



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

**RESOURCES FOR**  
**“HSC-I EDUCATION”**  
**ZUEB EXAMINATIONS 2021**



**PREFACE:**

The ZUEB examination board acknowledges the serious problems encountered by the schools and colleges in smooth execution of the teaching and learning processes due to sudden and prolonged school closures during the covid-19 spread. The board also recognizes the health, psychological and financial issues encountered by students due to the spread of covid-19.

Considering all these problems and issues the ZUEB Board has developed these resources based on the condensed syllabus 2021 to facilitate students in learning the content through quality resource materials.

The schools and students could download these materials from [www.zueb.pk](http://www.zueb.pk) to prepare their students for the high quality and standardized ZUEB examinations 2021.

The materials consist of examination syllabus with specific students learning outcomes per topic, Multiple Choice Questions (MCQs) to assess different thinking levels, Constructed Response Questions (CRQs) with possible answers, Extended Response Questions (ERQs) with possible answers and learning materials.

**ACADEMIC UNIT ZUEB:**



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S.NO	ERQ	ANSWER	CL	DL
1)	<p>What does Defense Mechanism mean?</p> <p>Describe any two types of Defense mechanism.</p>	<p>Defense mechanisms are a way for the mind to cope with stress or difficult feelings. They are unconscious mechanisms, which means that a person uses them without realizing it.</p> <p>Defense mechanisms can be positive ways to deal with stress. Other times, they can be unhelpful ways to avoid difficult emotions or excuse unhealthy or antisocial behavior.</p> <p>Recognizing defense mechanisms can help a person understand their own behavior.</p> <p>Below, we explore eight defense mechanisms. We also describe mental health conditions that may be associated with the routine use of certain mechanisms.</p> <p><b>Projection:</b></p> <p>Projection involves a person accusing someone else of having thoughts or feelings that they themselves are having. It can be a way of avoiding unwanted thoughts or avoiding responsibility for a particular behavior.</p> <p>For example, a person who realizes that they are being aggressive during an argument may accuse the other person of aggression. This deflects criticism away from themselves and onto the other person.</p> <p>Projection can be harmful, as it may stop someone from accepting and taking responsibility for their own thoughts or behaviors.</p> <p><b>Intellectualization</b></p> <p>Intellectualization involves a person using reason and logic to avoid uncomfortable or anxiety-provoking emotions.</p> <p>Intellectualization can be a useful way of explaining and understanding negative events. For example, if person A is rude to person B, person B may think about the possible reasons for person A's behavior. They may rationalize that person A was having a stressful day.</p> <p>However, intellectualization can cause people to downplay the importance of their own feelings and focus instead on treating all difficult situations as problems that need to be solved. This can stop a person from learning how to deal with their own difficult emotions.</p>	K/A	M

2)	Child hood is the Golden period of Human Life. Discuss.	<p>Introduction:</p> <p>Childhood is truly a golden period because it is the age where care is taken by parents and at that age they are provided all basic supplements. Children's job is to eat sleep and play. That is why there is no tension to worry them and their minds are not polluted by any malpractices. Parents serve their kids and at that stage the kids consider their parents as gods. Generally the childhood starts from birth. It is defined as the time period from birth to adolescence and we cannot mention certain age limit to childhood because it depends from person to person. So most of countries have a certain age that is age of majority. The age limit is between 16 to 21 years and varies from country to country depending on their legal rule.</p> <p>Stages of childhood :</p> <p>Early childhood or initial stage of child</p> <p>Early childhood is a period that begins from birth and the baby tries hard to adjust himself in the world. Care must be taken because negligence may also lead to death of the baby. It is also called as play age.</p> <p>Initially the baby is fed with mother's milk at least for three to six month and later the baby can be with some other source of food like celeriac. But mother's milk is generally advisable for longer time because it makes the baby healthy. Some babies unfortunately lose their mother at their birth so provision for mother's milk can also be provided. Grannies believe that God speaks to baby in their dream.</p> <p>Slowly they begin to crawl and slowly start walking. Initially they stand by means of some support and at times they fall down in this process and finally within a few weeks they manage to stand on their own. Generally this take place at age limits of one to two and a half. Almost all the babies walk by two years. We always wonder that how babies talk and they grasp only their mother tongue only because they hear it from their parents and other adult and grasp it. Human beings are blessed with communication skills and babies first cry and shout making different noises. Slowly as they grow they recognize their basic relatives like mother, father, grandparents, aunts, uncles, siblings and cousins. They can also communicate to intimate their basic needs like food, water and sleep. This age is fun age as there are no expectation upon babies, it is sufficient for parents if their kid eats and sleeps on time.</p> <p>Middle childhood</p> <p>At this stage the baby grows up into a little responsible kid. In fact babies are selfish because they can't understand situation where as in kids understanding power increases a bit more than</p>	K/R	E

