores

7: Grading and Reporting

- 7.1 Functions Of Grading And Reporting System
- 7.2 Types Of Grading And Reporting System
- 7.3 Record Keeping And Grading Software
- 7.4 Reporting Test Results To Parents

Recommended Books:

1. Gay, L.R. (1985) Educational Evaluation & Measurement. London: Column Charles publishing company.
2. Gronlund, Norman E (2005) Measurement assessment in Teaching New York: mc millan publishing company
3. Gronlund N.E. (1998) Assessment of Student's Achievements. Boston: allyn & bacon.
4. Wiersma William & jors stepheng. (1990) Educational Measurement & Testing Boston: allyn & bacon.

**EDUCATIONAL TECHNOLOGY & COMPUTER APPLICATION IN
EDUCATION****Course Objectives**

This course will enable the students to:

- Pinpoint the role of educational technology in educational development in national & international perspective in developing countries.
- Enable the students to make instruction effective by using hardware & software approach in order to achieve the desired objectives
- Use appropriate methods & materials for successful teaching

This course will cover the following topics:

1: Nature of Educational Technology

- a) Definition of educational technology
- b) Scope of educational technology
- c) Characteristics of educational technology
- d) Types of educational technology

2: Educational Technology & Learning

- a) Role of educational technology in learning
- b) Maxims of learning
- c) System approach
- d) Programmed learning
- e) Purposeful & lasting conditions of learning

4: Teaching Strategies

- a) Effective & efficient teaching
- b) Simulation, team teaching & brainstorming

5: Projected & non- projected aids

- a) Projectors, TV, VCR, computer, fieldtrips, boards, models, charts, radio, tape recorder.

6: New trends in Educational Technology**7: Fundamentals of Computer**

- a) Types of computer
- b) Hardware configuration
- c) Central processing unit
- d) Computer soft ware

8: Designing the Presentation

- a) Introduction to ms power point
- b) Preparing presentation
- c) Audio & visual effects

9: Computer in Education

- a) Using different types of computer programs for delivering lessons in class
- b) Lesson planning

- c) Preparing result cards & reports

10: Searching for information

- a) Introduction to internet
- b) Searching & browsing
- c) Sending & receiving mails

Recommended Books:

1. Aggarwal, J.C (1995) Essentials Of Educational Technology, Teaching Learning Innovations In Education. New Delhi
2. Rai, B.C. (1994) Techniques& Methods of Teaching. Lukhnow paraksha Kendra
3. Sampath, K. (1981) Introduction To Educational Technology. New Delhi Sterling publishers.
4. Sharma, R.A. (1993) Advanced Educational Technology. Meerut loyal books
5. Atul Jain (2005) Computer in Education, Delhi: Asha books.
6. Black U (1999) Advance Internet technologies. Prentice Hall New Jersey.
7. Bott e.d (2000) Special Edition Using Microsoft office 2000 Prentice hall of India pvt. Ltd. New Delhi

METHODS OF TEACHING

Methods of Teaching English

Course Objectives

This course will acquaint the students with the methods of teaching English. It will enable them to teach English effectively.

This course will cover the following topics.

1. Concept of Language

- a) What is language
- b) Aspects & characteristics of human language
- c) Importance of the English language in Pakistan
- d) Bilingualism
- e) Sociolinguistics
- f) Psycholinguistics
- g) Aim & objectives of teaching English

2. Methods of Teaching the English Language

- a) Old methods
 - Grammar Translation Method
 - Direct Method
 - Audio Lingual Method
 - Structural approach
- b) New methods
 - Dr. West's Method
 - Substitution Method
 - Bilingual Method

3. Teaching Four Skills in the English Language

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

4. Teaching Prose & Poems

5. Teaching Composition & Grammar

6. Teaching Audio Visual Aids in Teaching the English Language

7. Problems of Teaching the English Language in Pakistan

8. Assessment of Teaching

9. Lesson planning for Teaching English Language

Recommended Books:

1. Parrott Martin. (2003) Grammar For English Language Teachers Great Britain: Cambridge university press.

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MA Education

2. Rob, Nohand (1993) Conversation Oxford University Press
3. Shanker, Prem (2004) Teaching of English. New Delhi: APH Publishing Corporation
4. Sheikh N.A. (1998) Teaching of English as a Second Language. Lahore: caravan book house.

