

PEDAGOGY & ENGLISH GRAMMAR



ENGLISH GRAMMAR

- THE NOUN
- THE PRONOUN
- THE VERB
- TENSES & CONDITIONALS
- SUBJECT VERB AGREEMENT
- THE ADVERB
- THE ADJECTIVE
- THE ARTICLE
- THE PREPOSITION
- SENTENCE, PHRASE & CLAUSE
- ACTIVE VOICE & PASSIVE VOICE
- DIRECT & INDIRECT NARRATION
- IDIOMS & PHRASAL VERBS
- SYNONYMS & ANTYNOMS
- PAST PAPERS MCQs



PEDAGOGY

- TEACHING TECHNIQUES & METHODOLOGIES
- CLASSROOM MANAGEMENT & DISCIPLINE
- TESTING, MEASUREMENT & EVALUATION
- EDUCATIONAL TAXONOMIES
- PHILOSOPHY OF EDUCATION
- EDUCATIONAL PSYCHOLOGY
- CURRICULUM DEVELOPMENT
- EDUCATIONAL GUIDANCE & COUNSELLING

For Following Jobs:

**FPSC, KPPSC & AJKPSC
LECTURER, TGT,
JUNIOR TEACHER, SST &
ESE JOBS**



MK PUBLICATIONS

0333-2605045 | 0342-4470091

mkpreparations@gmail.com

**FOR ONLINE
ORDER
0348-4233593**



Table of Content

Part 1: English

- **The Noun**
 - **The Pro Noun**
 - **The Verb**
 - **Tenses and Conditionals**
 - **Subject Verb Agreement**
 - **The Adverb**
 - **The Adjective**
 - **The Article**
 - **The Preposition**
 - **Sentence, Phrase and Clause**
 - **Active and Passive Voice**
 - **Direct and Indirect Narration**
 - **Idioms and Phrasal Verbs**
 - **Synonyms And Antonyms**
 - **Past Papers MCQs**
-



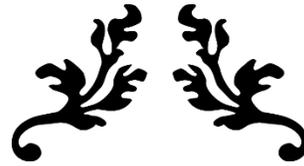


Table of Content

Part 2: Pedagogy

- **Teaching Techniques and Methodologies**
 - **Classroom Management and Discipline**
 - **Testing, Measurement, Assessment and Evaluation**
 - **Taxonomies of Education**
 - **Philosophy of Education**
 - **Educational Psychology**
 - **Curriculum Development**
 - **Educational Guidance and counseling**
-





PART 1: ENGLISH



Join Us For All Jobs Preparation

-  +92 333 2605045 , +92 342 4470091
-  <https://www.instagram.com/mkpreparations>
-  <https://youtube.com/@mkpreparations>
-  <https://www.facebook.com/MkPreparations>
-  <https://www.tiktok.com/@mkpreparations>



Chapter 1: The Noun

Definition of Noun

A noun is a word that functions as the name of a:

- **Person:** child, woman, Ali, teacher
- **Place:** city, Lahore, park
- **Thing:** table, car, money
- **Animal:** dog, elephant, bird
- **Idea, Quality, or State:** happiness, bravery, knowledge, poverty
- **Action:** (Gerunds) swimming, reading, driving

In simple terms, a noun is a naming word. The name of everything is a noun.

Types of Nouns

Nouns can be categorized into eight primary types for a clearer understanding of their usage.

1. Proper Noun

A proper noun is the specific name of a particular person, place, or thing.

- **Rule 1:** It always begins with a **capital letter**.
- **Rule 2:** It can not be changed into a plural form (e.g., *There are two Ali's in my class*).

2. Common Noun

A common noun is a general name that is common to all persons, places, or things of the same kind. It denotes no particular entity.

Proper Noun	Common Noun
Ali	boy
Lahore	city
Badshahi Mosque	mosque

3. Material Noun

A material noun is the name of a substance or matter from which things are made. These often exist in different states of matter: solid, liquid, gas, and plasma. Things in a solid state are sometimes called concrete nouns.

M
K
P
R
E
P
A
R
A
T
I
O
N
S

Practice MCQ – The Noun

M
K
P
R
E
P
A
R
A
T
I
O
N
S

1. The Noun

1. Identify the type of noun for the word "team" in the sentence: "The team won the championship."

- A. Common Noun
- B. Collective Noun
- C. Abstract Noun
- D. Compound Noun

Answer: B

2. Which of the following is an abstract noun?

- A. Water
- B. Honesty
- C. Lahore
- D. Chair

Answer: B

3. Choose the correct sentence according to noun rules.

- A. The scissor is on the table.
- B. The scissors is on the table.
- C. The scissors are on the table.
- D. A scissor are on the table.

Answer: C

4. The noun "poultry" in the sentence "The poultry are being fed" is an example of a noun that:

- A. Is always singular
- B. Appears singular but takes a plural verb
- C. Is a material noun
- D. Is uncountable

Answer: B

5. Which of the following nouns is always plural in form and takes a plural verb?

- A. News
- B. Economics
- C. Trousers
- D. Politics

Answer: C

6. Identify the compound noun.

- A. Beautifully
- B. Swimming pool
- C. Quickly
- D. Happiness

Answer: B

7. Select the sentence where an uncountable noun is used correctly.

- A. She gave me some good advices.
- B. The furnitures in this room are new.
- C. Her hair are long and black.
- D. The information provided was incorrect.

Answer: D

8. The word "people" in "Many people attend the fair" is a noun that:

- A. Is singular
- B. Appears singular but takes a plural verb
- C. Is a collective noun
- D. Is a proper noun

Answer: B

9. The use of the indefinite article 'a' with the normally uncountable noun 'experience' in the sentence "I had a bitter experience" is justified because:

- A. The noun is used in a general sense to refer to the concept as a whole.
- B. The noun is specified and particularized, referring to a single instance or kind of that concept.
- C. All abstract nouns can take indefinite articles.
- D. The noun is being used as a proper noun in this context.

Answer: B

10. Identify the material noun from the list below.

- A. Anger
- B. Love

C. Wood



Chapter 2: The Pronoun

Definition of Pronoun

A pronoun is a word used in place of a noun or a noun phrase to avoid repetition. It refers to a noun that has been mentioned before or is clearly understood from the context.

- *Example:* "Ali is a doctor. **He** works in a hospital." (The pronoun "He" replaces the noun "Ali").

M
K

Types of Pronouns

Pronouns can be categorized into nine main types:

1. Personal Pronoun
2. Possessive Pronoun
3. Reflexive Pronoun
4. Demonstrative Pronoun
5. Indefinite Pronoun
6. Relative Pronoun
7. Interrogative Pronoun
8. Distributive Pronoun
9. Reciprocal Pronoun

P
R
E
P
A
R
A
T
I
O
N
S

1. Personal Pronoun

Personal pronouns refer to specific people or things and change form based on person (first, second, third), number (singular, plural), case (subject, object), and gender (he, she, it).

Person	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
First (Singular)	I	me	my	mine	myself
First (Plural)	we	us	our	ours	ourselves
Second (Singular/Plural)	you	you	your	yours	yourself / yourselves
Third (Masc.)	he	him	his	his	himself
Third (Fem.)	she	her	her	hers	herself
Third (Neutral)	it	it	its	its	itself
Third (Plural)	they	them	their	theirs	themselves



Practice MCQs – The Pronoun

2. The Pronoun

M
K

P
R
E
P
A
R
A
T
I
O
N
S

1. Choose the sentence that is grammatically correct.

- A. This matter is between you and I.
- B. This matter is between you and me.
- C. This matter is between yourself and myself.
- D. This matter is among you and I.