		<p>the earlier stage. They start going to school and learn basic manner and primary education.</p> <p>At this stage the memory of the kid is abnormally high because they can pick up or grasp anything easily and scholar's state that something taught at this stage is never forgotten in one's life times. Basic education is a must because civilizes the kid and teaches him morals. In all countries the primary education is provided free of cost. The child gets used to certain new bonding like friends, teachers and also they try to make themselves independent like eating by them, doing homework, going to school and certain other tasks.</p> <p>This stage is also called as development age. The kid tries harder to adjust himself to the world and its emotions.</p> <p>Adolescence</p> <p>At this stage the kid grows into a complete adult and they can understand all emotions like pain, happiness, sorrow, grief, enjoyment and all other things. They leave their childishness and grow up with attitude. They develop self attitude and take up responsibilities and think several times that deeds done will fetch them or not. They are open to world that is they can understand the value and meaning of love, care, scarifies for the sake of other and also complicated thing in simple manner. This stage is observed is most of people only in graduation period or when they start working for their means. They also understand the value of money, hard work and education and turn up becoming a responsible child to parent and citizen to country.</p>		
3)	Describe the effects of culture on the development of children	<p>From educational toys to governmental guidelines and detailed nursery progress reports, there are lots of resources available to help parents track and facilitate their children's development. But while there are tricks we can use to teach children to talk, count, draw or respect others, a surprisingly big part of how they develop is determined by the culture they grow up in.</p> <p>Child development is a dynamic, interactive process. Every child is unique in interacting with the world around them, and what they invoke and receive from others and the environment also shapes how they think and behave. Children growing up in different cultures receive specific inputs from their environment. For that reason, there's a vast array of cultural differences in children's beliefs and behaviour.</p> <p>Language is one of the many ways through which culture affects development. We know from research on adults that languages forge how people think and reason. Moreover, the content and focus of what people talk about in their conversations also vary across cultures. As early as infancy, mothers from different cultures talk to their babies differently. German mothers tend to focus on their infants' needs, wishes or them as a person. Mothers of the African tribal group Nso, on the other hand, focus more on social context. This can include the child's interactions with other people and the rules surrounding it.</p>	K/A	E

		<p>This early exposure affects the way children attend to themselves or to their relationship with others – forming their self image and identity. For example, in Western European and North American countries, children tend to describe themselves around their unique characteristics – such as “I am smart” or “I am good at drawing”. In Asian, African, Southern European and South American countries, however, children describe themselves more often around their relationship with others and social roles. Examples of this include “I am my parents’ child” or “I am a good student”.</p> <p>Because children in different cultures differ in how they think about themselves and relate to others, they also memorise events differently. For example, when preschoolers were asked to describe a recent special personal experience, European-American children provided more detailed descriptions, recalled more specific events and stressed their preferences, feelings and opinions about it more than Chinese and Korean children. The Asian children instead focused more on the people they had met and how they related to themselves.</p>		
4)	Describe the importance of Mental Health in education	<p><b>Mental Health Issues Impact Students</b></p> <p>Students are impacted by mental illnesses in a number of ways. Some students will experience their own mental health problems, and other students will have friends who are struggling with mental health issues. Some students will be impacted by a family member’s mental illness. Still others may be affected by an educator’s mental health problems.</p> <p>No matter how a student is affected by mental illness, they need information and resources in order to deal with it.</p> <p>Students need to know what mental illnesses are and be able to identify signs of mental illness in themselves or others. They need to know where they can go to ask for help if they or someone they care about is exhibiting signs of mental illness. And they need to know that they’re not alone.</p> <p>Knowing that others are living with mental illness, dealing with mental illness in the family, or supporting a friend with mental illness can make a student who is going through the same thing feel less alone.</p> <p><b>Mental Illness Awareness Can Combat Stigma</b></p> <p>Students who suffer from mental illnesses themselves, or those who have friends or family members who suffer from mental illnesses, can be affected by the stigma that is sometimes attached to mental illnesses.</p> <p>People who don’t fully understand mental illnesses may make incorrect judgments or unkind assessments of people who suffer from mental illnesses. People with mental illnesses may also</p>	K/A	M



		<p>face discrimination in their communities – including in schools – as well as other types of prejudice.</p> <p>Increasing awareness of mental illness increases knowledge of mental illness. And with more knowledge, there is less stigma.</p> <p>This means that students who have or suspect that they have mental illnesses may feel more comfortable reaching out for help. Students who live with a family member who has a mental illness will feel more empowered to talk about their experience and look for resources and support.</p> <p><b>Mental Illness Awareness Can Save Lives</b></p> <p>The phrase “mental illness” encompasses a wide variety of different conditions that range from very mild to very severe.</p> <p>It’s important to remember that just like some physical ailments can be life-threatening, so can some mental illnesses. For example, suicide is a real risk for people suffering from some types of mental illnesses, such as depression.</p> <p>There are some circumstances specific to teenagers that may put them at an even greater risk for suicide attempts and other potentially life-threatening behavior than adults with the same illness. Teens tend to be more impulsive than adults, and often lack the experience to pause and take a long-term view of a given situation.</p> <p>The teenage brain is still not fully developed, which may be the reason why even mentally healthy teens sometimes make short-sighted, foolish, and even dangerous decisions and a mental illness increase that risk.</p> <p>Understanding mental illness and being aware of the signs and symptoms of mental illness can help teens recognize the signs of mental illness and suicidal thoughts in themselves and others and give them the information that they need to seek out help before it’s too late.</p> <p><b>Schools Are a Logical Place for Mental Illness Awareness Programs</b></p> <p>Perhaps the best reason for implementing mental illness awareness programs in schools is that schools are the most logical place for such a program to take place.</p> <p>On average, students in the United States spend about a thousand hours a year in schools – and that’s without taking</p>		
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		<p>after-school programs into account. The only single place that a student is likely to spend more time is in their own home.</p> <p>Furthermore, health education is already part of the school curriculum for most students. Programs focusing on things like physical fitness and good nutrition begin as early as kindergarten. In later years, students also learn about things like how the body works, puberty, communicable disease, and sexual health.</p> <p>It's important to recognize that mental health and physical health are not wholly separate things. They go hand-in-hand and have serious impacts on each other.</p> <p>A person struggling with mental health issues may begin to neglect their physical health or do things that damage their bodies or lead to illness. A person who is experiencing physical health problems may begin to experience mental health problems as a result of their symptoms or the impacts of their illness or injury in their daily life.</p> <p>These are realities for many teens who pass through schools – students, parents, and educators. Therefore, it only makes sense to add mental illness awareness to the curriculum in addition to other programs that concern health and wellness.</p>		
5)	Describe the importance of Educational psychology in education	<p>Importance of Educational Psychology in Education Following are the points which show the importance of education psychology in education. It also show how educational psychology and education have importance for another another.</p> <p>1. Learner Educational Psychology studies various factors which have impacts upon students, which may include home environment, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. Various methods are used in order to get the desired data about the learner in order to know about him / her mentality and behavior and its manifestations.</p> <p>2. The Learning Process Here educational psychology investigates that how information and knowledge be transferred and what kinds of methodologies should be used for that purpose.</p> <p>3. Learning Situation Educational Psychology studies the factors which are situational in nature that how environment like of classroom be managed and how discipline be maintained. Besides it, it studies various Audio Video Aids &amp; its role in facilitating the teaching learning process.</p>	K/A	E

		<p>4. Curriculum Development Educational psychology helps curriculum developers that what kind of curriculum should be made and what kinds of content be given to teachers to transfer to the next generation.</p> <p>5. Evaluation Techniques Educational psychology helps educators that what kinds of evaluation techniques should be used to test the learner that to what extend information and concept have been transferred.</p>		
6)	Define Gestalt. Explain the theory of insight learning	<p>Gestalt is a German word that roughly means "configuration," or the way things are put together to form a whole object. A core belief in Gestalt psychology is holism, or that the whole is greater than the sum of its parts</p> <p>Important Principles</p> <p>Gestalt psychology helped introduce the idea that human perception is not just about seeing what is actually present in the world around us; it is heavily influenced by our motivations and expectations.</p> <p>Wertheimer created principles to explain how Gestalt perception functions. Some of the most important principles of Gestalt theory are:<sup>25</sup></p> <ul style="list-style-type: none"> <li>• Prägnanz: This foundational principle states that you will naturally perceive things in their simplest form or organization.</li> <li>• Similarity: This principle suggests that we naturally group similar items together based on elements like color, size, or orientation.</li> <li>• Proximity: The principle of proximity states that objects near each other tend to be viewed as a group.</li> <li>• Continuity: According to this principle, we will perceive elements arranged on a line or curve as related to each other, while elements that are not on the line or curve are seen as separate.</li> <li>• Closure: This suggests that elements that form a closed object will be perceived as a group. We will even fill in missing information to create closure and make sense of an object.</li> <li>• Common region: This principle states that we tend to group objects together if they're located in the same bounded area. (For example, objects inside a box tend to be considered a group.)</li> </ul>	K/A	D
7)	Islamic foundation of education	<p>Islam has, from its inception, placed a high premium on education and has enjoyed a long and rich intellectual tradition. Knowledge (<i>ilm</i>) occupies a significant position within Islam, as evidenced by the more than 800 references to it in Islam's most revered book, the Koran. The importance of education is repeatedly emphasized in the Koran with frequent injunctions, such as "God will exalt those of you who believe and those who have knowledge to high degrees" (58:11), "O my Lord! Increase me in knowledge" (20:114), and "As God has taught him, so let</p>	K/A	E