METHODS OF TEACHING MATHEMATICS

Course Objectives

At the end of this course students are expected to be able to:

- Acquire the skills & competencies required for the teaching of mathematics at secondary level
- Prepare teaching aids for mathematics teaching at secondary level & use them effectively in classrooms.

This course will cover the following topics.

1: Introduction

- a) Nature of mathematics
- b) Place of maths in secondary school curriculum
- c) Use of maths in everyday life
- d) Use in the study of other subjects

2: Methods of teaching maths

- a) Inductive method
- b) Deductive method
- c) Analytic method
- d) Synthetic method
- e) Heuristic method
- f) Project method
- g) Lecture method

3: Techniques of teaching maths

- a. Oral work, written work, assigned work.
- b. Discussion
- c. Drill & practice

4: Measuring achievements in maths

- a) Preparation of different types of tests in maths
- b) Interpreting test results

5: Planning maths learning

- a) Importance of planning in teaching
- b) Scheme of work
- c) Importance of lesson plans
- d) Qualities of good lesson plan

6: Review of content taught at secondary level

Recommended Books:

1. Buton leom Barbara jowski (1995) Technology in Mathematics chart well brott ltd.
2. Greer, Brian & Gerry, Mulhun (1989) New Directions in Mathematics Education New York: rout ledge.
3. Kumar sudhir. Teaching of Mathematics New Delhi, Anmol Publications pvt ltd.

Areas of Specialization

PLANNING & FINANCING OF EDUCATION

Course Objectives

This course will enable the students to know about the concept, meaning, importance & need of planning & financing of education.

This course will cover the following topics:-

- a) **Concept of Planning**
 - a. Meaning of planning
 - b. Types of planning
 - c. Contingency factors in planning
 - d. Planning tools & techniques

- b) **Planning in Educational Organizations**
 - e. Meaning of educational planning
 - f. Dimensions of educational planning
 - g. Purposes of educational planning
 - h. Constraints of educational planning
 - i. Process of educational planning

- c) **Financing of Education**
 - j. What is financing?
 - k. The sources of Educational financing
 - l. The international context for Educational financing

- d) **Foreign aid as Financing of Education**
 - m. Types of aid agreement
 - n. Different forms of foreign aid
 - o. Sources of foreign aid
 - p. Foreign aid in Pakistan

- e) **Financing of Education in Pakistan**
 - q. Current scenario of Pakistan
 - r. Social action program
 - s. Foreign assisted projects
 - t. Private sector educational involvement
 - u. Impact of financing of education

- 6) **Educational Planning in Pakistan**
 - a. Five year plans of educational development
 - b. Expenditures on education
 - c. Trends in educational planning

Recommended Books:

1. AEPM, Educational Planning (Series)
2. Five year Plans of Pakistan
3. Govt. of Pakistan (2003) Economic Survey Islamabad
4. Muzammil, m (1989) Financing of Education New Delhi ashish publishing house
5. OECD (1997) Education at Glance OECD indicators Paris OECD
6. Tilak jandiala B.G (1994) Education for Development in Asia New Delhi sage publications

HUMAN RESOURCE MANAGEMENT

Course Objectives

This course will enable the students to understand importance of HRM in education & the task & responsibilities of management. It will also enable to analyze the resource problems in education & its relationship with educational management.

This course will cover the following topics.

1: Introduction

- a) Concept of human capital
- b) Aims of human resource management
- c) Characteristics of human resource management
- d) Different human resource activities

2: Human resource development & education

- a) Human resource planning
- b) Job enrichment
- c) Job design
- d) Job analysis
- e) Performance management
- f) Reward management system
- g) Managing conflicts
- h) Managing creative people
- i) Pay structure
- j) Salary surveys
- k) Systematic training
- l) Skill analysis
- m) Accepting change in organization

3: Human resource management in Pakistan

- a) Recruitment & selection process
- b) Compensation of educational personnel
- c) Motivation & morale building
- d) Performance appraisal
- e) Accountabilities theories

4: Trends & issues in human resource management

Recommended Books:

