SYLLABUS FOR THE SUBJECT OF EDUCATION
PAPER -I

Total Marks: 100

1. Education in Pakistan

1.1 History of Education in Pakistan
1.2 Aims of Education
1.3 System of Education in Pakistan
1.4 Educational Policies and Development Plans
   1.4.1 All Pakistan Education Conference 1947
   1.4.2 National Commission on Education 1959
   1.4.3 The Education Policy 1972-1980
   1.4.5 Various development plans
1.5 Roles and Responsibilities in Education
   1.5.1 Role of Public Sector in Education
   1.5.2 Role of Private Sector in Education
   1.5.3 Role of NGOs and philanthropists in Education
   1.5.4 Role of foreign donor agencies in Education
   1.5.5 Role of various stakeholders in Education
   1.5.6 Role of Globalization in Education

2. Foundation of Education

2.1 Educational Process
2.2 Role of education in
   2.2.1 Nation Building
   2.2.2 National cohesion and integration
   2.2.3 Character building
   2.2.4 Human resource development
   2.2.5 World peace and prosperity
2.3 Philosophical Foundations of Education
2.4 Psychological Foundations of Education
2.5 Sociological Foundations of Education
2.6 Islamic Concept of Education

3. Curriculum Development and Implementation

3.1 Elements of Curriculum.
3.3 Relationship of Education and Curriculum
3.4 Curriculum Development Process
3.4.1 Need Assessment
3.4.2 Formulation of Aims and Objectives  Taxonomies of Educational Objectives
3.4.3 Selection of Content
3.4.4 Development of Curricular Materials
3.4.5 Selection of Teaching-Learning Strategies
3.4.6 Implementation of the Curriculum
3.4.7 Evaluation of Curriculum

3.5 Process of Curriculum Development in Pakistan
3.6 Process of Development of Test books and National Textbook Policy

4. Learning and the Process of Learning
4.1 Principles of Growth and Development
4.2 Types of Development: Cognitive; Moral; Emotional; Social
4.3 The process of Learning
4.4 Theories of Learning
4.4.1 Behaviouristic theories: Classical Conditioning; Operant Conditioning
4.4.2 Cognitive Theories: Jean Piaget’s Theory; David Ausubel’s Theory; Robert Gagne’s Theory
4.5 Factors affecting Learning

5. Process of Teaching and Teaching Strategies
5.1 Process of Classroom Communication
5.2 Factors affecting Classroom Communication
5.3 Barriers to Classroom Communications
5.4 Use of Instructional Materials and Media
5.4.1 Role of Instructional Material and Media
5.4.2 Audio-Materials: Radio and Tape-Recorder
5.4.3 Visual Materials: Various Boards, Charts, Models, Posters
5.4.4 Projected Materials: Opaque, Overhead, Slide, Filmstrip, Multimedia
5.4.5 Non-Projected Materials
5.4.6 Motion Pictures, T.V., Computer
5.5 Information and Communication Technologies (ICTs)
1. Philosophy of Education

1.1 Scope of Philosophy
1.2 Western Schools of General Philosophy
   1.2.1 Idealism
   1.2.2 Realism
   1.2.3 Naturalism
   1.2.4 Pragmatism
   1.2.5 Existentialism
1.3 Schools of Educational Philosophy
   1.3.1 Perennialism
   1.3.2 Essentialism
   1.3.3 Progressivism
   1.3.4 Reconstructionism
1.4 Thoughts of Muslim Philosophers: Imam Ghazali; Ibn-e-Khalidun; Shah Waliullah; Sir Syed Ahmad Khan; Allama Iqbal

2. Educational Assessment and Evaluation

2.1 Concept of Classroom Assessment and Evaluation
2.2 Distinction between Assessment, Evaluation and Measurement
2.3 Approaches to Evaluation: Formative Evaluation; Summative Evaluation
2.4 Types of Tests: Essay Type; Objective Type: Multiple Choice, True-False Items, Matching Type; Principles of Construction of these Tests
2.5 Achievement Tests
2.6 Standardized Tests
2.7 Characteristics of a Good Test: Validity, Reliability, Objectivity, Usability

3. Comparative Education

3.1 History of Comparative Education
3.2 Development of Comparative Education
3.3 Purposes of Comparative Education: Intellectual; Planning; Practicability; Educational Problems in World Perspective; Innovation; International Understanding
3.4 Factors of Comparative Education: Economic Factor; Racial Factor; Linguistic Factor; Philosophical Factor; Moral Factor; Religious Factor

3.5 Methods of Comparative Education: Descriptive; Historical; Sociological; Qualitative; Analytical; Synthesis

3.6 Comparative Systems of Education in Selected Countries USA, UK, Japan, Canada, China, India, Malaysia, Pakistan

3.7 Issues and Problems of Education in Pakistan related to: relevance; Access; Equity; Quality; Human Resources; Financial Resources; Madrassa Education; Medium of Instruction.

4. Research Methods in Education

4.1 Scientific Method and its Application in Education

4.2 Sampling Techniques
   4.2.1 Probability Sampling Techniques: Random Sampling; Stratified Sampling; Cluster Sampling
   4.2.2 Non-Probability Sampling Techniques: Systematic Sampling; Convenience Sampling; Purposive Sampling;

4.3 Research Instruments: Questionnaire; Interview; Tests; Observation; Rating Scale

4.4 Types of Research: Basic/Applied Research; Historical Research; Descriptive Research; Correlation Research; Causal-Comparative Research; Experimental Research; Action Research; Qualitative and Quantitative Research

4.5 Research Proposal and Report
   4.5.1 Preparing a Research Proposal
   4.5.2 Writing a Research Report
   4.5.3 Distinction between a Research Proposal and a Report.

5. Educational Administration and Supervision

5.1 The Concept of Administration
   5.1.1 Process of Administration
   5.1.2 Relationship between Administration and Supervision

5.2 Educational Planning and Organization in Pakistan
   5.2.1 Organizational Pattern of Education in Pakistan
   5.2.2 Role of Federal Ministry of Education
   5.2.3 Role of Provincial Ministry and its Various Agencies
   5.2.4 Educational Statistics and its Role in Planning
   5.2.5 Financing Education in Pakistan
   5.2.6 Educational Administration Under Devolution Plan
5.3 Approaches to Educational Administration: Democratic; Authoritarian; Laissez-faire

5.4 Function of Administration
5.4.1 Leadership in Improvement of Educational Institution
5.4.2 Leadership in Improvement of Staff in Educational Institution
5.4.3 Leadership in Parents and Community Relations
5.4.4 Leadership in improving the Educational Programme
5.4.5 Leadership in the Evaluation of Educational Institution

5.5 Educational Supervision
5.5.1 Process of Supervision
5.5.2 Importance of Supervision
5.5.3 Principles of Supervision

5.6 Agencies and Organizations promoting Education in Pakistan
5.6.1 National Commission for human development (NCHD)
5.6.2 National Technical and Vocational Education Authority (NTVEA)
5.6.3 Higher Education Commission (HEC)

RECOMMENDED BOOKS: