# PUNJAB PUBLIC SERVICE COMMISSION

## COMBINED COMPETITIVE EXAMINATION (CCE) SYLLABUS

## EDUCATION

**Total Marks: 100**

**Topics**

**1 Development of Education in Pakistan**

**1.1 History of Education in Pakistan**

**1.2 Aims of Education**

**1.3 Structure of Education in Pakistan**

- The Education System: An Overview
- Structure of the Education System

**1.4 Educational Policies and Development Plans**

- All Pakistan Education Conference (1947)
- National Commission on Education (1959)
- The Education Policy 1972–1980
- National Education Policies: 1979, 1992, 1998–2010, 2009
- Various Development Plans

**1.5 Roles and Responsibilities in Education**

- Role of the Public Sector in Education
- Role of the Private Sector in Education
- Role of NGOs and Philanthropists in Education
- Role of foreign donor agencies in Education
- Role of various stakeholders in Education
- Role of Globalization in Education

**1.6 Educational Problems, Trends and Issues in Pakistan**

- Decentralization
- Population growth
- Low Enrolment and High Dropouts Rates
- Low Literacy
- Indiscipline
- Female Education
- Economic and Social Conditions
- Physical Conditions of Educational Institutions
- Quality of Education
- Investment in Education

## 2 Foundations of Education

### 2.1 Educational Process

### 2.2 Role of education in:

- Nation-building;
- National cohesion and integration;
- Character building;
- Human resource development;
- World peace and prosperity

### 2.3 Philosophical Foundations of Education

**Philosophy of Education**

- Scope of Philosophy
- Western Schools of General Philosophy: Idealism; Realism; Naturalism; Pragmatism; Existentialism
- Schools of Educational Philosophy: Perennialism; Essentialism; Progressivism; Reconstructionism

### 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

### 3.2 Foundations of Curriculum: Philosophical, Psychological, Sociological, Economic and Technological Foundations

### 3.3 Relationships between Education and Curriculum

### 3.4 Curriculum Development Process

### 3.4.1 Needs Assessment

### 3.4.2 Formulation of Aims and Objectives; Taxonomies of Educational Objectives

- Bloom's taxonomy
- SOLO taxonomy

### 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 Textbooks Development Process 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 Behavioural 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 Communication

**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, Television and Computer

**5.5** Information and Communication Technologies (ICTs)

**6 Educational Assessment and Evaluation**

**6.1 Concept of Classroom Assessment and Evaluation**

**6.2 Distinctions among Assessment, Evaluation and Measurement**

**6.3 Approaches to Evaluation: Formative Evaluation; Summative Evaluation**

**6.4 Types of Tests: Essay-Type; Objective-Type: Multiple-Choice, True- False and Matching Items; Principles of Test Construction**

**6.5 Achievement Tests**

**6.6 Standardized Tests**

**6.7 Characteristics of a Good Test: Validity, Reliability, Objectivity, Usability**

**7 Research Methods in Education**

**7.1 Scientific Method and Its Application in Education**

**7.2 Sampling Techniques**

- Probability Sampling Techniques: Random, Stratified and Cluster Sampling
- Non-Probability Sampling Techniques: Systematic, Convenience and Purposive Sampling

**7.3 Research Instruments: Questionnaires; Interviews; Tests; Observation; Rating Scales**

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

**7.5 Research Proposal and Report: Preparing a Research Proposal; Writing a Research Report; Distinction between a Research Proposal and a Report**

**8 Educational Administration and Supervision**

**8.1 The Concept of Administration: Process of Administration; Relationship between Administration and Supervision**

**8.2 Educational Planning and Organization in Pakistan: Organizational Pattern; Role of Federal Ministry; Role of Provincial Ministry and Their Agencies; Educational Statistics and Planning; Financing; Administration under the Devolution Plan**

**8.3 Approaches to Educational Administration: Democratic; Authoritarian; Laissez-faire**

**8.4 Functions of Administration: Leadership in improving Educational Institution, Staff, Parent and Community Relations, Educational Programme and Evaluation**

**8.5 Educational Supervision: Process, Importance and Principles of Supervision**

## Suggested readings:


**1)** Mirza. S. M, Teacher Education in Pakistan Precolonial Period to Present, 1st ed., 2026.

**2)** Siddiqui. S. Education Policies in Pakistan: Politics, Projections, and Practices, 2nd ed., 2021.

**3)** Ornstein. Foundations of Education, 9th ed., 2006.

**4)** Fraenkel. How to Design and Evaluate Research in Education, 6th ed., 2006.

**5)** Briggs. Managing Effective Learning and Teaching, 2006.

**6)** A. V. Kelly. The Curriculum Theory & Practice, 5th ed., 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. Essentials of 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.

**18)** Child, D., Psychology & the Teacher, 7th ed., 2004.

**19)** J. W. Best. Research in Education, 7th ed., 2004.

**20)** Canestrari, A. (2009). *Foundations of Education.* New York: Sage Publications.

**21)** Semel, S. F. (2010). *Foundations of Education: The Essential Texts*. USA: Routledge.

**22)** Shami, A. P. (2005). *Education in Pakistan, National Book foundation.* Islamabad.

**23)** *Pakistan Economic Survey 2005-06. Government of Pakistan*. Islamabad.

**24)** Government of Pakistan. (2000). *Education for All: The year 2000- Assessment Pakistan*. Ministry of Education: Islamabad.

**25)** Borich, G. D. (2004). *Effective teaching methods.* Ohio: Pearson Education, Inc.

**26)** Krishna, M. G., & Rao, D. B. (2007). *Techniques of teaching education.* New Delhi: Sonali Publications.

**27)** Hurlock, E. B. (2008*). Developmental psychology* (5th ed.). London: McGraw-Hill.

**28)** Gronlund, N. E. (2005*). Measurement and Assessment in Teaching*. New York: MacMillian Publishing Company.

**29)** Linn, R. L. & Miller, M. D. (2005). *Measurement and Assessment in Teaching*. India: Published by Dorling Kindersley (India) Pvt. Ltd. Licensees of Pearson Education in South Asia.

**30)** Kelley, A.V. (1999). *The Curriculum, Theory and Practice.* London: Paul Champman.

**31)** Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences, 3,* 47–55.

**32)** Wiles, J. W.,&Bondi, J. C. (2011).*Curriculum development*: *A guide to practice* (8th ed.). Boston: Allyn & Bacon.

**33)** Creswell, J. W. (2009). *Research Design.* London: Sage Publications.

**34)** Gay, L. R. (2001). *Educational Research*. Boston: Peter Airasian.

**35)** Isani, & Virk, M. L. (2006). *Higher Education in Pakistan*. Islamabad: National Book Foundation.

**36)** Lunenberg, F. C. & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6$^{th}$ed.). CA: Wadsworth.

**37)** Tomlinson, H. (2004). *Educational leadership: Personal growth for professional development*. New Delhi: Sage Publications.

**38)** Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (7th ed.). Pearson.

**39)** Null, W.(2011)."Curriculum foundations: Philosophical perspectives." *Educational Philosophy and Theory*.

**40)** Malik, M. A.(2021).*Curriculum Development in Pakistan*. National Book Foundation.

**Note:** **The above list is only suggestive and not exhaustive. Candidates may consult other standard books and relevant material covering the prescribed syllabus.**

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