1. Armstrong, M.(2000) Strategic Human Resource Management . London: kogan page ltd.
2. Anderson, h. Alan (1994) Effective Personnel Management. A Skill & Activity Approach. Black well publishers.
3. Armstrong, M. (2003) The hand book of management techniques. London: Kogan page ltd
4. William, p. Anthony (1999) Human resource management a strategic approach Philadelphia: Harcourt brace college publishers.
5. Namita Roy, Choudhry. (2001) Management in Education .A.P.H. Publishing Corporation

PSYCHOLOGY OF EXCEPTIONAL CHILDREN**Course Objectives**

This course will enable the students to:-

- Understand the kinds of exceptional
- Identify & diagnose the exceptional
- Measure the causes of the exceptionality
- Categorize them
- Know their characteristics & problems
- Apply educational implications for them

This course will cover the following topics:-

1: Introduction to Exceptional Children

- a) Introduction & definitions
- b) Classification of exceptional children

2: Basic knowledge of exceptional children

- a) Gifted children
- b) Hearing impaired children
- c) Visually impaired children
- d) Mentally retarded children
- e) Physically handicapped children
- f) Emotionally disturbed children
- g) Children with learning disabilities
- h) Culturally deprived & economically disadvantaged children

3: Service alternatives for special children

- a) Team teaching
- b) Regular classroom only
- c) Regular class with consultation
- d) Itinerant teacher
- e) Recourse teacher
- f) Diagnostic perspective center
- g) Hospitalized & home bound instruction
- h) Self contained classes
- i) Special day school
- j) Residential school

4: Social trends in special education

- a) Labeling & categorization
- b) Cultural diversity
- c) Early intervention
- d) Normalization, integration & mainstreaming
- e) Vocational rehabilitation of special children

- f) Elimination, rejection, & isolation
- g) Effect of disabled child on family
- h) Family involvement in treatment & education of special children
- i) Transition
- j) Innovative technology & services for special children
- k) Efforts in developing less restrictive environment for special children
- l) Role of NGOs in special education

5: Educational assessment & evaluation of special children

Recommended Books:

1. Gross, Miraca U.M (1993) Exceptionally Gifted Children. London: rout ledge.
2. Hallahan, Daniel P & Kauffman, James M. (1991) Exceptional Children USA Prentice-Hall International Inc.
3. Hunt Nancy, Marshal Kmathlea. (1999) Exceptional Children & Youth. Newyork: Houghton Mifflin& co.
4. Kirk, S.A., Gallagher, J.J. & Anastasio, N.J. (1997) Education of Exceptional Children New York. Houghton Mifflin Company.
5. Lerner, Janet. W. (2000) Learning Disabilities. New York: Houghton Mifflin& co.

PSYCHOLOGICAL TESTING

Course objectives

After covering this course the students will be able to

- Realize what psychological testing is
- Understand how it is different from educational testing
- Know what characteristics a psychological test possesses
- Realize how they can be able to construct, standardize, and administer a test on their own in educational setting to take some important decisions.

The following topics will be discussed in this course.

1: Introduction to psychological testing

- e) Historical perspective and origin of psychological testing
- f) Nature, uses and limitations of psychological testing
- g) Types of psychological testing

2: Characteristics of psychological tests

- f) Reliability
- g) Validity
- h) Objectivity

3: Test construction, standardization, and administration

- a) Types of test items
- b) Construction of norms
- c) Process of test construction & standardization
- d) Test administration & factors affecting the process

4: Types of psychological tests

- c) Intelligence tests
- d) Aptitude tests
- e) Achievement tests
- f) Personality tests
- g) Interest & motivation tests
- h) Situational tests

5: Tests and educational decisions

6: Social & ethical issues in implementation of psychological tests

7: New trends in psychological trying

- b) Portfolio
- c) Dynamic assessment
- d) Computerized adaptive testing test

Recommended Books:

1. Kline, Paul (1994): The Hand Book of Psychological Testing, Routledge, London
2. Slavin, Robert E. (1998): Educational Psychology, Theory into Practice, Second Edition

TEACHING OF GENERAL SCIENCE

Objectives:

- Understand the scientific concepts
- Understand difference between scientific process and scientific concepts
- Apply appropriate methods

1: General Science

- Nature and scope of general science
- Science and agriculture
- Science and health
- Science and industry
- Science and modern civilization
- Place of science in school curriculum