Answer: B

2. Which of the following is a distributive pronoun?

- A. Themselves
- B. Someone
- C. Each
- D. This

Answer: C

3. Identify the sentence with the correct use of a relative pronoun.

- A. The man which called is my uncle.
- B. The man, that called, is my uncle.
- C. The man who called is my uncle.
- D. The man whom called is my uncle.

Answer: C

4. Fill in the blank: She is smarter than ____.

- A. me
- B. I
- C. myself
- D. mine

Answer: B

5. The grammatical error in the sentence "She told her mother that she was wrong" is related to:

- A. The misuse of a possessive adjective.
- B. The omission of a reflexive pronoun.
- C. The use of an ambiguous pronoun.
- D. The incorrect case of a personal pronoun.

Answer: C

6. Select the correct possessive form: That book is ____.

- A. your's
- B. yours
- C. your
- D. you're's

Answer: B

7. In the sentence "One should always respect ____ elders," the correct pronoun is:

- A. his
- B. one's
- C. their
- D. your

Answer: B

8. The pronoun in "The two rivals blamed each other" is a/an:

- A. Reciprocal pronoun
- B. Reflexive pronoun
- C. Indefinite pronoun
- D. Demonstrative pronoun

Answer: A

9. Choose the sentence with the correct pronoun order for a positive context.

- A. I, you, and he must collaborate on the project.
- B. You, I, and he must collaborate on the project.
- C. You, he, and I must collaborate on the project.
- D. He, you, and I must collaborate on the project.

Answer: C

10. Identify the interrogative pronoun in the following sentence: "Whose is this notebook?"

- A. Whose



Chapter 3: The Verb

Definition of Verb

A verb is fundamentally a word that denotes an **action** (*run, synthesize*), indicates a **state of being** (*is, exist*), or describes an **occurrence** (*happen, become*). It forms the essential predicate that tells something about the subject.

A Conceptual Classification of Verb

Understanding verb types is crucial for mastering sentence structure, tense usage, and voice.

1. Transitive Verbs: The Action Transferers

A transitive verb requires one or more objects to complete its meaning. The action originates with the subject and is transferred to an object.

- **Example 1:** The scientist **conducted** *the experiment*.
- **Analysis:** The verb "conducted" is meaningless without its object "the experiment." It answers "conducted what?"
- **Example 2:** The author **wrote** *a compelling novel*.
- **Analysis:** "Wrote" requires the object "a compelling novel" to complete the thought.

2. Intransitive Verbs: The Self-Contained Actions

An intransitive verb expresses a complete action without transferring that action to an object. It may be followed by an adverb, a prepositional phrase, or nothing.

- **Example 1:** The results **emerged** *slowly*.
- **Analysis:** The verb "emerged" is complete in itself. "Slowly" merely modifies the action; it is not an object.
- **Example 2:** All the guests **arrived** *before noon*.
- **Analysis:** "Arrived" does not need an object; "before noon" is a prepositional phrase indicating time.

3. Ditransitive Verbs: The Double Object Handlers

A subset of transitive verbs that take two objects: a **direct object** (the thing that is given/told) and an **indirect object** (the person/thing that receives it).

- **Structure:** Subject + Verb + Indirect Object + Direct Object
- **Example 1:** She **gave** *the student* *a book*.
- **Analysis:** "A book" (Direct Object - what was given), "the student" (Indirect Object - to whom it was given).

M
K

P
R
E
P
A
R
A
T
I
O
N
S



Verb Forms:

Base Form (V1)	Past Simple (V2)	Past Participle (V3)	Present Participle (V4)
abide	abode	abode	abiding
arise	arose	arisen	arising
awake	awoke	awoken	awaking
be	was/were	been	being
bear	bore	borne	bearing
beat	beat	beaten	beating
become	became	become	becoming
begin	began	begun	beginning
bend	bent	bent	bending
bet	bet	bet	betting
bid	bid	bid	bidding
bind	bound	bound	binding
bite	bit	bitten	biting
bleed	bled	bled	bleeding
blow	blew	blown	blowing
break	broke	broken	breaking
bring	brought	brought	bringing
build	built	built	building
burn	burnt/burned	burnt/burned	burning
burst	burst	burst	bursting
buy	bought	bought	buying
catch	caught	caught	catching
choose	chose	chosen	choosing
cling	clung	clung	clinging
come	came	come	coming
cost	cost	cost	costing
creep	crept	crept	creeping
cut	cut	cut	cutting
deal	dealt	dealt	dealing
dig	dug	dug	digging
do	did	done	doing
draw	drew	drawn	drawing
dream	dreamt/dreamed	dreamt/dreamed	dreaming
drink	drank	drunk	drinking
drive	drove	driven	driving
eat	ate	eaten	eating
fall	fell	fallen	falling
feed	fed	fed	feeding
feel	felt	felt	feeling

Practice MCQs – The Verb

1. Identify the type of verb in: "She became a doctor after years of study."

- A. Transitive Verb
- B. Intransitive Verb
- C. Linking Verb
- D. Causative Verb

Answer: C

2. Which sentence uses a ditransitive verb?

- A. The sun rises in the east.
- B. She sang a beautiful song.
- C. He told the children a story.
- D. They arrived late.

Answer: C

3. Choose the correct causative structure:

- A. I made him to apologize.
- B. I had him apologize.
- C. I got him apologize.
- D. I let him to leave.

Answer: B

4. The verb in "The flowers smell wonderful" is:

- A. Transitive
- B. Intransitive
- C. Linking
- D. Auxiliary

Answer: C

5. Which verb is followed by a gerund?

- A. decide
- B. want
- C. avoid
- D. hope

Answer: C

6. Select the correct sentence:

- A. She suggested to go early.
- B. She suggested going early.
- C. She suggested go early.

D. She suggested to going early.

Answer: B

7. Identify the intransitive verb:

- A. write
- B. build
- C. arrive
- D. make

Answer: C

8. "The committee has reached its decision." Here 'has' is:

- A. Main verb
- B. Primary auxiliary
- C. Modal auxiliary
- D. Linking verb

Answer: B

9. Which sentence shows correct verb agreement?

- A. The list of items are long.
- B. Each of the students are present.
- C. Neither answer is correct.
- D. The team are winning.

Answer: C

10. Choose the correct past participle form:

- A. swimmmed
- B. swam
- C. swum
- D. swim

Answer: C

11. The error in "She laid on the bed all day" is:

- A. Wrong tense
- B. Wrong verb form
- C. Missing object
- D. Subject-verb disagreement

Answer: B (Should be 'lay')

12. Which modal verb expresses necessity?



Chapter 4: Tenses – Concept Based Quick Review

Definition

Tenses are verb forms that indicate the **time** of an action (past, present, future) and its **aspect** (simple, continuous, perfect, perfect continuous), showing whether the action is completed, ongoing, or repeated.

M
K

The Twelve Tenses: Structure and Usage

1. Simple Present Tense/Present Indefinite

Concept: Used for habits, routines, universal truths, and fixed arrangements.

Formation: Subject + V1 (add 's' or 'es' for third person singular) + Object

Signal Words: always, often, usually, sometimes, never, every day, generally

Examples:

P
R
E
P
A
R
A
T
I
O
N
S

- She **teaches** English at the college. (Habit/Routine)
- My father **goes** for a walk every morning. (Habit/Routine)
- The sun **rises** in the east. (Universal Truth)
- Water **boils** at 100 degrees Celsius. (Universal Truth)
- Our flight **leaves** at 8 PM tomorrow. (Fixed Arrangement)
- The conference **starts** on Monday. (Fixed Arrangement)

Interrogative: Do/Does + Subject + V1 + Object?

- **Do you work** here?
- **Does she live** in London?

Negative: Subject + do not/does not + V1 + Object

- They **do not like** coffee.
- He **does not play** tennis.

2. Simple Past Tense/Past Indefinite

Concept: Indicates a completed action at a specific time in the past.

