**PAPER- II**

**Total Marks: 100**

**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 Progessivism

1.3.4 Reconstructionism

1.4 Thoughts of Muslim Philosophers: Imam Ghazali; Ibne-Khaldun;

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 Repot

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:**

1. *Ornstein. Foundations of Education 9th ed. 2006.*

2. *Fraenkel. How to Design and Evaluate Research in Education 6th ed. 2006.*

*3. Briggs. Managing Effective Learning and Teaching 2006.*

4. *Dennis. Child Psychology & the Teacher, 7th edition. 2004.*

5. *JW Best. Research in Education, 7th edition. 2004.*

6. *AV Kelly. The Curriculum Theory & Practice, 5th edition. 2004*

7. *Roblyer. Integrating Educational Technology into Teaching, 2nd ed. 2000*

*8. J.E. Cohen. Educating All Children – A Global Agenda. 2006.*

*9. Robert L. Ebel. Essential Educational Measurement, Prentice Hall. 1991.*

*10.Louis Cohen. Research Methods in Education, Routledge. 2007*

*11. Bloom, B.S., Hastings, J.T., & Madaus, G.F. (1971). Handbook on formative and*

*summative evaluation of student learning; New York: McGraw-Hill.*

*12.Gagne, R.M. (1974). Essentials of learning for instruction. New York: Deyden Press.*

*13.Goodlad, J.I., & Associates. (1979). Curriculum Inquiry: The study of curriculum*

*practice. New York: McGraw-Hill.*

14. *Hass, G. (1987). Curriculum Planning: A new approach (5th ed.). Boston: Allyn &*

*Bacon.*

15. *Saylor, J.G., Alexander, W.M., & Lewis, A.J. (1981). Curriculum Planning for better*

*teaching and learning. (4th ed.). New York: Holt, Rinehart & Winston.*

16. *Slavin, Robert, Educational Psychology, Theory and Practice, 7th ed. Boston: Allyn*

*and Bacon, 2003.*

17. *Woolfolk, Anita, Educational Psychology, 9th ed. Boston: Allyn and Bacon, 2005.*