2: Values of science in every day life

- Intellectual values
- Practical values
- Cultural values
- Vocational Values
- Moral values
- Aesthetic values
- Psychological values

3: Methods of teaching general science

- Inquiry method
- Project method
- Problem solving method
- Inductive and deductive method

4: Science laboratory

- Introduction
- Combined lecture room-cum laboratory
- Arrangements and safety measures

5: Lesson Planning

- Value of lesson planning
- Criteria of a good lesson plan
- Herbartian Approach
- Steps in Harbartian approach

6: Audio-Visual aids

- Project aids
- Non-projected aids
- Activity aids
- Principle of using AV Aids

PERSONALITY THEORIES

Objectives:

After the completion of this course, the students will be able to

- Know and explain the concept of personality
- Identify different personality traits
- Understand different personality theories
- Know how to measure personality

1: What Is "Personality"?

- Psychologists' Usage of Personality
- Elements r determinants of Personality
- Techniques of Study
- Structure of personality

2: Trait Theories

- Psychoanalytic Theory
- Central elements of Psychoanalysis
- Psychoanalytic Personality Structure
- Instincts in Psychoanalysis
- Other Psychodynamic Theorists

3: Social Learning Theories

- Dollard/Miller's Stimulus-Response Theory
- B. F. Skinner and Personality as Behavior
- Bandura and Social Learning

4: Self-Growth Theories

- Carl Rogers and Person-Centered Theory
- Maslow's Holistic Theory

5: Measuring Personality

- Projective tests
- Objective personality tests

Recommended books:

- Robert J. Sternberg "Psychology" 3rd edition, Harcourt College Publishers
- Jess Feist "Theories of Personality" 5th Edition Mc Graw Hill

GENERAL METHODS OF TEACHING

Objectives

After completing the course, the students will:

- Understand the importance of the efficient teaching methodology in the overall teaching learning process.
- Appreciate the characteristics of various innovative methods of teachings.
- Understand various theories of teaching.
- Select/develop the model of effective teaching in local context.

Content

1. The Concept, Features, Planning and Principles of Teaching

- 1.1. Concept of teaching
- 1.2. Principles of teaching
- 1.3. Features of teaching
- 1.4. Planning of teaching

2. Introduction to Teaching Strategies

- 2.1. Meaning and concept of tactics, strategies, techniques, and methods.
- 2.2. Determining a strategy for instruction
- 2.3. Criteria for determining strategy

3. General Methods of Teaching

- 3.1. Lecture method
- 3.2. Recitation method
- 3.3. Discussion method
- 3.4. Demonstration method
- 3.5. Heuristic method
- 3.6. Project method
- 3.7. Activity method
- 3.8. Problem solving method
- 3.9. Inductive method
- 3.10. Deductive method
- 3.11. Drill method
- 3.12. Question answer method
- 3.13. Group differentiated method

4. Innovative Methods of Teaching

- 4.1. Micro-teaching
- 4.2. Simulation method
- 4.3. Programmed instruction
- 4.4. Computer assisted instruction
- 4.5. Team-teaching
- 4.6. Peer-tutoring
- 4.7. Individualized instruction
- 4.8. Cooperative learning
- 4.9. Tele conference

4.10. Role play/Simulations

5. The Principles of Selection of Methods

5.1. Factors which determine the method to be used

5.2. Principles of selecting appropriate method

6. Lesson Planning

6.1. Introduction to lesson planning

6.2. Approaches to lesson planning

6.3. Types of lesson planning

6.4. Evaluation of lesson planning

Suggested Readings:Ornstein, A.C. (1991). *Strategies for Effective Teaching*. Harper CollinsRichard, V. (2001). *Handbook of Research on Teaching*. Washington DC: American Educational Research Association.Smith, B.O. (1983). *Elements of Teaching*. New York: Columbia Teacher's College Press.

HUMAN DEVELOPMENT AND LEARNING**Objectives**

After completion of the course, the students will be able to:

- explain the different terminology used in this schedule
- describe different principles and methods of learning
- take effective measures for the smooth running of the classroom teacher
- prepare an action plan for his/her class management by using the psychological principles
- identify the different types of personality traits
- guide his/her students in solving problems of daily life

Course Outline**1. Educational Psychology: Meaning and Scope****2. Human Development**

- 2.1. Definition of development
- 2.2. Principles of human growth and development

3. Theories of Development

- 3.1. Piaget's theory of cognitive development
- 3.2. Educational implications of Piaget's Theory
- 3.3. Erikson's theory of personal and social development
- 3.4. Vygotsky's theory of development
- 3.5. Kohlberg's theory of moral development

4. Individual Differences

- 4.1. Physical differences
- 4.2. Sex differences
- 4.3. Age differences
- 4.4. Socio economic differences
- 4.5. Intellectual and academic differences

5. Learning

- 5.1. Definition of learning
- 5.2. Social cognitive view
- 5.3. Cognitive view

6. Motivation

- 6.1. Concept and Meaning
- 6.2. Types of Motivation
- 6.3. Incentives in the classroom

7. Managing the Learning Environment

- 7.1. Goals of classroom management

Scheme of Studies

MA Education

- 7.2. Classroom management and discipline
- 7.3. Persistence of management problem
- 7.4. Planning: the key to preventing management problem

8. Preventing Problem

- 8.1. Teacher characteristic
- 8.2. Student characteristic
- 8.3. Physical environment
- 8.4. Beginning of the school year
- 8.5. Essential management skills

Suggested Readings

- Allama Iqbal Open University. (2002). *Educational Psychology*. Islamabad. Allama Iqbal Open University
- Arif, M. H. (2003). *Human Development and Learning*. Lahore: Majeed book Depot
- Arif, M. H. (2004). *Psychology of Education*. Lahore: Majeed book Depot
- Child D. (2006). *Psychology and the Teacher*. New York: Continuum
- Shahid, S.M. (2002). *Educational Psychology*. Lahore: Majeed Book Depot
- Shantrock, John. W. (2006). *Educational Psychology*. New York: McGraw Hill

TEACHING PROFESSION AND EDUCATIONAL LAW

Objectives

After completion of the course, the students will be able to:

- display an understanding of teaching profession as unique, definite, and essential social service
- bring about change in behavior and attitudes towards successful teaching-learning process
- recognize it a mark of learned profession which emphasizes both duties and rights
- consider that without extensive education there is no respected profession
- develop, on the whole, a firm commitment that teaching profession is responsible for the quality of its unique, definite, and essential social service and for the enforcement of standards in the continuous performance of the teachers

Contents

- 1. Teaching Profession: An Introduction**
 - 1.1. Education
 - 1.2. Teaching
 - 1.3. Profession
 - 1.4. Teaching profession
 - 1.5. Segments of teaching profession
- 2. Characteristics of Teaching Profession**
 - 2.1. Characteristics of a profession
 - 2.2. Characteristics of teaching profession
- 3. Teaching Profession: Responsibilities**
 - 3.1. Professional responsibilities
 - 3.2. Ways for fulfillment of responsibilities
- 4. Duties and Right of Teachers**
- 5. Characteristic of a Good Teacher**
- 6. Teacher's Role as a**
 - 6.1. Scholar
 - 6.2. Practitioner
 - 6.3. Researcher
- 7. Professional Organizations**
 - 7.1. Purposes
 - 7.2. Activities
 - 7.3. Types
 - 7.4. Professional teacher organizations in Pakistan, USA and UK
- 8. Professional Code of Ethics**

- 8.1. Defining code of ethics
- 8.2. Purposes of a code of ethics
- 8.3. Principles for preparing a code of ethics
- 8.4. Development of teachers' code of education

9. Teacher Education in National Context

- 9.1. Different programmes of teacher education
- 9.2. Teacher education institutions
- 9.3. Aims of the University of Sargodha
- 9.4. Teacher at various levels

10. Various Laws, Rules and Regulations in Pakistani Educational Institutions

- 10.1. Leave rules
- 10.2. Pension rules
- 10.3. Civil services rules
- 10.4. Registration and recognition of privately managed institutions
- 10.5. Financial rules
- 10.6. Group insurance and advances
- 10.7. TA and DA rules
- 10.8. Registers, forms and other records in educational institutions
- 10.9. Some examples of Legal problems in Educational Institutions

Suggested Readings:

- Combs Arthur W., and Others (1994). *The Professional Preparation of Teachers*. Boston: Allyn and Bacon Inc.
- Good, Biddle, and Brophy (1995). *Teachers Make a Difference*. New York: Holt, Rinehart and Winston
- Govt. of Punjab () Hand Book of Circulars
- Richy W. Robert (2000). *Planning for Teaching: An Introduction to Education*. New York: McGraw Hill Book Company
- Singh, Y.K and Nath, R.(2005). *Teacher Education*. New Delhi: A B H Publishing corporation
- Venkataiah, N. (2007). *Moral Education*. New Delhi: A P H Publishing Corporation

TEACHING OF SOCIAL STUDIES

Objectives:

- Teach history and geography of the world and subcontinent
- Inculcate in their students the passion of patriotism through teaching the history of Pakistan Movement
- Understand different concepts of Islamic and Pakistan studies and teach them successfully at elementary and secondary level
- Understand and appreciate the basic concepts of Pakistan Studies
- Distinguish facts and infer from the events related to Pakistan Movement
- Develop and demonstrate the passion of patriotism and nation-hood.
- Know the causes of making Pakistan and importance of its existence
- Appreciate the role and sacrifices of the founder leaders of Pakistan movement

1: History Of the world

- What is history, Geography, and Pak Studies
- Why study History, , Geography, and Pak Studies
- The life and teaching of Buddha (Buddhism in India)
- The beginning and spread of the Christianity
- The beginning of Islam
- The civilization of Islam (Science, medicine, arts and architecture)
- The crusades
- Voyage of discovery (East -wards and west- wards)
- The Spanish colonies in America
- The renaissance
- Science and technology in renaissance
- The struggle for democracy (The monarch verses the people)
- The French Revolution
- The American war of independence ,1776 –1783
- Industrial revolution
- World war I & II
- United nations organization
- Problems of 20th and 21st Centuries
- The Common Wealth
- Organization of Islamic conference
- South Asian association for regional cooperation

2: History of Pakistan and Subcontinent

- Mehmud Ghaznavi
- The Gauries and the Slave-king dynasty
- The Mangoles (Changez and Tamur)
- The Mughals
- The end of Mughals
- Europeans come to India

- The French and British fight for India
- India 1782—1856
- The War of Independence (1857)
- The road to independence, 1900—1947
- The Partition and the Boundary Commission and its findings
- Problems facing the young Pakistan
- Sir Syed Ahmed Khan
- Muhammad Ali Jinnah (The Quaid -e -Azam)
- Pakistan and Bangladesh – the falloff Dacca.
- From,1971—1997: A Close up
- Pakistan Today --- The road to prosperity

3: Geography of Pakistan

- Environment : Nature, types and components
- Population distribution in the world
- Components of the human environment : Agriculture , settlement and population
- Components of physical environment : Atmosphere , natural vegetation , landforms, rocks and water
- Mountains and Plateaus
- The Andes
- Urban growth and problems
- Urbanization and population of the developed world
- International trades
- Manufacturing in the developed world
- Transport and communication
- Review of the content of Geography and History for class 9th, 10th
- Review of the content of Geography and History for Inter Level

Recommended books:

- Aslam, M.M. and et al (2003) . Social Studies (From class I to 8). London: PTB.
- Ediger, M., & Rao, D.B. (2003). Teaching social studies successfully. New Delhi: Discovery Publishers.
- Goode , W.J. and Hatt, P.K. (1952). Methods in social research. New York: Mc Graw-Hill.
- Horsburgh , N.(2003).New Oxford: Social studies for Pakistan. Oxford: OUP (Book I to 5).
- Kochhar, S. K. (1998).Teaching of history. New Delhi: Sterling Publishers.
- Kochhar, S. K. (2003). The teaching of social studies. New Delhi: Sterling Publishers.
- Li, B. and Kim , T.S.(2003). Modern certificate guides : certificate commerce . (3rd ed.). Islamabad : Federal Publications.
- Moss, P. (2003).Oxford history for Pakistan (Book, I. II and III). Oxford: OUP.
- Race P. and Ellington ,H.(1994). Producing teaching materials: A hand book for teachers and trainers. New Jersey: Kogan Page

TEACHING OF ISLAMIC STUDIES

Objectives

- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

1: Introduction to Quranic Studies

- Basic Concepts of Quran
- History of Quran
- Uloom-ul -Quran

2: Study of Selected Text of Holly Quran

- Verses of Surah Al-Baqra related to Faith (Verse No-284-286)
- Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
- Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11)
- Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77)
- Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)

3: Study of Selected Text of Holy Quran

- Verses of Surah Al-Ihzab related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment
- Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)

4: Seerat of Holy Prophet (S.A.W)

- Life of Muhammad Bin Abdullah (Before Prophet Hood)
- Life of Holy Prophet (S.A.W) in Makkah
- Important Lessons derived from the life of Holy Prophet in Makkah

5: Seerat of Holy Prophet (S.A.W) II

- Life of Holy Prophet (S.A.W) in Madina
- Important Events of Life Holy Prophet in Madina
- Important Lessons Derived from the life of Holy Prophet in Madina

6: Introduction To Sunnah

- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith

Scheme of Studies

- Uloom –ul-Hadith
- Sunnah & Hadith
- Legal Position of Sunnah

Selected Study from Text of Hadith**7: Introduction To Islamic Law & Jurisprudence**

- Basic Concepts of Islamic Law & Jurisprudence
- History & Importance of Islamic Law & Jurisprudence
- Sources of Islamic Law & Jurisprudence
- Nature of Differences in Islamic Law
- Islam and Sectarianism

8: Islamic Culture & Civilization

- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues

9: Islam & Science

- Basic Concepts of Islam & Science
- Contributions of Muslims in the Development of Science
- Quranic & Science

10: Islamic Economic System

- Basic Concepts of Islamic Economic System
- Means of Distribution of wealth in Islamic Economics
- Islamic Concept of Riba
- Islamic Ways of Trade & Commerce

11: Political System of Islam

- Basic Concepts of Islamic Political System
- Islamic Concept of Sovereignty
- Basic Institutions of Government in Islam

12: Islamic History

- Period of Khlaft-E-Rashida
- Period of Ummayyads
- Period of Abbasids

13: Social System of Islam

- Basic Concepts of Social System Of Islam

- Elements of Family
- Ethical Values of Islam

Reference Books:

Ahmad Hasan, (1993), "*Principles of Islamic Jurisprudence*" Islamic Research Institute: Islamabad: Pakistan, International Islamic University.

Bhatia, H. S. (1989) "*Studies in Islamic Law, Religion and Society*" New Delhi: Deep &

Deep PublicationsDr. Muhammad Zia-ul-Haq, (2001). "*Introduction to Al Sharia Al Islamia*" Islamabad, Pakistan: Allama Iqbal Open University

Hameed ullah Muhammad, „*Introduction to Islam Mulana Muhammad Yousaf Islahi,*”

Hameed ullah Muhammad, "*Emergence of Islam*" , Islamabad: IRI.

Hameed ullah Muhammad, "*Muslim Conduct of State*" Islamabad, Pakistan: Hussain

Hamid Hassan, u leaf Publication.

PERSONNEL MANAGEMENT**Objectives**

This course will enable the students to understand importance of Personnel Management in education & the task & responsibilities of management. It will also enable to analyze the resource problems in education & its relationship with educational management.

This course will cover the following topics

1: The Human Resource Management Process/ Human Resource Planning

- Job Analysis
- Forecasting Demand and Supply
- Legal Constraints
- Affirmative action programs

2: Recruitment

- Internal Source
- External Source
- Internal versus External Recruitment

3: Selection

- Biographical Information
- Reference checks
- Interview
- Tests
- Assessment centers
- Hiring decision

4: Professional Development

- Assessment of Professional
- Development Needs
- Professional Development
- Techniques
- Evaluating the Professional
- Development Program

5: Performance Appraisal

- Performance Appraisal Methods
- Rating Errors

6: Compensation

- Wages and Salaries
- Benefits

7: Union Management Relations

- Union Membership
- Collective Bargaining

Recommended Books:

1. Armstrong, M.(2000) Strategic Human Resource Management . London: kogan page ltd.
2. Anderson, h. Alan (1994) Effective Personnel Management. A Skill & Activity Approach. Black well publishers.
3. Armstrong, M. (2003) The hand book of management techniques. London: Kogan page ltd
4. William, p. Anthony (1999) Human resource management a strategic approach Philadelphia: Harcourt brace college publishers.
5. Namita Roy, Choudhry. (2001) Management in Education .A.P.H. Publishing Corporation