Formation: Subject + V2 + Object

Signal Words: yesterday, ago, last week, in 1990, once, then



Chapter 5: Subject-Verb Agreement

Introduction

Subject-verb agreement is a fundamental rule of English grammar. It states that the verb in a sentence must agree in number with its subject. A singular subject requires a singular verb, and a plural subject requires a plural verb. This chapter outlines the key rules and exceptions to ensure grammatical accuracy in your writing and speech.

M
K

P
R
E
P
A
R
A
T
I
O
N
S

Subject Verb Agreement Correction Rules

Rule 1: The Interrupting Phrase

When the subject is followed by a phrase like *as well as*, *along with*, *together with*, *in addition to*, *including*, *besides*, or *accompanied by*, the verb agrees with the **original subject**, not the noun in the phrase.

- The **manager**, as well as the team members, **is** attending the conference.
- My **parents**, along with my uncle, **are** visiting us.

Rule 2: Compound Subjects with "And"

- **General Rule:** Two or more subjects joined by **and** take a **plural verb**.
 - **Ali and Sana are** studying for the exam.
- **Exception:** When the compound subject refers to a **single idea or item**, use a **singular verb**.
 - **Bread and butter is** a common breakfast. (One food item)
 - **My friend and mentor has** left the company. (One person)

Rule 3: Indefinite Pronouns

The following indefinite pronouns **always take a singular verb**:

each, either, neither, anyone, anybody, anything, everyone, everybody, everything, someone, somebody, something, no one, nobody, nothing.

- **Everyone** in the office **has** a assigned parking space.
- **Neither** of the answers **is** correct.
- **Each** of the students **has** passed the test.

5. Subject - Verb Agreement



Chapter 6: The Adverb

Definition of Adverb

An adverb is a word that modifies (qualifies) a verb, an adjective, another adverb, a preposition, a conjunction, or even an entire sentence. It provides additional information about time, manner, place, frequency, degree, and certainty.

Core Function: To add descriptive detail to show how, when, where, why, or to what extent something happens.

The Versatile Roles of an Adverb

Adverbs can modify various parts of speech:

➤ **Modifying a Verb:**

- She sang **beautifully**.
- He runs **quickly**.

➤ **Modifying an Adjective:**

- She is **extremely** intelligent.
- This is a **very** interesting book.

➤ **Modifying Another Adverb:**

- He works **incredibly** efficiently.
- She spoke **almost** inaudibly.

➤ **Modifying a Preposition:**

- The ball landed **just** inside the boundary.
- He arrived **shortly** after noon.

➤ **Modifying a Conjunction:**

- I like him, **simply** because he is honest.
- She left **soon** after the meeting began.

➤ **Modifying an Entire Sentence:**

- **Fortunately**, the weather remained clear.

M
K

P
R
E
P
A
R
A
T
I
O
N
S



Chapter 7: The Adjective

Definition of Adjective

An adjective is a word that modifies a noun or a pronoun by describing, identifying, or quantifying it. It adds meaning by answering questions like *What kind? Which one? How many? or How much?*

Core Function: To provide more information about a noun or pronoun.

Placement Rules:

1. **Before a Noun (Attributive Position):** A **brilliant** idea, the **blue** sky
2. **After a Linking Verb (Predicative Position):** The idea is **brilliant**. The sky appears **blue**.

Types of Adjective

Adjectives can be categorized based on their specific function and meaning.

1. Proper Adjective

Formed from proper nouns and used to describe something related to that noun.

- **Examples:** Chinese food, Pakistani culture, Victorian era, Shakespearean drama

2. Descriptive Adjective (Adjective of Quality)

Describes the quality, state, or kind of a noun.

Examples: a brave soldier, a sick patient, a beautiful painting, an honest person

3. Adjective of Quantity

Indicates the amount or quantity of a noun (used with uncountable nouns).

Examples: some water, much effort, little hope, enough time, all people

4. Adjective of Number (Numeral Adjective)

Shows the number or order of nouns (used with countable nouns).

- **Definite Numeral:** one, two, first, second (shows exact number)
- **Indefinite Numeral:** many, few, several, some (shows approximate number)
- **Distributive Numeral:** each, every, either, neither (refers to individual members)

M
K

P
R
E
P
A
R
A
T
I
O
N
S



Chapter 8: The Article

Introduction

The words *a*, *an*, and *the* are a special part of speech called **articles**. They are used with nouns to specify whether we are referring to something specific or something non-specific. Articles are a key component of English grammar.

There are two types of articles:

1. **Indefinite Articles:** *A* and *An*
2. **Definite Article:** *The*

The Indefinite Articles – A & An

The indefinite articles *a* and *an* are used with singular, countable nouns when we are referring to something for the first time, or when it is non-specific (i.e., any one of that kind).

The Rule:

- Use **a** before words that begin with a **consonant sound**.
- Use **an** before words that begin with a **vowel sound**.

Examples:

- John is reading **a book**.
- Would you like **a peach**?
- I always take **an apple** to school.
- Do you have **an umbrella** I can borrow?

Important Notes on Sound

1. **Some words begin with a vowel but have a consonant sound.**
The sound is what matters, not the spelling. Words like "university" and "European" begin with a 'yoo' sound (a consonant sound).
 - Is there **a university** in your town?
 - Does every child wear **a uniform**?
 - We are taking **a European** vacation.
2. **Some words begin with a silent 'h'.**
When the 'h' is not pronounced, the word begins with a vowel sound.

M
K

P
R
E
P
A
R
A
T
I
O
N
S



- We've been waiting for **an hour**.
- It was **an honour** to meet the president.

The Definite Article – The

The definite article *the* is used before a noun when both the speaker and the listener know which specific person, thing, or idea is being referred to.

M Examples:

- Dad is sitting in **the garden**. (The specific garden attached to our house.)
- Please turn off **the television**. (The specific television in this room.)
- **The boys** are upstairs. (The specific boys we both know.)

P Comprehensive Rules for Using "The"

R
E
P
A
R
A
T
I
O
N
S

Rule	Category	Explanation	Example
1	Unique Objects/Groups	Before nouns that are unique or considered one of a kind.	the sun, the moon, the internet, the environment
2	Superlatives & Ordinals	Before superlative adjectives and ordinal numbers (first, second, etc.).	the best movie, the tallest building, the first chapter
3	Specific Known Things	When the noun has already been mentioned or is understood from context.	I bought a book. The book is very interesting.
4	Geographical Features	With oceans, seas, rivers, mountain ranges, deserts, and groups of islands.	the Pacific Ocean, the Nile, the Himalayas, the Sahara
5	Countries & Institutions	With country names that are plural, include "Republic," "Kingdom," "States," or "Union." Also with famous buildings.	the United States, the UK, the University of Oxford, the Eiffel Tower
6	Musical Instruments	When referring to the instrument in general.	She plays the piano . Who invented the guitar ?

8. The Article



Chapter 9: Preposition

Introduction

A preposition is a word that shows a relationship between a noun (or pronoun) and another word in a sentence. This relationship can be one of time, place, direction, manner, or agency. Prepositions are essential for providing context and clarity.

Common Prepositions: in, on, at, with, under, above, into, by, of, to, for, from, about, between, among.

Prepositions of Time

Preposition	Usage	Example
At	Specific times, night, holidays	At 5 o'clock, at night, at Eid
On	Days, specific dates	On Monday, on 25th March
In	Months, seasons, years, centuries, long periods, parts of the day (except 'night')	In August, in winter, in 2006, in the morning
Since	From a specific point in time (past until now)	She has lived here since 2010.
For	A duration of time (past until now)	He studied for two hours.
From...to	Start and end of a period	The shop is open from Monday to Friday.
Until/Till	Up to a certain time	He is on holiday until Friday.
By	At the latest; a deadline	I will finish by noon.
Before	Earlier than a certain time	Before 2004
After	Later than a certain time	After the meeting
Ago	A time in the past from now	He left ten minutes ago .
Past/To	Telling the time	Ten past six (6:10), Ten to six (5:50)

M
K

P
R
E
P
A
R
A
T
I
O
N
S

- **Remind** someone **about** an appointment | **Remind** someone **of** a person/thing (cause to remember).
- **Search for** your keys.
- **Speak / Talk to** someone **about** something.
- **Spend** money **on** something.
- **Suffer from** an illness.
- **Think about** an idea (consider) | **Think of** an idea (have an idea).
- **Warn** someone **about / of** a danger.
- **Thank** someone **for** something.

Word + Preposition Combinations Table

Word	Preposition	Meaning (Word + Preposition)
A		
Absorbed	in	کسی کام میں محو ہونا
Accuse	of	کسی چیز کا الزام لگانا
Accustomed	to	کسی چیز کا عادی ہونا
Adapt	to	کسی چیز کے مطابق ڈھل جانا
Add	to	کسی چیز میں اضافہ کرنا
Adept	at	کسی کام میں ماہر ہونا
Admit	to	کسی بات کا اعتراف کرنا
Advise	on	کسی معاملے پر مشورہ دینا
Afraid	of	کسی چیز سے ڈرنا
Agree	with	کسی شخص سے متفق ہونا
B		
Base	on	کسی چیز پر مبنی ہونا
Beg	for	کسی چیز کی التجا کرنا
Begin	with	کسی چیز سے آغاز کرنا
Believe	in	کسی چیز پر یقین رکھنا
Belong	to	کسی کی ملکیت ہونا
Benefit	from	کسی چیز سے فائدہ اٹھانا



Chapter 10: Sentence, Phrase and Clause

The Sentence

Definition

A **sentence** is a grammatically complete set of words that expresses a clear thought. It typically contains a subject and a predicate. A sentence begins with a capital letter and ends with a terminal punctuation mark: a period (.), a question mark (?), or an exclamation mark (!).

Examples:

- He goes to school.
- She is eating an apple.
- Who are you?
- What a beautiful flower!

Parts of a Sentence

Every sentence can be divided into two essential parts:

1. **Subject:** The person, place, thing, or idea that is performing an action or being described. It tells us *who* or *what* the sentence is about.
2. **Predicate:** The part of the sentence that contains the verb and tells us something about the subject. It describes the action or state of being.

Sentence	Subject	Predicate
The sun shines brightly.	The sun	shines brightly.
She is writing a letter.	She	is writing a letter.
Allama Iqbal is our national poet.	Allama Iqbal	is our national poet.

Other Elements in a Sentence

- **Object:** A word or group of words that receives the action of the verb.
 - **Direct Object:** Answers "what?" or "whom?" after the verb.
 - Example: I threw **the ball**.
 - **Indirect Object:** Answers "to whom?" or "for whom?" the action is done. It comes before the direct object.

M
K

P
R
E
P
A
R
A
T
I
O
N
S



Chapter 11: Active and Passive Voice

Introduction

Voice is a form of a verb that indicates whether the subject performs the action or receives the action. There are two voices in English: Active and Passive.

- M • **Active Voice:** The subject performs the action.
- K ○ Example: **The chef** cooked the meal.
- **Passive Voice:** The subject receives the action.
- Example: **The meal** was cooked by the chef.

P **Key Principle:** Only transitive verbs (verbs that take an object) can be changed from active to passive voice.

R **Rules for Converting Active to Passive Voice**

- P 1. The **object** of the active verb becomes the **subject** of the passive verb.
- A 2. The **subject** of the active verb becomes the **agent** in the passive sentence, usually introduced by the preposition "by." The agent can be omitted if it is unknown or unimportant.
- R 3. The main verb is changed into its **past participle** form (V3).
- A 4. An appropriate **helping verb** (a form of 'be' or modals) is added, which must agree with the new subject in number and person.

T **Tense-wise Conversion Charts**

I **1. Present Indefinite Tense**

- O • **Active Structure:** Subject + V1(s/es) + Object
- N • **Passive Structure:** Subject + is/am/are + V3 + by + Agent

Active Voice	Passive Voice
She writes a letter.	A letter is written by her.
They do not play hockey.	Hockey is not played by them.
Does he respect his teachers?	Are his teachers respected by him?



M
K
P
R
E
P
A
R
A
T
I
O
N
S

2. Present Continuous Tense

- **Active Structure:** Subject + is/am/are + V-ing + Object
- **Passive Structure:** Subject + is/am/are + being + V3 + by + Agent

Active Voice	Passive Voice
I am reading a book.	A book is being read by me.
Why are you blaming me?	Why am I being blamed by you?

3. Present Perfect Tense

- **Active Structure:** Subject + has/have + V3 + Object
- **Passive Structure:** Subject + has/have + been + V3 + by + Agent

Active Voice	Passive Voice
The police have caught the thief.	The thief has been caught by the police.
Has she finished her work?	Has her work been finished by her?

4. Past Indefinite Tense

- **Active Structure:** Subject + V2 + Object
- **Passive Structure:** Subject + was/were + V3 + by + Agent

Active Voice	Passive Voice
He killed a snake.	A snake was killed by him.
They did not invite us.	We were not invited by them.

5. Past Continuous Tense

- **Active Structure:** Subject + was/were + V-ing + Object
- **Passive Structure:** Subject + was/were + being + V3 + by + Agent

Active Voice	Passive Voice
She was cooking dinner.	Dinner was being cooked by her.
They were building a house.	A house was being built by them.

6. Past Perfect Tense



Chapter 12: Direct and Indirect Narration

1. Introduction

Speech or narration can be reported in two ways:

- M** 1. **Direct Narration:** We quote the exact words of the speaker, enclosed within quotation marks.
- K** ○ Example: He said, "**I am busy.**"
- K** 2. **Indirect Narration:** We report the substance of what the speaker said without using their exact words. Quotation marks are not used.
- P** ○ Example: He said that **he was busy.**
- R** • **Reporting Speech:** The part outside the quotation marks (e.g., He said).
- E** • **Reported Speech:** The part inside the quotation marks (e.g., "I am busy.").

Essential Pronoun Changes

Pronouns in the reported speech change to maintain the perspective of the reporter. The following table is crucial for understanding these changes:

Subject (Nominative)	Object (Accusative)	Possessive	Reflexive
I	Me	My / Mine	Myself
We	Us	Our / Ours	Ourselves
You	You	Your / Yours	Yourself / Yourselves
He	Him	His	Himself
She	Her	Her / Hers	Herself
It	It	Its	Itself
They	Them	Their / Theirs	Themselves

Rules:

- S**
1. **First Person (I, we)** changes according to the **subject** of the reporting verb.
 2. **Second Person (you)** changes according to the **object** of the reporting verb.
 3. **Third Person (he, she, it, they)** generally remains **unchanged**.

Chapter 13. Idioms and Phrasal Verbs

Introduction to Idioms and Phrasal Verbs

- **Idiom:** A group of words established by usage as having a meaning not deducible from the individual words (e.g., *rain cats and dogs*). They add color and depth to the language.

Phrasal Verb: A verb combined with a preposition or an adverb (or both) to create a new verbal phrase with a meaning different from the original verb (e.g., *give up, look into*). They are fundamental to fluent and natural English.

Idioms:

Idiom	English Meaning	Urdu Meaning	Example
Above board	Honest and open.	دیانتداری، صاف بازی	Don't worry, the deal was completely above board.
To smell a rat	To suspect foul dealings.	شک کرنا، کھوتا محسوس کرنا	When he offered to double my investment, I began to smell a rat.
To throw dust in someone's eyes	To deceive or mislead someone.	کسی کی آنکھوں میں دھول جھونکنا، دھوکہ دینا	The report threw dust in the public's eyes about the true environmental impact.
To give a false coloring	To misrepresent something.	غلط رنگ چڑھانا، منسج کرنا	He gave a false coloring to the events to make himself look like a hero.
To play fast and loose	To behave in an unreliable and insincere way.	عہد شکنی کرنا، بے وفائی کرنا	You can't trust him; he plays fast and loose with the truth.
Sharp practices	Dishonest business dealings.	عیاری، بددیانتی	The company was accused of sharp practices to eliminate competition.

A turncoat	A person who deserts one party or cause to join an opposing one.	موقع پرست، غدار	He was labeled a turncoat for joining the rival party.
A chip off the old block	Someone who resembles their parent in character or appearance.	باپ کا بیٹا	He's as stubborn as his father—a real chip off the old block.
Out and out	Thoroughly; complete.	مکمل طور پر	He is an out and out professional.
To the backbone	Thoroughly; completely.	ہڈے لے کر، پورے طور پر	She is a patriot to the backbone.
A dark horse	A person who surprises others by having unknown knowledge or skills.	چھپا ہوا	He's a dark horse; I had no idea he was a brilliant pianist.

High-Frequency Idioms

Idiom	English Meaning	Urdu Meaning	Example
A piece of cake	Something very easy to do.	بہت آسان کام	The math test was a piece of cake.
Break a leg!	Good luck! (Often said to performers.)	کامیابی کی دعا، خاص طور پر پر فارمرز کے لیے	You're going to be great in the play. Break a leg!
Cut corners	To do something in the easiest or cheapest way, often sacrificing quality.	کم خرچ میں کام نکالنا، معیار کو نظر انداز کرنا	They cut corners on materials, and the building wasn't safe.
Get out of hand	To become difficult to control.	قابو سے باہر ہو جانا	The party got out of hand after midnight.
Hit the road	To begin a journey.	سفر کا آغاز کرنا	It's getting late; we should hit the road.

Chapter 14: Synonyms and Antonyms

- **Synonyms** are words or phrases that have the same or nearly the same meaning as another word or phrase in the same language. For example, "happy" and "joyful" are synonyms. Knowing synonyms helps in understanding nuanced meanings and improves writing style.
- **Antonyms** are words that have the exact opposite meaning of another word. For example, "hot" is the antonym of "cold." A strong grasp of antonyms is crucial for understanding contrast and constructing balanced arguments.

M
K

P
R
E
P
A
R
A
T
I
O
N
S

14. Synonyms and Antonyms

Word	Urdu Meaning	Synonyms	Antonyms	Sentence
Abate	کم ہونا، گھٹنا	Subside, Diminish, Decrease, Lessen	Intensity, Increase, Augment, Escalate	The storm finally began to abate after raging for hours.
Aberration	خلل، انحراف	Anomaly, Deviation, Irregularity, Oddity	Normality, Regularity, Standard, Conformity	His poor performance was an aberration from his usual excellence.
Abhor	نفرت کرنا، کراہت کرنا	Despise, Detest, Loathe, Hate	Admire, Adore, Cherish, Love	She abhors any form of cruelty towards animals.
Abridge	مختصر کرنا، خلاصہ کرنا	Shorten, Condense, Abbreviate, Curtail	Elongate, Expand, Amplify, Extend	The publisher released an abridged version of the classic novel for students.
Acrimonious	تلخ، کڑواہٹ بھرا	Bitter, Caustic, Hostile, Sarcastic	Harmonious, Kind, Gentle, Amicable	The divorce proceedings were acrimonious and lengthy.
Admonish	ڈانٹنا، تنبیہ کرنا	Reprimand, Rebuke, Chide, Warn	Praise, Commend, Applaud, Encourage	The teacher had to admonish the student for talking in class.



Practice MCQs – Synonyms and Antonyms

M
K
P
R
E
P
A
R
A
T
I
O
N
S

1. What is the synonym of "NOVEL" (as an adjective)?

- A) Traditional
- B) Hazardous
- C) New
- D) Complicated

Answer: C) New

2. What is the synonym of "IMPERVIOUS"?

- A) Vulnerable
- B) Resistant
- C) Sensitive
- D) Susceptible

Answer: B) Resistant

3. What is the synonym of "SCRUTINIZE"?

- A) Ignore
- B) Skim
- C) Examine
- D) Overlook

Answer: C) Examine

4. What is the synonym of "INGENIOUS"?

- A) Uninspired
- B) Dull
- C) Clever
- D) Simple

Answer: C) Clever

5. What is the synonym of "SAGACIOUS"?

- A) Foolish
- B) Redundant
- C) Wise
- D) Obtuse

Answer: C) Wise

6. What is the synonym of "MAGNANIMOUS"?

- A) Petty

- B) Spiteful
- C) Vindictive
- D) Generous

Answer: D) Generous

7. What is the synonym of "INNATE"?

- A) Acquired
- B) Extrinsic
- C) Learned
- D) Inborn

Answer: D) Inborn

8. What is the synonym of "OBFUSCATE"?

- A) Elucidate
- B) Clarify
- C) Confuse
- D) Explain

Answer: C) Confuse

9. What is the synonym of "FASTIDIOUS"?

- A) Negligent
- B) Sloppy
- C) Meticulous
- D) Careless

Answer: C) Meticulous

10. What is the synonym of "TRANSIENT"?

- A) Permanent
- B) Enduring
- C) Temporary
- D) Perpetual

Answer: C) Temporary

11. She was the victim of a MALICIOUS rumor.

- A) Benevolent
- B) Compassionate
- C) Spiteful
- D) Kind

Answer: C) Spiteful



PART 2: PEDAGOGY



Join Us For All Jobs Preparation

-  +92 333 2605045 , +92 342 4470091
-  <https://www.instagram.com/mkpreparations>
-  <https://youtube.com/@mkpreparations>
-  <https://www.facebook.com/MkPreparations>
-  <https://www.tiktok.com/@mkpreparations>



Teaching Techniques and Methodologies

1. Introduction to Teaching: Concept, Nature, and Evolution

Definition of Teaching:

Teaching is a deliberate, interactive, and planned process implemented by an educator to facilitate learning. It involves the systematic transmission and facilitation of knowledge (cognitive skills), practical abilities (psychomotor skills), and values or attitudes (affective skills) within a structured educational context. A refined definition characterizes teaching as the process of preparing students for learning by providing an initial structure, clarifying intended outcomes, indicating effective learning strategies, creating opportunities for practice and application, and delivering improvement-oriented feedback.

The Nature and Evolution of Teaching:

- **Teaching as a Mutual Exchange:** It is not a one-way transmission but a dynamic interaction involving the mutual exchange of experiences and information between the teacher and the students.
- **Teaching as a Provocative Activity:** Its purpose is to stimulate and provoke academic, mental, and personal development in learners.
- **Shift from Traditional to Modern Role:**
 - **Traditional (Teacher-Centered) Role:** The teacher was viewed as the primary source or "fountainhead" of knowledge. The focus was on the dissemination of information through methods like lecturing ("chalk-and-talk"), and students were passive recipients.
 - **Modern (Student-Centered) Role:** The teacher acts as a facilitator, guide, and co-learner. The focus shifts to creating environments where students can discover, construct, and collaborate on knowledge. This approach caters to individual differences and uses methods like group work, experiments, and research-based learning.

The Process of Learning and Teaching:

- Students possess unique ways of understanding, processing, and demonstrating knowledge, and they learn at their own pace.



Practice MCQ – Teaching Techniques and Methodologies

M
K
P
R
E
P
A
R
A
T
I
O
N
S

1. What is the primary focus of the modern, student-centered role of a teacher?

- A) Disseminating information through lectures
- B) Acting as the fountainhead of knowledge
- C) Facilitating knowledge discovery and collaboration
- D) Ensuring passive reception of knowledge

Answer: Facilitating knowledge discovery and collaboration

2. Which of the following is NOT a key role of a teacher?

- A) Subject Matter Expert
- B) Financial Advisor
- C) Pedagogical Expert
- D) Systematic Assessor

Answer: Financial Advisor

3. Vygotsky's Zone of Proximal Development (ZPD) is defined as the difference between what a learner can do:

- A) With and without technology
- B) In a group and individually
- C) Without help and with guidance from a skilled partner
- D) At home and at school

Answer: Without help and with guidance from a skilled partner

4. Which teaching technique involves learning through observation, retention, and replication of demonstrated behavior?

- A) Brainstorming
- B) Modeling
- C) Lecturing

D) Collaborating

Answer: Modeling

5. The constructivist approach to learning emphasizes that knowledge is:

- A) Passively received from the teacher
- B) Actively constructed by the learner
- C) Only acquired through memorization
- D) Solely dependent on textbook content

Answer: Actively constructed by the learner

6. Which of the following is a personal quality of an effective teacher?

- A) Collaboration with colleagues
- B) High expectations for students
- C) Commitment to lifelong learning
- D) Emotional maturity

Answer: High expectations for students

7. What is the most critical factor in time management that is directly linked to student achievement?

- A) Allocated Time
- B) Engaged Time
- C) Academic Learning Time
- D) Break Time

Answer: Academic Learning Time

8. The 'Inquiry' approach to teaching effectiveness is determined by:

- A) The teacher's display of warmth and enthusiasm
- B) Student results on standardized tests
- C) The quality of the teacher's reflection on their style and student outcomes
- D) The number of research-based techniques used

Answer: The quality of the teacher's



Classroom Management and Discipline

1. Definition, Concept, and Importance of Classroom Management

Definition:

Classroom Management is a broad, multi-dimensional process encompassing all the strategies, methods, and practices a teacher employs to establish and maintain a supportive, orderly, predictable, and productive learning environment. It is not merely about controlling student behavior but about systematically creating conditions where both teaching and learning can flourish efficiently.

Key Definitions from Theorists:

- **Wong (2004):** Defines it as the practices and processes a teacher uses to uphold an environment where instruction and learning can occur smoothly.
- **Mallory (2008):** Describes it as a multifaceted process that depends on an engaging curriculum, student responsibility, effective instruction, and management skills for conflict resolution.
- **Brophy & Good:** Emphasize that it is broader than student discipline, including all things teachers do to foster student involvement, cooperation, and a productive working environment.

Importance of Classroom Management:

Effective classroom management is a critical indicator of student success and teacher efficacy. Its importance is multifaceted:

- **Maximizes Learning Time:** A well-managed classroom minimizes disruptions and time spent on disciplining, allowing maximum time to be allocated to instructional activities.
- **Creates a Positive and Safe Atmosphere:** It fosters an environment where students feel physically and emotionally safe, respected, and comfortable to take intellectual risks, ask questions, and participate actively.
- **Enhances Student Engagement:** Through structured routines and engaging activities, it helps keep students on-task, focused, and involved in the learning process.

M
K

P
R
E
P
A
R
A
T
I
O
N
S



One Liner Statements – Classroom Management and Discipline

1. Definition, Concept, and Importance of Classroom Management

1. **Classroom Management** is a multi-dimensional process to establish a supportive, orderly, and productive learning environment.
2. According to **Wong (2004)**, it is the practices to uphold an environment where instruction and learning occur smoothly.
3. **Mallory (2008)** describes it as a multifaceted process dependent on an engaging curriculum and effective instruction.
4. **Brophy & Good** emphasize that it is broader than discipline, fostering student involvement and cooperation.
5. Effective classroom management **maximizes learning time** by minimizing disruptions.
6. It creates a **positive and safe atmosphere** for students to take intellectual risks.
7. It **enhances student engagement** through structured routines and engaging activities.
8. It directly **improves academic achievement** and student test scores.
9. A key aim is to promote **student self-control and responsibility**.
10. It **reduces teacher stress** and prevents burnout.

2. Goals, Components, and Dimensions of Classroom Management

11. A goal of classroom management is **better teaching** through careful lesson planning.
12. Clear goals provide **student focus** by clarifying expectations.
13. Teacher goal-setting acts as a **model for students** to set their own objectives.
14. Well-defined goals **motivate students** toward higher academic achievement.
15. A key operational component is **classroom design**, the intentional physical arrangement.
16. **Establishing rules and procedures** is crucial for a functional classroom.
17. **Discipline with consistency** involves implementing fair and firm consequences.

M
K
P
R
E
P
A
R
A
T
I
O
N
S



Testing, Measurement, Assessment and Evaluation

1. Introduction to the Core Concepts

M
K

P
R
E
P
A
R
A
T
I
O
N
S

The process of understanding and judging student learning is built upon four fundamental, sequential concepts: Test, Measurement, Assessment, and Evaluation. These terms are often used interchangeably but have distinct, hierarchical meanings and scopes.

- **Scope:** Test (Least in scope) → Measurement → Assessment → Evaluation (Broadest in scope).

A. Test

- **Definition:** A test is a formal and systematic instrument or procedure used to measure a sample of an individual's behavior, knowledge, skills, or abilities. It consists of a set of questions or tasks that require an answer orally, in writing, or through performance.
- **Purpose:** To elicit a response that can be quantified and interpreted.
- **Example:** A final exam in mathematics, a driving test, a personality inventory.
- **It answers the question:** "How well?" does the individual perform on this specific set of tasks.

B. Measurement

- **Definition:** Measurement is the process of obtaining a **numerical description** of the degree to which an individual possesses a particular characteristic. It is the quantification or scoring of the test.
- **Purpose:** To assign a number (a score) to the performance observed in the test.
- **Nature:** It is quantitative and objective but does not, by itself, include qualitative judgments.
- **Example:** "Rafaih solved 23 arithmetic problems out of 40." or "Sara scored 85 marks out of 100."



Educational Taxonomies

Introduction to Educational Taxonomies

Definition:

M Educational taxonomies are systematic frameworks or models used to classify educational goals, learning objectives, and standards into hierarchical levels of complexity and specificity.

K Purpose and Uses:

- P** • To help educators design, implement, and assess instructional strategies and student learning outcomes effectively.
- R** • To provide a common language for discussing educational objectives.
- E** • To ensure that instruction, curriculum, and assessments are aligned with the intended learning goals.
- P** • To guide the creation of questions, lesson plans, and curriculum mapping (e.g., Table of Specification).
- A** • To differentiate instruction and provide targeted learning feedback.

A Bloom's Taxonomy

T Bloom's Taxonomy is the most famous and widely used taxonomy in education. It is a three-dimensional hierarchical model that classifies learning objectives into levels of complexity and specificity.

O The Three Domains of Bloom's Taxonomy:

- N** 1. **Cognitive Domain:** Related to mental skills and knowledge (**Head**).
- S** 2. **Affective Domain:** Related to attitudes, emotions, and values (**Heart**).
3. **Psychomotor Domain:** Related to manual and physical skills (**Hand**).

A. The Cognitive Domain (Benjamin Bloom, 1956)



- *Key Words:* to waltz, to type, to play the piano, to skate, to plane.

6. **Non-discursive Communication (Highest Level):** Using bodily movements for expressive communication, such as through gestures, facial expressions, or choreography.

- *Key Words:* to gesture, to stand, to sit, to express facially, to perform skillfully.

SOLO Taxonomy (Biggs & Collis, 1982)

M **Definition:** SOLO stands for the **Structure of the Observed Learning Outcome**. It is a model
K that describes the levels of increasing complexity in a student's understanding of a subject. Unlike Bloom's, which focuses on the instructor's intentions, SOLO focuses on assessing the observable outcome of the learning process.

P **Stages of SOLO Taxonomy (Revised 5-Level Model by Biggs, 1999):**

R The five stages are categorized into two broader levels: **Surface Understanding** and **Deep Understanding**.

E
P
A
R
A
T
I
O
N
S

Category	Stage	Explanation	Example Question/Response
Surface	Pre-structural	The student misses the point, has no understanding, and responds irrelevantly.	"What is photosynthesis?" -> "My name is Ali."
Surface	Uni-structural	The student understands only one relevant aspect of the topic.	"What is photosynthesis?" -> "It needs sunlight."
Surface	Multi-structural	The student identifies several relevant aspects, but they are treated separately and independently. The relationships between them are missed.	"What is photosynthesis?" -> "It needs sunlight, water, and carbon dioxide." (Listed without connection)
Deep	Relational	The student understands the relationships between the various aspects and how they integrate to form a coherent whole.	"What is photosynthesis?" -> "Plants use sunlight, water, and CO2 to create their food (glucose) and release oxygen."



Philosophy of Education

1. Introduction to Philosophy

Definition and Origin

- **Derivation:** The term "Philosophy" is derived from the Greek words:
 - "Philo" meaning **Love**
 - "Sophia" meaning **Wisdom**
 - Therefore, it literally translates to "**Love of Wisdom**" or "**Love of Knowledge.**"
- **Father of Philosophy: Socrates** is universally recognized as the father of philosophy for his foundational role in Western philosophical thought.

Definitions by Various Philosophers

- **General Definition:** Philosophy is the "**rational investigation of truth**" and the study of the nature, causes, and principles of reality, knowledge, and values based on logical reasoning.
- **Plato:** "Knowledge of the eternal nature of things."
- **Cicero:** "Mother of all arts."
- **John Locke:** An "intellectual or moral activity."
- **Coleridge:** "Science of sciences."
- **John Dewey:** "Education is a laboratory in which philosophical distinctions become clearer and are tested." He also defined philosophy as "**the theory of education in its most general phase.**"
- **Aristotle:** "Science that investigates the nature of being as it is in itself."
- **Gentile:** "Education without philosophy would mean a failure to understand the precise nature of education."
- **Fitch:** "The art of education will never be completely clear without philosophy."
- **Spencer:** "True education is practicable only to true philosophies."
- **Windelband:** "The critical science of universal values."

Branches of Philosophy (The Foundations)

Philosophy is systematically divided into core branches, each addressing fundamental questions.

- **Epistemology (Theory of Knowledge)**

M
K

P
R
E
P
A
R
A
T
I
O
N
S



One-Liner Statements - Philosophy of Education

1. Introduction to Philosophy

1. The term "**Philosophy**" is derived from the Greek words "**Philo**" (Love) and "**Sophia**" (Wisdom).
2. Philosophy literally translates to "**Love of Wisdom**" or "**Love of Knowledge.**"
3. **Socrates** is universally recognized as the **Father of Philosophy.**
4. Philosophy is generally defined as the "**rational investigation of truth.**"
5. **Plato** defined philosophy as the "**knowledge of the eternal nature of things.**"
6. **Cicero** called philosophy the "**Mother of all arts.**"
7. **John Dewey** defined philosophy as "**the theory of education in its most general phase.**"
8. **Gentile** stated that "**Education without philosophy would mean a failure to understand the precise nature of education.**"
9. **Epistemology** is the branch of philosophy that investigates the nature, origin, scope, and validity of knowledge.
10. **A Priori Knowledge** is knowledge that is independent of experience (e.g., "All bachelors are unmarried").
11. **A Posteriori Knowledge** is knowledge dependent on experience and empirical evidence (e.g., "It is raining outside").
12. **Metaphysics** is the study of ultimate reality, existence, and the nature of being.
13. **Ontology** is a sub-branch of metaphysics specifically concerned with what kinds of things exist.
14. **Cosmology** is the study of the origin and nature of the universe.
15. **Axiology** is the branch of philosophy that explores the nature, criteria, and types of values.
16. The two main sub-divisions of axiology are **Ethics** (moral principles) and **Aesthetics** (beauty and art).



Educational Psychology

1. Introduction to Educational Psychology

Definition and Concept

Educational Psychology is an **applied branch of psychology**. It is the **scientific study of human behavior in educational settings**. It applies psychological principles and techniques to understand and improve the teaching-learning process.

- **Key Objectives:**

- To understand the learner, their development, and individual differences.
- To study the learning process and various learning theories.
- To examine the learning situation, including classroom management, teaching methods, and evaluation.
- To develop effective educational strategies, curricula, and programs.
- To solve educational problems and facilitate the holistic development of the child.

It is not merely a collection of borrowed knowledge from general psychology but a distinct field with its own research into interpersonal relationships and the influence of home, school, and peer groups.

Relationship with General Psychology

- **General Psychology:** The scientific study of the mind (mental processes) and behavior. It seeks to understand how people think, feel, and act.
- **Derivation:** The term "psychology" comes from the Greek words "*psyche*" (soul or mind) and "*logos*" (study or science), literally meaning the "study of the soul or mind."
- **First Use:** Rudolf Gockel (Rudolphus Goclenius) is credited with first using the term "psychology" in 1590.
- **Scholar Definitions:**
 - **Stephen:** "The science of the activities of the individual in relation to his environment."
 - **B.F. Skinner:** "Psychology is the science of behavior and mental processes."

M
K

P
R
E
P
A
R
A
T
I
O
N
S



MCQs – Educational Psychology

M
K
P
R
E
P
A
R
A
T
I
O
N
S

1. What is the primary focus of Educational Psychology?

- A) The study of abnormal behavior
- B) The scientific study of human behavior in educational settings
- C) The application of business principles in schools
- D) The historical development of education systems

Answer: The scientific study of human behavior in educational settings

2. Which of the following is NOT a key objective of Educational Psychology?

- A) To understand the learner and individual differences
- B) To study the learning process and its theories
- C) To develop effective educational strategies and curricula
- D) To prescribe standardized medication for learning disabilities

Answer: To prescribe standardized medication for learning disabilities

3. Educational Psychology is best described as a branch of:

- A) Pure Psychology
- B) Applied Psychology
- C) Social Psychology
- D) Clinical Psychology

Answer: Applied Psychology

4. The term "psychology" is derived from the Greek words "psyche" and "logos", meaning:

- A) Behavior and science

- B) Soul/Mind and study
- C) Brain and function
- D) Life and explanation

Answer: Soul/Mind and study

5. Who is credited with first using the term "psychology" in 1590?

- A) Wilhelm Wundt
- B) B.F. Skinner
- C) Rudolf Gockel
- D) Sigmund Freud

Answer: Rudolf Gockel

6. Which school of psychology focuses on breaking down mental processes into basic components using introspection?

- A) Functionalism
- B) Behaviorism
- C) Structuralism
- D) Gestalt Psychology

Answer: Structuralism

7. The three focal areas of Educational Psychology are:

- A) Brain, Mind, and Consciousness
- B) Teacher, Student, and Principal
- C) The Learner, The Learning Process, The Learning Situation
- D) Curriculum, Instruction, and Assessment

Answer: The Learner, The Learning Process, The Learning Situation

8. Which method of educational psychology involves examining one's own thoughts and feelings?

- A) Clinical Method
- B) Experimental Method
- C) Introspection Method



Curriculum Development

1. Definition, Concept, and Derivation of Curriculum

- **Derivation:** The term **Curriculum** is derived from the Latin word "**Currere**," which means "runway," "path," or "a course to be run."
- **Dictionary Definition:** The *Concise Oxford Dictionary* defines it as a "chariot-race course," implying a defined course of study.
- **Modern Concept:** Curriculum is no longer just a list of subjects. It is the **sum total of all planned learning experiences** offered to students under the guidance of the school. This includes two key components:
 - **Curricular Activities:** These are the formal, structured, and academic activities included in the official school program. They are designed to achieve specific learning objectives.
 - **Examples:** Classroom lectures, laboratory experiments, assignments, quizzes, examinations.
 - **Co-curricular Activities:** These activities complement the formal curriculum but are not part of the regular academic schedule. They are often voluntary and aim at the holistic development of the student.
 - **Examples:** Sports, art and craft clubs, school band/orchestra, drama, debate clubs, science clubs, student government, and community service projects.

2. Curriculum in the Views of Experts

Various experts have broadened the scope of curriculum beyond mere subjects:

- **Hilda Taba:** "All the organized courses, activities, and experiences which students have under the direction of the school, whether in the classroom or not."
- **J.F. Kerr:** "All learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school."
- **Ralph Tyler (1949):** "All of the learning of students which is planned and directed by the school to attain its educational goals."

M
K

P
R
E
P
A
R
A
T
I
O
N
S



One-Liner Statements - Curriculum Development

1. Definition, Concept, and Derivation of Curriculum

1. The term **Curriculum** is derived from the Latin word "Currere," meaning "runway" or "a course to be run."
2. The *Concise Oxford Dictionary* defines curriculum as a "chariot-race course."
3. The modern concept of curriculum is the **sum total of all planned learning experiences** under the school's guidance.
4. **Curricular Activities** are formal, structured academic activities like classroom lectures and examinations.
5. **Co-curricular Activities** are voluntary activities that complement the formal curriculum, such as sports and clubs, for holistic development.

2. Curriculum in the Views of Experts

- Hilda Taba** defined curriculum as all organized courses, activities, and experiences under the school's direction.
7. **J.F. Kerr** defined it as all learning which is planned and guided by the school.
 8. **Ralph Tyler** viewed curriculum as all learning planned by the school to attain its educational goals.
 9. **Alberty and Alberty** defined curriculum as the sum total of student activities sponsored by the school to achieve its objectives.
 10. **Doll** stated that curriculum includes all experiences offered to the learner under the school's direction.
 11. **Cunningham** metaphorically described curriculum as a tool in the hands of the teacher to mold the pupil.
 12. The Arabic term for curriculum is **Minhaj**.

3. Related Concepts: Syllabus, Course, and Content

13. A **Syllabus** is an outline of topics for a subject to be covered in a specific time.
14. A **Course** refers to the detailed contents of subjects for a specific class or level.



Educational Guidance and Counselling

1. Introduction to Guidance and Counselling

Definitions and Core Concepts

- **Guidance:**

- **Etymology:** The term is derived from the French word "*guider*", meaning "to guide, lead, or conduct."
- **Definition:** Guidance is a broad, systematic, and continuous process of assisting individuals of any age to understand themselves (their abilities, interests, aptitudes, and personality) and their world (educational, vocational, and social opportunities). This understanding empowers them to make wise choices, resolve problems independently, and achieve optimal adjustment and development.
- **According to Crow and Crow:** Guidance is assistance provided by personally qualified and adequately trained personnel to help individuals manage their life activities, develop their points of view, make decisions, and carry their burdens.
- **Perspectives of Guidance:**
 - **As a Concept:** A philosophy that emphasizes the inherent worth, dignity, and right to self-direction of every individual.
 - **As a Service:** A set of organized procedures like counselling, testing, placement, and follow-up designed to help individuals.
 - **As an Educational Construct:** An integral part of education designed to synthesize experiences and help students understand themselves.

- **Counselling:**

- **Definition:** Counselling is a specialized, in-depth, and personalized component of guidance. It is a learning-oriented, face-to-face relationship between a trained counsellor and a seeker (client/counselee). Conducted in a warm, confidential, and professional atmosphere, its goal is to facilitate self-exploration, self-understanding, and behaviour change, enabling the individual to become more self-directed and capable of solving their own problems.



One-Liner Statements - Educational Guidance & Counselling

1. Introduction to Guidance and Counselling

1. The term **Guidance** is derived from the French word "guider", meaning to guide, lead, or conduct.
2. **Guidance** is a broad, systematic, and continuous process of assisting individuals to understand themselves and their world.
3. According to **Crow and Crow**, guidance is assistance to help individuals manage life activities, develop viewpoints, make decisions, and carry burdens.
4. As a concept, guidance is a philosophy emphasizing the **inherent worth, dignity, and right to self-direction** of every individual.
5. As a service, guidance includes organized procedures like counselling, testing, placement, and follow-up.
6. **Counselling** is a specialized, in-depth, and personalized component of guidance.
7. Counselling is a **learning-oriented, face-to-face relationship** between a trained counsellor and a client.
8. According to **Carl Rogers**, counselling is a service to assist individuals in changing attitudes and behaviour.
9. Counselling deals with the **personal meaning** of events rather than just external facts.
10. Counselling is an **applied social science** utilizing knowledge from psychology, sociology, education, and philosophy.
11. **Guidance** has a broad scope and is comprehensive, while **Counselling** is narrow and in-depth.
12. Guidance focuses on **information and choices**, while counselling focuses on **personal feelings and insights**.
13. The approach of guidance is primarily **preventive and developmental**, while counselling is **remedial, therapeutic, and developmental**.

Multiple Choice Questions – Educational Guidance and Counselling

1. The term "Guidance" is etymologically derived from which language?

A) Latin
B) Greek
C) French
D) German

Answer: French

2. According to Crow and Crow, what is the primary purpose of guidance?

A) To treat mental illness
B) To help individuals manage life activities and make decisions
C) To provide financial assistance
D) To enforce discipline

Answer: To help individuals manage life activities and make decisions

3. Which perspective views guidance as a philosophy emphasizing the inherent worth of an individual?

A) As a Service
B) As an Educational Construct
C) As a Concept
D) As a Process

Answer: As a Concept

4. Counselling is best described as a:

A) Broad and general process
B) Group-oriented activity only
C) Specialized and in-depth component of guidance
D) Method for academic teaching

Answer: Specialized and in-depth component of guidance

5. According to Carl Rogers, counselling is a service to assist individuals in:

A) Finding a job
B) Changing attitudes and behaviour
C) Selecting university courses
D) Improving physical health

Answer: Changing attitudes and behaviour

6. What is the key focus of counselling?

A) External facts and events
B) The personal meaning of events and experiences
C) Historical data
D) Financial planning

Answer: The personal meaning of events and experiences

7. What is the primary nature of Guidance compared to Counselling?

A) More internal
B) More therapeutic
C) More external and informational
D) More emotional

Answer: More external and informational

8. Counselling is considered to be:

A) Only remedial
B) Only preventive
C) Remedial, preventive, therapeutic, and developmental

Our Esteemed Faculty



Mubashir Ahmad

Lecturer HED



Chand Aqeel

Lecturer HED



Subtain Ali

Lecturer HED



K. A. Usama

Lecturer HED

- Assistant Jobs
- Assistant Director Jobs
- ASF Inspector Jobs
- Junior & Head Clerk Jobs
- Intelligence Officer Jobs
- Custom Inspector Jobs
- FBR and PERA Jobs
- Police Department Jobs
- Teaching Jobs
- All Other Competitive Exams

Best for:
FPSC, PPSC, KPPSC, SPSC,
AJKPSC, NTS, STS, ETEA,
FGEI, FDE

Join Us For All Jobs Preparation



+92 333 2605045 , +92 342 4470091



<https://www.instagram.com/mkpreparations>



<https://youtube.com/@mkpreparations>



<https://www.facebook.com/MkPreparations>



<https://www.tiktok.com/@mkpreparations>



PUBLICATIONS
LET'S MAKE IT HAPPEN