him write" (2:282). Such verses provide a forceful stimulus for the Islamic community to strive for education and learning.

#### History of Islamic Education

Thus, in this way, Islamic education began. Pious and learned Muslims (*mu' allim* or *mudarris*), dedicated to making the teachings of the Koran more accessible to the Islamic community, taught the faithful in what came to be known as the *kuttāb* (plural, *katātīb*). The *kuttāb* could be located in a variety of venues: mosques, private homes, shops, tents, or even out in the open. Historians are uncertain as to when the *katātīb* were first established, but with the widespread desire of the faithful to study the Koran, *katātīb* could be found in virtually every part of the Islamic empire by the middle of the eighth century. The *kuttāb* served a vital social function as the only vehicle for formal public instruction for primary-age children and continued so until Western models of education were introduced in the modern period. Even at present, it has exhibited remarkable durability and continues to be an important means of religious instruction in many Islamic countries.

The curriculum of the *kuttāb* was primarily directed to young male children, beginning as early as age four, and was centered on Koranic studies and on religious obligations such as ritual ablutions, fasting, and prayer. The focus during the early history of Islam on the education of youth reflected the belief that raising children with correct principles was a holy obligation for parents and society

During the golden age of the Islamic empire (usually defined as a period between the tenth and thirteenth centuries), when western Europe was intellectually backward and stagnant, Islamic scholarship flourished with an impressive openness to the rational sciences, art, and even literature.

#### Aims and Objectives of Islamic Education

The Arabic language has three terms for education, representing the various dimensions of the educational process as perceived by Islam. The most widely used word for education in a formal sense is *ta'līm*, from the root *'alima* (to know, to be aware, to perceive, to learn), which is used to denote knowledge being sought or imparted through instruction and teaching. *Tarbiyah*, from the root *raba* (to increase, to grow, to rear), implies a state of spiritual and ethical nurturing in accordance with the will of God. *Ta'dīb*, from the root *aduba* (to be cultured, refined, well-mannered), suggests a person's development of sound social behavior. What is meant

		<p>by <i>sound</i> requires a deeper understanding of the Islamic conception of the human being.</p> <p>Education in the context of Islam is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. As noted by Syed Muhammad al-Naquib al-Attas in 1979, the comprehensive and integrated approach to education in Islam is directed toward the "balanced growth of the total personality...through training Man's spirit, intellect, rational self, feelings and bodily senses...such that faith is infused into the whole of his personality" (p. 158). In Islamic educational theory knowledge is gained in order to actualize and perfect all dimensions of the human being. From an Islamic perspective the highest and most useful model of perfection is the prophet Muhammad, and the goal of Islamic education is that people be able to live as he lived. Seyyed Hossein Nasr wrote in 1984 that while education does prepare humankind for happiness in this life, "its ultimate goal is the abode of permanence and all education points to the permanent world of eternity" (p. 7). To ascertain truth by reason alone is restrictive, according to Islam, because spiritual and temporal reality are two sides of the same sphere. Many Muslim educationists argue that favoring reason at the expense of spirituality interferes with balanced growth. Exclusive training of the intellect, for example, is inadequate in developing and refining elements of love, kindness, compassion, and selflessness, which have an altogether spiritual ambiance and can be engaged only by processes of spiritual training.</p> <p>Education in Islam is twofold: acquiring intellectual knowledge (through the application of reason and logic) and developing spiritual knowledge (derived from divine revelation and spiritual experience). According to the worldview of Islam, provision in education must be made equally for both. Acquiring knowledge in Islam is not intended as an end but as a means to stimulate a more elevated moral and spiritual consciousness, leading to faith and righteous action.</p>	
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