

Department of Education

University of Malakand



Syllabus
B. Ed, M. Ed,
2012 and onward

University of Malakand

www.uom.edu.pk

Table of Contents

Bachelor of Education (B.Ed)

Paper No.	Title	Page No.
	Foreword	3
	Introduction to the Department of Education, UOM	5
Paper 1	Perspectives of Education and Contemporary Social Issues	7
Paper 2	School Organization & Classroom Management	9
Paper 3	Educational Psychology	11
Paper 4	Measurement and Evaluation	13
Paper 5	Curriculum and Instruction	15
Paper 6	Ethics (for non-Muslims only) / Islamiat	17,19
Paper 7	Functional English	21
Paper 8	Foundations of Education	22
Paper 9	School, Community and Teacher	24
Paper 10	Comparative Education	26
Paper 11	Computer Education- 1	27
Paper 12	Teaching of General Science	29
Paper 13	Teaching of Mathematics	30
Paper 14	Teaching of Pakistan Studies	32
Paper 15	Teaching of Urdu	35
Paper 16	Teaching of English	36

Master of Education (M.Ed)

Paper No.	Title of the courses	Page No.
Paper 1	Educational Measurement and Evaluation	39
Paper 2	Curriculum Development and Change	41
Paper 3	Advanced Educational Psychology	43
Paper 4	Educational Planning and Management	45
Paper 5	Philosophy of Education	47
Paper 6	Research in Education	49
	Research Thesis	49
Paper 7	Computer II	51
Paper 8	Secondary Education	53
Paper 9	Teacher Education in Pakistan	54
Paper 10	Environmental education	59
Paper 11	Guidance and Counseling	61

Foreword

Curriculum is the path which provides direction and foundation for the development of individual, society and country at large. Hence its role is basic in overall national development. The department of education, university of Malakand has designed this curriculum after considering the national and international trends, developments and research in the field of education. This curriculum has been prepared under the guidelines of higher education commission (HEC) government of Pakistan. Curriculum of education departments of some other national universities were also consulted and benchmarked during the preparation of this curriculum so that a balanced and well thought out scheme of studies could be designed which meets the national and internal needs in all respects. Realizing the rapidly changing demands of global village, utmost care has been taken for including all recent developments in the field of education. Evaluation is an essential element in teaching and learning process, therefore, it has not been limited to summative evaluation but formative assessment has been recommended in ma education course and internal marks have also been recommended. Due to certain ground realities internal marks have not been allocated at bachelor of education (M.Ed) and Master in Education (M.Ed) levels. This gigantic task became possible with the untiring efforts of the faculties of the department of education under the guidance of honorable vice chancellor university of Malakand and director academics of the University of Malakand.

Facilities & Support

S.No	Facility	Detail
1	Faculty	Well qualified, trained including foreign qualified academic staff is available for educating the prospective teachers
2	Lecture Rooms	Spacious and well ventilated classrooms and multimedia facility is also available for classroom instruction
3	Internet	Wireless internet facility is available.
4	Library	A library well equipped with latest books and reading materials is available.
5	Hostel	A good hostel with all modern facilities for education and comfortable boarding is available.
6	Transport	University transport is available
7	Guest House	University has a furnished guest house to entertain its guests
8	Convocation Hall	A well equipped, spacious air-conditioned convocation hall is available for various activities of the university.
9	Sport Cell	Different types sports facilities are available for physical development

Introduction

Education is overall development of human personality, guaranteeing individual, societal and national advancement in all spheres of human life. In the present day, quality education is the ultimate source which leads towards the realization of the dreams of achieving a respectable position in the committee of nations. Department of education, university of Malakand believes in providing quality education to young generation to enable them to play their role in the national and international arena as creative, reflective, honest, responsible and competent professionals. The department strives to produce value laden professional teaching workforce who are abreast of latest knowledge of educational development, theories of teaching and learning and high order research skills. It also aims at inculcating positive learning attitudes, democratic behavior and making the prospective teachers life-long learners. The graduates produced render services in various educational institutions of the country both in the public and private sector with great professional fervor, enthusiasm and dedication and the department is proud of their excellent contributions to the society. Teachers believe in the power of education to make a difference to the lives of individuals and to society. We are committed to giving students the best education possible for them to lead fulfilling, purposeful and productive lives. In order to achieve these objectives, a well furnished library, well equipped class rooms, and highly qualified teaching faculty including foreign qualified teachers are available for guiding and enlightening the aspiring teachers. Moreover, field trips to model schools and colleges are arranged from time to time and renowned researchers and scholars in the field are also invited as guest speakers to inspire the students.

Bachelor of Education (B.Ed)

Duration: 1 year: Eligibility for Admission: Candidates should have a Bachelor/Master degree from any recognized university, with at least 2nd division.

1. Core Courses

Marks: 600

Paper	Title of the Course	Total Marks
Paper1	Perspectives of Education and Contemporary Issues	100
Paper 2	School organization & Classroom Management	100
Paper 3	Educational Psychology	100
Paper 4	Measurement and Evaluation	100
Paper 5	Curriculum and Instruction	100
Paper 6	Islamiat / Ethics (for non-Muslims only)	50
Paper 7	Functional English	50

2. Elective Courses

Students will choose one of the following courses:

Marks: 100

Paper	Title of the Course	Total Marks
Paper 8	Foundations of Education	100
Paper 9	School, Community and Teacher	100
Paper 10	Comparative Education	100
Paper 11	Computer Education 1	100

3. Methods of Teaching

Following combinations of optional subjects are available:

Marks: 200

Paper	Title of the Contents	Total Marks
	Science Group	
Paper 12	Teaching of General Science	100
Paper 13	Teaching of Mathematics	100
	Humanities Group (Candidates have to select any two from the following subjects)	
Paper 14	Teaching of Pakistan Studies	100
Paper 15	Teaching of Urdu	100
Paper 13	Teaching of Mathematics	100
Paper 16	Teaching of English	100

Teaching Skill Development (Teaching Practice)

Marks: 200

The marks distribution will be as follow:

1. Preparation and presentation of four lesson plans, two in each subject, in the classroom. The teacher and students/class fellows will give their feedback.
2. Examiner from the Department of Education, University of Malakand will check the work done during her/his visit for the final evaluation and verify the presentation of lessons in the classroom.

Marks: 25

3. Each student has to do one month teaching practice under the supervision of a trained and experienced teacher. She/ he will get a certificate signed by the teacher and countersigned by the principal/ head master of the school concerned testifying that the student taught/ observed classes for one month in the school. Each student has to prepare 10 lesson plans in each subject during teaching practice. **Marks: 100**
4. Assessment of final lessons one in each subject. **Marks: 75**

Paper 1 Perspective of Education and Contemporary Issues**Marks 100**

Objectives: At the end of this course the students will be able to:

- 1 analyze various perspectives of education, ideologies and values
- 2 discuss the changing role of education with respect to our society
- 3 develop a critical inquiry approach with reference to educational matters and
- 4 become active and useful citizens to play their due role in the educational process and national development by practicing the knowledge and skills

Unit1: Philosophical Perspectives

- 1.1 Philosophy and education
- 1.2 Theory of knowledge
- 1.3 Education, instruction and curriculum
- 1.4 Education and culture

Unit2: Psychological Perspectives

- 2.1 The nature -nurture debate
- 2.2 Indoctrination, education and training
- 2.3 Andragogy and pedagogy

Unit3: Sociological Perspectives

- 3.1 Sociology and education
- 3.2 Evolution of society
- 3.3 Role of education in development of social values
- 3.4 Social control, socialization and deviation
- 3.5 Influential educators (Al-Ghazali, Ibn-e Khaldon, John Dewey, Allama Iqbal, Paulo Frerie)

Unit4: Pre-Independence History

- 4.1 Woods dispatch
- 4.2 Anglicist and orientalist controversy
- 4.3 Macaulay's minutes
- 4.4 Downward filtration theory
- 4.5 Basic scheme of education

Unit5: The Development of Education in Pakistan

- 5.1 Education policies
- 5.2 Educational conference 1947 to 1998-2010
- 5.3 Success and failures

Unit6: Population Education

- 6.1 Concept of population education
- 6.2 Factors affecting population education
- 6.3 Impact of population growth on national development
- 6.4 Role and responsibilities of family, school, Masjid and community in population education
- 6.5 Steps towards population planning and development

Unit7: Education and National Development

- 7.1 Economic development and education
- 7.2 Globalization and its challenge

7.3 Human resource development

7.4 Democracy and education

Unit 8: Environmental Education

8.1 Types of pollution

8.2 Causes of population

8.3 Environmental education

Unit 9: Important Issues

9.1 Female education

9.2 Gender and development

9.3 Peace education

9.4 Media and advertising

9.5 Religious fanaticism

9.6 Human rights

Recommended Books

- Aziz, M. A. Dr. (1999), The Educational pyramid re-inverted, Lahore: United Publishers.
- Ishtiaq Hussain Qureshi (1985). Education in Pakistan: An introduction to objectives and Achievements, Karachi
- Muhammad Rafiuddin Dr. (1993). First principles of education, Lahore: Iqbal Academy Pakistan
- Canestrari, A. (2009). Foundations of Education. New York: Sage Publications.
- Eugene, F.P. (2005). *Critical issues in education: anthology of reading*. New York: Sage Publications.
- Goldblatt, P.F., & Smith, D. (2005). Cases for Teacher development. New York: Sage Publications.
- Holt, L.C. (2005). *Instructional Patterns: Strategies for maximizing Students Learning*.
- Murphy, D. (2005). Introduction to teaching. USA: Allyn & Bacon, New York: Sage Publications.
- Semel, S. F. (2010). Foundations of Education: *The essential texts*. USA: Routledge

Paper 2 School Organization and Classroom Management**Marks 100**

Objectives: The course will enable the student to:

- 1 Manage and plan academic school matters;
- 2 Manage and plan school budget matters effectively;
- 3 Manage and plan students affairs related to co-curricular activities
- 4 Manage library and instructional material related matters ;
- 5 Manage and plan school-community relationship activities;
- 6 Maintain and manage school infra- structure and programs.

Unit 1: Introduction

- 1.1. Meaning and nature of management
- 1.2. Principles and elements of management
- 1.3. Functions of management
- 1.4. School management at different levels in Pakistan (elementary, secondary, higher secondary)

Unit 2: School as an Organization

- 2.1. Meaning and concept of school organization
- 2.2. Components of school organization
- 2.3. Physical, human and financial resources of school
- 2.4. School under different managements
 - A. Academic management, B. Administrative management, C. Human & financial management
 - D. Discipline management

Unit 3: School Discipline

- 3.1 Meaning, nature and concept of school discipline
- 3.2 Factors influencing school discipline
- 3.3 Reward and punishment, its types and effects on discipline

Unit 4: Classroom Management

- 4.1 Concept and techniques of classroom management
- 4.2 Criteria for student's classification
- 4.3 Psychological factors of classification
- 4.4 Establishing rules and principles
- 4.5 Awareness about the needs of different types of students

Unit 5: Human Relations

- 5.1 Meaning and concept of human relation
- 5.2 Importance and role of human relationship
- 5.3 Qualities of a good teacher
- 5.4 Coordination and understanding between
 - 5.4.1 Principal-teacher
 - 5.4.2 Teacher-student
 - 5.4.3 Teacher-teacher
 - 5.4.4 Teacher–community

Unit 6: Co-curricular Activities

- 6.1 Meaning and nature of co-curricular,
- 6.2 Types, scope and values of co-curricular activities
- 6.3 Basic principles of organizing co-curricular activities
- 6.4 Purposes of school excursion and its planning

Unit 7: School Physical Facilities

7.1 Meaning and concept of physical facilities

7.2 Types of physical facilities'

A) School Building, B) Hostel, C) Cafeteria, D) Transportation

7.3 Learning resources: their function and management (library, AV aids, resource person, science and language labs

Unit 8: School Records

8.1 Need for school records

8.2 Guidelines for proper maintenance of school record

8.3 Types of important school record

A) School calendar, B) Log book, C) Admission and school leaving certificate, D) Pupil's record, E) Fee collection register, F) Service books of staff

Unit 9: School Timetable

9.1 Concept and importance of school timetable

9.2 Factors affecting the construction of school timetable

9.3 Qualities of a good timetable

9.4 Preparation and use of timetable

Books Recommended

- Afridi, A. (1998). *School Organization*: Ijaz Publishers.
- Bovee, C.L. Et Al. (1995). *Management*. New York: McGraw Hill, Inc.
- Burden, R.P. (1995). *Classroom management and discipline: methods to Facilitate cooperation instruction*. New York: Longman.
- Bush, T.B. Et Al. (1999). *Educational management: Re-defining theory, policy and Practice*. London: Longman.
- Farooq, R.A. (1994). *Education System in Pakistan*. Islamabad: Asia society for the promotion of innovation and reforms in education.
- Lumicbry, R.P. (1995). *Classroom demonstration, administration, concepts and practice*. Third Edition. London: Wadsworth.
- Blossom S., (2002). *Teacher tested classroom management strategies*, NJ: Prentice Hall
- Collin J. Smith and Robert Laslett, (1999). *Effective classroom management*, London: Roulledge
- Weinstein C.S., (2000). *Secondary classroom management*, Singapore: McGraw Hill
- Burden, P. (1995). *Classroom management and discipline*. New York: Longman
- Robbins, S.P (1996). *The Administrative process*. Sydney: Prentice Hall

Paper 3 Educational Psychology**Marks 100****Objectives: At the end of this course the students will be able to:**

1. describe the meaning, nature and scope of educational psychology
2. describe the growth and development of learner in the learning process
3. explain individual differences among and within the individual
4. identify factors that influence learning
5. identify the role of teacher in dealing learning disabilities in school
6. describe the process of learning and higher mental processes
7. explore psychological principles and techniques to improve mental health of students
8. explain the concept of intelligence and the process of memory
9. explore the techniques of guidance and counseling

Unit 1: Introduction

- 1.1 Meaning, nature and scope of educational psychology
- 1.2 Relationship between psychology and educational psychology
- 1.3 Methods of studies of psychology, A) Introspection B) Observation C) Experimental D) Case Study
- 1.4 Use of educational psychology to teacher in the teaching and learning process

Unit 2: Growth and Development

- 2.1 Meaning and nature of growth and development
- 2.2 Stages of growth & development
- 2.3 Principles of development
- 2.4 Nature and importance of hereditary and environment
- 2.5 Role of school in growth & development of the learner

Unit 3: Learning

- 3.1 Meaning and nature of learning
- 3.2 learners and the learning process
- 3.3 Approaches: A. Behaviorist, B. Cognitive, C. Humanistic
- 3.4 Factors affecting learning
- 3.5 Laws of learning
 - A. Law of readiness b. Law of effect c. Law of exercise

Unit 4: Intelligence

- 4.1 Meaning and nature of intelligence
- 4.2 Types of intelligence
- 4.3 Theories of intelligence: Two factor theory - Charles Spearman
- 4.4 Thurston's theory of intelligence, Howard Gardner —multiple intelligences
- 4.5 Measurement of intelligence (concept of IQ and EQ)
- 4.6 The role of hereditary and environment

Unit 5: Learning Disabilities

- 5.1 Meaning & nature of learning disabilities
- 5.2 Causes and symptoms of learning disabilities
- 5.3 Identification of IDS
- 5.4 Specialized approaches and techniques to deal with IDS

Unit 6: Mental Health & Hygiene

- 6.1 Meaning & nature of mental health
- 6.2 Characteristics of mental health
- 6.3 Factors affecting mental health of students
- 6.4 Principles of mental hygiene

Unit 7: Guidance and Counseling in School

- 7.1 Meaning and nature of guidance and counseling
- 7.2 Process of counseling
- 7.3 Types and needs of counseling
- 7.4 Techniques of counseling
- 7.5 Guidance services in school

Recommended Books

- Arif, H. A. (2003). *Child development and learning*. Lahore: Majeed Book Depot.
- Berk, L. E. (2006). *Child development*. (7th Edition). Pearson Prentice Hall: Pearson Education, Inc.
- Cook, J., & Cook. (2010). *The world of children*. 2nd Edition. Boston, M A. Parson Education Inc.
- Meggitt, C. (2006). *Child Development an illustrated guide* (2nd Edition). New York: The McGraw-Hill Companies, Inc.
- Merman, A& Bronson, P. (2009). *Nature shock: new thinking about children*. New York: Hachette Book Group.
- Santrock, J.W. (2001) *Educational psychology*. Boston: McGraw Hill.
- Santrock, J.W. (2003). *Child development*. New York: McGraw Hill.
- Vander Zanden, J. W. (1997) *Child Development*. (6th Edition). New York: The McGraw-Hill Companies, Inc
- Myer, G. B. (1968) *Educational psychology*, Third Edition, New York: The Millen Co.
- Fontana, D.(1988). *Psychology for teachers*, 2nd Edition. England: The British Psychological society in collaboration with Macmillan Publishers.
- Gage, N.L . (1991). *Educational psychology*, New Jersey Houghton Mifflin Co.
- Kagan, J. (1984). *The nature of the child*. New York: Basir Books.
- Santrock, J. N. (2001). *Educational psychology*, Boston: McGraw Hill Inc.
- Biehler and Snowman (1997). *Applied psychology*: Mifflin Company
- Woolfolk, A.E. (1998). *Educational psychology*, 9th Ed.
- Ormrod, J. E.(1998). *Educational psychology*: Prentice Hall

Paper 4 Measurement and Evaluation**Marks 100****Objectives: By the end of this course the students shall be able to:**

- 1 explain the concept of evaluation, assessment and measurement in education;
- 2 design and develop different types of tests ;
- 3 explain the concept of test score interpretation, procedures and methods;
- 4 critically analyze assessment practices at secondary, and higher secondary levels

Unit1: Evaluation, Measurement and Assessment Testing and Types of Tests

- 1.1 Educational measurement, evaluation and assessment
- 1.2 Classroom assessment, its characteristics and need
- 1.3 Authentic assessment
- 1.4 Norm referenced and criterion referenced tests
- 1.5 Uses of tests
- 1.6 Types of evaluation procedures

Unit 2: Assessment and Learning Objectives

- 2.1 Writing instructional objectives
- 2.2 Matching test items to instructional objectives
- 2.3 Taxonomy of educational objectives
- 2.4 The test blue print

Unit 3: Objective Type Test

- 3.1 Essential features
- 3.2 Types
- 3.3 Advantages and limitation
- 3.4 Guidelines for writing objective items

Unit 4: Essay Type Test

- 4.1 Essential features
- 4.2 Major types
- 4.3 Advantages and limitations
- 4.4 Suggestions for writing, using and scoring essay type items
- 4.5 Interpreting test score: percentile ranks, standard score

Unit 5: Qualities of a Good Measuring Instrument

- 5.1 Reliability and validity
- 5.2 Adequacy and objectivity
- 5.3 Differentiability and practicality

Unit 6: Secondary School Examination in Pakistan

- 6.1 Critical study of secondary school certificate examination
- 6.2 Measurements for improving secondary school certificate examination

Books Recommended

- Ebel, Robert (2004). Essentials of educational measurement. India: Prentice Hall.
- Freeman, Richard, (2004). Planning and implementing assessment. New York: Rout Ledge Flamer.

- Georg, David (2003). Trends in measurement and evaluation techniques. New Delhi: Commonwealth.
- James William (2005). Evaluation and development of school educations. New Delhi: Anmol Publications.
- Kubiszyn, Tom, (2003). Educational testing and measurement: classroom application and practice. United States: John Wiley & Sons, Inc.
- Smith, D., (2005). Methods of educational measurement, New Delhi: Commonwealth.
- Swain, Sanjaya (2005). Educational measurement, statistics and guidance. Kalyani Publications
- Sax (1980). Principles of educational and psychological measurement and evaluation, California Wadsworth Inc.
- Anastasia Anne (1976). Psychological testing. New York Macmillan.
- Cronleach L. J. (1970). Essential of psychological testing .New York Harper & Row Publishers.
- David Frederick B. (1964). Educational measurement and their interpretation Walworth Publishing Co.
- Thomolike R. L. (1969). Measurement and evaluation in psychology and education. New York Macmillan Publishing Co.
- Allama Iqbal Open University Educational measurement and evaluation (Course 841) AIOU Islamabad.
- Gronuld. N. E & Linn, R. (1990).Measurement and evaluation in teaching. New Jersey. Mcmillan
- Rizvi. A. (1973). Classroom teaching: Power Book Agency
- Robert R.L. Linn and Norman E Gronlund (1995).Measurement and assessment in teaching, Merrill: New Jersey

Paper 5 Curriculum and Instruction**Marks 100****Objectives: At the end of the course the students will be able to:**

1. describe the meaning, concept scope of curriculum and elements of curriculum;
2. state the foundation of curriculum and types of curriculum;
3. explore the designs of curriculum development;
4. describe the process of curriculum development in Pakistan;
5. analyze different teaching methods.

Unit 1: Introduction

- 1.1 Conceptual understanding of curriculum
- 1.2 Differentiation between curriculum, instruction and syllabus
- 1.3 Scope and importance of curriculum
- 1.4 Elements of curriculum

Unit 2: Foundations of Curriculum

- 2.1 Philosophical foundation
- 2.2 Psychological foundation
- 2.3 Sociological foundation
- 2.4 Economical foundation

Unit 3: Types of Curriculum

- 3.1 Subject based curriculum
- 3.2 Teacher centered curriculum
- 3.3 Learner or student centered curriculum
- 3.4 Hidden curriculum
- 3.5 Formal and informal curriculum
- 3.6 Planned and received curriculum

Unit 4: Curriculum Design

- 4.1 Situational analyses
- 4.2 Formulations of objectives
- 4.3 Selection and organization of content
- 4.4 Selections of appropriate methods
- 4.5 Assessment of students' achievement

Unit 5: Curriculum Development in Pakistan

- 5.1 Process of curriculum development
- 5.2 Suggestions for the development of curriculum in Pakistan
- 5.3 Issues related to objectives, content, methods and evaluation

Unit 6: Instructional Objectives

- 6.1 Goals, aims and objectives
- 6.2 Competencies, students learning outcomes (SLOs), benchmark, standards
- 6.3 Importance of learning outcomes
- 6.4. Criteria for selecting appropriate objectives
- 6.5. Identifying behavioral objectives
- 6.6. Taxonomy of educational objectives: cognitive, affective, and psychomotor

Unit 7: Instructional Methods and Techniques

- 7.1 Traditional methods of instruction
- 7.2 Lecture method: organization of lecture method
- 7.3 Demonstration method: planning a demonstration
- 7.4 Assignments

Unit 8: Modern Strategies and Approaches

- 8.1 Project method
- 8.2 Inquiry method
- 8.3 Micro-teaching
- 8.4 Programmed learning
- 8.5 Team learning
- 8.6 Communicative approach

Unit 9: Teaching Techniques

- 9.1 Questioning
- 9.2 The discussion method: teacher led discussion

Unit 10: Instructional Material

- 10.1. Importance and characteristics of A.V Aids
- 10.2. Description of different A.V Aids
- 10.3 Low cost and no cost material development

Recommended Books

- Farooq , R.A (1994). Educational planning and management in education system in Pakistan: issues and problem, Islamabad: Asia Society.
- Pincent, A (1969) Principles of teaching methods, London: George G. Harrp & Co.
- Taba, H. (1962) Curriculum development: theory and practice, New York: Harcourt, Brace & World.
- Daniel Tanner and Laurel N. Tanner, (1995).Curriculum development theory Practice', 3rd Ed. Merrill.
- Murray P. (1993). Curriculum development & design, 5th Edition.
- Sharma R.C (2002). Modern methods of curriculum organization. New Delhi.
- Nicholls, Andrey and S. Howard Nicholls (1978). Developing a curriculum a practical guide Landon :Grag Allen & Unwin
- Farooq, R.A. (1993). Education system in Pakistan. Islamabad: Asia society for The Promotion of Innovation and reforms In Education.
- Kelley A.V (1999). The curriculum: Theory and practice. London. Paul Chapman.
- Mcneil J. D (1990). Curriculum: A comprehensive introduction, (4th.Ed) Los Angeles: Harper Collins

Paper 6: Ethics (for Non-Muslims)**Marks 50****Objectives: The course will enable the student to:**

1. describe the nature and importance of morality;
2. explain moral values and their application in practical life;
3. discuss the impact of society on morality;
4. explore the biographies of the expounders of world religions;
5. elaborate character pattern and national outlook;
6. describe the religions of Pakistan;
7. explain the relationship between religion and science.

Unit 1: Introduction to Ethics

- 1.1 Concept, meaning and nature of ethics and morality
- 1.2 Difference between ethics and morality
- 1.3 Principles of character building
- 1.4 Ultimate of character building in life
- 1.5 Relationship between individual character, religion and society

Unit 2: Moral values

- 2.1 Man, a moral oriented being
- 2.2 Self respect, respect for life, honor and property of others
- 2.3 Courtesy
- 2.4 Honesty
- 2.5 Dignity of labor
- 2.6 Earning by fair means
- 2.7 Disciplined behavior and international brotherhood

Unit 3: Moral Behavior and Life after Death

- 3.1 Life after death
- 3.2 Limited span of life and its logical constraints
- 3.3 Implications of life after death keeping in view the religious and moral perspectives

Unit 4: Impact of Religion on Society

- 4.6 Meaning of religion
- 4.7 Importance of religion in society
- 4.8 Application of religion in personal and social life
- 4.9 Ethical values that are part of society
- 4.10 Elements that can corrupt society
- 4.11 How society and religion interact each other
- 4.12 Whether a society can exist without religion

Unit 5: Biographies of the Expounders of World Religions

- 5.1 Hazrat Muhammad (PBUH)
- 5.2 Hazrat Issa (SA)
- 5.3 Muhatama Budha
- 5.4 Zoroaster
- 5.5 Guru Nanak
- 5.6 Krishna

Unit 6: Developments of Character Pattern and National Outlook

- 6.1 Individual rights and obligations
- 6.2 Moral values, institutions and family
- 6.3 Tolerance
- 6.4 Role of tolerance in society
- 6.5 Evolution of law for the perpetuation and betterment of human life
- 6.6 Respect for law

Unit 7: Religions of Pakistan

- 7.1 Islam
- 7.2 Christianity
- 7.3 Hinduism
- 7.4 Sikhism

Unit 8: Religion and Science

- 8.1 The scientific process (observation, examination, experiment, testing, validation)
- 8.2 Relationship between science and religion
- 8.3 Universe and the natural laws governing religion and science
- 8.4 Relationship between religious approach and scientific approach
- 8.5 Nature and scope of scientific and religious texts

Recommended Books

- Khurshid Ahmad (1988) *Islami Nazria Hayat Islami*: Karachi: Pakistan
- Ahmad, K. (1980). *Islam: Its meaning and message*. Leicester: Islamic Foundation on behalf of Islamic Council of Europe.
- Marks, J. (2000). *Moral moments*. Lanham, MD: University Press of America.
- Birsch, D. (1999). *Ethical insights: A brief introduction*. Mountain View, Calif: Mayfield Pub.
- Larry May (2010). *Applied ethics: a multi cultural approach*
- Singer, P., (1999). *Practical ethics*. UK: Cambridge University Press

Paper 6 Islamiyat**Marks 50****Objectives: At the completion of the course, the students will be able to:**

1. provide basic information about Islamic state
2. describe Islamic civilization
3. perform prayers and other worships
4. analyze issues related to faith and religious life
5. Explain Islamic education system

Course Outlines

Unit1. Introduction to Quranic studies

- 1.1 Basic concepts of Islam
- 1.2 History of Quran
- 1.3 Uloom ul Quran

Unit2. Study of selected texts of holy Quran

- 2.1 Verses of Surah Baqara (284-286)
- 2.2 Verses of Surah Alhujrat (1-18)
- 2.3 Verses of Surah Alfurqan (1-11)
- 2.4 Surah Alinam (152-154)

Unit 3 Study of selected text of Holy Quran

- 3.1 Verses of Surah Al Ihzab (6, 21,40, 56, 47, 58)
- 3.2 Verses of Surah Al hasher (18, 19, and 20) related to thinking and Day of Judgment
- 3.3 Verses of Surah Al Saf, Tafakar, Tadabar, (1, 14)

Unit 4. Seerat of Holy Prophet I

- 5.1 Life of Muhammad (SAW) before prophet hood
- 5.2 Life of Muhammad (SAW) in Makkah
- 5.3 Important lesson from His Life

Unit 5. Seerat of Holy Prophet II

- 5.1 Life of Muhammad (SAW) in Madina
- 5.2 Important events in the life of Holy prophet(PBUH) in Madina
- 5.3 Important lessons from the life of holy prophet in Madina

Unit 6. Sunnah and its importance

- 6.1 Basic concepts of Hadith, history, kinds,
- 6.2 Uloom ul Hadith
- 6.3 Sunnah & Hadith
- 6.4 Legal position of Hadith

Selected study from texts of Hadith

Unit7. Islamic law and jurisprudence

- 7.1 Basic concepts, history and importance
- 7.2 Sources and nature of differences
- 7.3 Islam and sectarianism

Unit 8. Islamic culture and civilization

- 8.1 Basic concepts of Islamic culture and civilization
- 8.2 Historical development of Islamic culture
- 8.3 Characteristics
- 8.4 Islamic culture and civilization and contemporary issues

Unit 9. Islam and science

- 9.1 Basic concepts of science
- 9.2 Contributions of Muslims in science and development
- 9.3 Quran and science

Unit 10. Islamic Economic system

- 10.1 Basic concept of Islamic economic system
- 10.2 Means of distribution of wealth in Islam
- 10.3 Islamic concept of Riba
- 10.4 Islamic ways of trade and commerce

Unit 11. Political system of Islam

- 11.1 Basic concept
- 11.2 Islamic concept of sovereignty
- 11.3 Basic institutions of government in Islam

Unit 12. Islamic History

- 12.1 Period of Khulfa –e- Rashida
- 12.2 Period of Umayyads
- 12.3 Period of Abbasid

Unit 13. Social system of Islam

- 13.1 Basic concept
- 13.2 Elements of family
- 13.3 Ethical values in Islam

Recommended books

- Ahmad Hassan (1993) Principles of Islamic jurisprudence. Islamic research institute. Islamabad
- Bhatia H.S (1989). Studies in Islamic law, religion and society. New Delhi Deep and Deep
- Muhammad Zial ul Haq (2001). Introduction to Al Sharaih Al Islamia. Islamabad: Pakistan
- Hameedullah Muhammad (nd) Introduction to Islam Muolana Muhhamad Yousaf Islahi
- Hameedullah Muhhamad (nd). Emergence of Islam (nd) Islamabad IRI
- Hameedullah Muhhamad (nd). Muslim Conduct of state. Islamabad. Pakistan U leaf Publication

Paper 7 Functional English**Marks 50****Objectives: At the completion of the course, the students will be able to:**

6. comprehend spoken English;
7. speak fluently, effectively and with clarity;
8. read with correct pronunciation and intonation;
9. read with comprehension;
10. communicate effectively in written English;
11. write a paragraph, essays and letters

Unit 1: Essential of English Grammar

- 1.1 Sentence and its kinds, paragraph writing
- 1.2 Use of parts of speech
- 1.3 Change of voice
- 1.4 Change of narration

Unit 2: Use of Tenses

- 2.1 Tenses in English language

Unit 3: Reading Comprehension B. Listening Skills C. Speaking Skills

- 3.1 **Comprehension:** Answers to questions on a given text reading comprehension techniques- pre-reading, while reading and post -reading activities and reading the curriculum of 9th and 10th class for comprehension
- 3.2 **Discussion:** General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)
- 3.3 **Listening:** to be improved by showing documentaries/films carefully selected by subject teachers

Unit 4: Writing

Letters, application
 Essay, report writing

Unit 5: Communication Skills

- 5.1. Communication
- 5.2. Effective communication
- 5.3. 7Cs of communication
- 5.4. Presentation skill

Recommended Books

- Thomson. A.J. And Martinet. A.V. (1997). Practical English Grammar Exercises 1. Third Edition. Oxford University Press.
- Cook V. (1991). Second language learning and language teaching, 2nd Ed. London
- Mohammad. T. (1998). Modern approaches to the teaching of English as second language, Lahore: Majeed Book Depot.
- Murcia, M.C. (1991). Teaching English as a second foreign Language. New Bury House.
- Rob Nohand (1993). Conversation, London: Oxford University Press.
- Sheikh. N. A. (1998). Teaching of English as a second language. Lahore: Pakistan

Optional Subjects

Paper 8 Foundations of Education

Learning Outcomes: At the completion of the course, the students will be able to:

1. explain the important features of foundation of education;
2. specify the role of educational thinkers in education ;
3. discuss the modes of education ;
4. discuss historical development of Pakistan;
5. evaluate the issues and problems of education.

Course Outlines

Unit 1: Ideological Foundation of Education

- 1.1. Islamic foundations
- 1.2. Islamic concept of peace
- 1.3. Other religions and Islam
- 1.4. Ideology and teachers

Unit 2: Philosophical Foundations of Education

- 2.1. Philosophy and education
- 2.2. Main Philosophical thoughts
- 2.3. Idealism
- 2.4. Realism
- 2.5. Pragmatism
- 2.6. Re-constructionism

Unit 3: Psychological Foundations of Education

- 3.1. Learning and maturation
- 3.2. Individual differences
- 3.3. Self concept
- 3.4. Academic aptitude
- 3.5. Instructional strategies and psychology

Unit 4: Socio-Economic Foundations of Education

- 4.1. Concept of society and culture
- 4.2. Social conditions and education
- 4.3. Economic conditions and education
- 4.4. Politics and education

Unit 5: Historical Foundations of Education in Pakistan

- 5.1. Pre-Pakistan Period (712 A.D. To Onward)
- 5.2. Period From 1947-1958
- 5.3. Period From 1959-1971
- 5.4. Period From 1972-1979
- 5.5. Period From 1980 -1991
- 5.6. Period From 1992 – To Date

Unit 6: Aims of Education

- 6.1. Aims, goals and objectives
- 6.2. Taxonomies of objectives
- 6.3. Aims and objectives of education in Pakistan

Unit 7: Problems and Issues in Education in Pakistan

- 7.1. Universalization of primary education
- 7.2. Literacy
- 7.3. Medium of instruction
- 7.4. Diversification of education
- 7.5. Environmental education
- 7.6. Gender and education
- 7.7. Islamization of education
- 7.8. special education
- 7.9. Health Education / Drug Education
- 7.10. HIV / Aids, Sexually transmitted infection (STIs), Hepatitis

Recommended Book

- Canestrari, A. (2009). Foundations of education. New York: Sage Publications.
- Brubaclher, John S. (1998). Modern philosophies of education, New York: McGraw-Hill
- Butter, J. Donald (1988). Four philosophies and their practice in education and religion, New York:USA
- Dewey, John (1963). Experience and education, Chicago: University of Chicago Press
- Noddings Nel (1995).Philosophy of education, Colorado: Harper Collins Publisher
- Eugene, F.P. (2005). Critical Issues in education: anthology of reading. New York: Sage Publications.
- Goldblatt, P.F., & Smith, D. (2005). Cases for teacher development. New York: Sage Publications.
- Holt, L.C. (2005). Instructional Patterns: strategies for maximizing students learning.
- Murphy, D. (2005). Introduction to Teaching. USA: Allyn & Bacon, New York: USA
- Semel, S. F. (2010). Foundations of education: The essential texts. USA: Rutledge

Paper 9 School, Community and Teacher

Learning Outcomes: After completion of the course, the student will be able to:

1. discuss relation between school and community;
2. analyse the process of linkage among the school community and teacher for effective education;
3. identify the social factors affecting education and how it can support the development of education;
4. identify the role of teachers and school in socialization of student and development of society ;
5. enable prospective teachers to contribute in community work; health promotion activities and endorsement of healthy environment.

Course Outlines

Unit 1: Society, Community and Culture

- 1.1 Definition, structure and function.
- 1.2 Individual status and his/her role in the society
- 1.3 Social interaction
- 1.4 Cultural diversity
- 1.5 Culture and cultural elements of Pakistani community.
- 1.6 Role of education in strengthening Pakistani community.

Unit 2: Group and Group Dynamics

- 2.1 Meaning of group
- 2.2 Group dynamics
- 2.3 Types of social groups
- 2.4 Individual behavior and group behavior
- 2.5 Role of school and teacher in molding individual and group behavior

Unit 3: Socialization

- 3.1 Meaning and aims of socialization
- 3.2 Agencies of socialization
- 3.3 Stages of social development
- 3.4 Role of school in socialization
- 3.5 Teacher as role model as participating in community and health activities.

Unit 4: Social institutions

- 4.1 Definition of Social Institutions
- 4.2 Types of Social Institutions
 - 4.2.1 The family
 - 4.2.2 Economic Institutions
 - 4.2.3 Religious Institutions
 - 4.2.4 Educational Institutions
 - 4.2.5 Play and recreational Institutions

Unit 5: School and Community

- 5.1. Relationship between school and community
- 5.2. Effects of school on community
- 5.3. Effects of community on school
- 5.4. A critical analysis of effective role of school and teachers in Pakistani community

Unit 6: Social Control

- 6.1. Definition
- 6.2. Social deviation, peace, harmony and tolerance
- 6.3. Methods of social control
- 6.4. Role of community, school and teacher in developing peace, harmony and tolerance

Unit 7: Teacher School and Students

- 7.1 Are teacher born or made?
- 7.2 Effective and reflective teaching
- 7.3 Creative and critical teaching
- 7.4 Teacher effectiveness
 - 7.4.1 Academic learning time
 - 7.4.2 Class room management
 - 7.4.3 Co-curriculum activities
 - 7.4.4 Clarity in academic and non-academic structures
 - 7.4.5 Creating expressive environment in classrooms.
 - 7.4.6 Reflection or productive feedback

Unit 8: Technological Change

- 8.1 Technological change and its impact
- 8.2 Sources/forces of technological change
- 8.3 Technology and jobs
- 8.4 Technology and ethical values
- 8.5 Utilitarian view of technology

Recommended Books

- Chaudhary, M. Iqbal, *Sociology*, Aziz Publishers, Lahore: Urdu Bazar.
- Hafeez Sabiha, Pakistani Society. (2002) *Society and technological change* (6th ed.) Worth Publishers.
- Mehnaz Aziz, School and Family Partnership, (2007), *Children's Global Network*, Pakistan.
- Sadker Marya Pollack and David Miller Sadker (2003). *Teachers' School and Society*. (6th Ed) McGraw Hill Book
- Tagga, Abdul Hamid, School, Maashra Owar Ustad. Sarwar, Ghulam Rana, School, Maadrsha owar Ustad
- Sergiovanni, (2000). *The life world of leadership: Creating culture, community*. San Francisco: USA

Paper10 Comparative Education

Objectives: After studying this course, the students will be able to:

- 1 describe the meaning and significance of comparative education
- 2 compare the education systems of selected developed countries
- 3 compare the education systems of selected developing countries
- 4 analyze critically the education system of Pakistan

Course Outline:

Unit 01 Introduction to comparative education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education
- 1.3 Methods & comparative education

Unit 2 Elements of Comparative Education

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities
- 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03 Comparative view of systems of education in Pakistan

- 3.1 Private and public
- 3.2 Madrassah and formal education
- 3.3 Formal vs. distance and non-formal education

Unit04 Comparative education in developed countries

- 4.1 USA, UK, Japan, Singapore

Unit 05 Comparative education in developing countries

- 5.1 India
- 5.2 China
- 5.3 Malaysia
- 5.4 Pakistan

Unit 06 Global issues in comparative perspective (Focusing Developing Countries)

- 6.1. Quality Education
- 6.2. Education for all
- 6.3. Recruitment of teachers at elementary and secondary levels
- 6.4. Admission procedure at higher education level.

Recommended Books:

- Isani and Virk, M.L. (2006). *Higher education in Pakistan*. Islamabad: NBF, Pakistan
- Patricia K. Kubow (2007). *Comparative education exploring issues in international Context*
- Phillips and Michele Scheweisfurth (2008). *Comparative and International Education: an Introduction to Theory And Practice,*
- Kas Mazurek and Margret A. Winzer (2005). *Schooling around the world, challenges and practices*

Paper 11 Computer Education -1

Learning Outcomes: After studying this course, the students will be able to:

1. define computer terminology;
2. identify the basic components of a computer and describe the function of each;
3. use the keyboard to interact with the computer;
4. describe different applications of computers in education;
5. develop skills to use computer in educational settings;
6. communicate through computer with friends, and teachers in and outside the country;
7. use computer for research, data analysis and presentations.

Course Outlines

Unit 1: Introduction

- 1.1 Definition and importance of computer
- 1.2 Basic concepts of the computer hardware
- 1.3 Input and output devices
- 1.4 Functions of computer

Unit 2: Computer Software

- 2.1 Concept of software
- 2.2 Types of software
- 2.3 Applications of computer in education

Unit 3: Word Processing and Document Handling

- 3.1 Creating, saving and opening a document
- 3.2 Composing and editing educational documents
- 3.3 Inserting and resizing tables, pictures and shapes
- 3.4 line spacing, paragraphing and formatting text
- 3.5 Page setup and printing document

Unit 4: Spreadsheet (Excel)

- 4.1 Features of MS. excel
- 4.2 Sum/subtractions/multiplication/division/ percentage/ average/ if statement
- 4.3 Sorting and filtering data
- 4.4 Inserting charts and graphs

Unit 5: PowerPoint

- 5.1 Composing presentations
- 5.2 Delivering presentations

Unit 6: Internet and Information Highways

- 6.1. Network, types of network, server and client
- 6.2. Internet, world wide web, search engines, internet browser
- 6.3. E-mail management
- 6.4. Online educational resources
- 6.5. Educational databases

Unit 7: Computer Based Instructions

- 7.1 Computer based instructions: an introduction

7.2 computer assisted instruction

7.3 Computer based assessment

Scheme of Examination: Paper time: 3 hours

Total marks: 100

Theory: 50

Practical: 50

Recommended Books

- Faden, P.D., and Vogel, R.M. (2003). Methods of teaching, Boston: Mc-Graw Hills.
- Joyce, B., Weil M., and Calhoun, E. (2000). Models of teaching, 6th Ed. Boston: Allyn And Bacon.
- Norton, P. (2000). Introduction to Computers 5th Ed; New York: McGraw Hill Book Co.
- Norton, P. (2003). Introduction to Computers, 5th Ed., New York: McGraw-Hill Book Co.
- Norton, P., & Spragu, D. (2001). Technology for Teaching, Boston: Allyn and Bacon.
- Sharma, A. (1999). Modern educational technology, New Delhi: Prentice-Hall.
- Sharma, S. R. (2000). Effective classroom teaching modern methods, tools and techniques. Jaipur: Mangal Deep Publications.
- Shelly, G. B. & Vermaat, M. E. (2008). Discovering computer. Pakistan: Book Media Ali, A.S. & Nudrat, A. (2000). Fundamental concepts of computer system. Peshawar. The Ayes.
- Long, L. & Long, N. (2000). Computers, (6th Edition). Pakistan: National Book Foundation
- Text Book of Computer Studies for Class Ix and X, Published By Khyber Pakhtunkhwa

Paper 12 Teaching of General Science

Course Outlines: At the end of this course the students will be able to:

1. explain different concepts of science
2. enumerate of the aims and objectives of science education
3. apply different methods of science teaching
4. relate the concepts of science to daily life situation of students
5. identify and use different teaching aids in the teaching of science

Course outlines

Unit 01 Nature of Science

- 1.1 Definition of science
- 1.2 Science as a process: Scientific Method
- 1.3 Science as a product: Scientific Knowledge

Unit 02 Aims / Objectives Teaching General Sciences

- 2.1 History of Science Education
- 2.2 Aims / Objectives of teaching General Science at Elementary level

Unit 03 Methods of Teaching General Science

- 3.1 Demonstration cum-lecture method
- 3.2 Discovery method
- 3.3 Project method
- 3.4 Other innovative method

Unit 04 Approaches of Teaching General Science

- 4.1 a) Problem solving , b) Inquiry techniques , c) Exploration , d) Observation e) Experiment
- 4.2 a) Scope & propose of practical activities , b) Science laboratory c) Safety measure in laboratory

Unit 05 Teaching Aids

- 5.1 Need & importance of teaching aids, types of teaching aids , principles of using teaching aids
- 5.4 Using low cost teaching aids

Unit 06 Characteristics of effective Science Teaching

- 6.1 Characteristics of lesson planning, characteristic qualities of Science teacher
- 6.3 Effective questioning

Unit 07 Evaluation

- 7.1 Designing a test, administering & scoring a test
- 7.3 Interpreting test results

Recommended Books:

- Lawson, A. E. (1995). Science teaching and development of thinking. California: USA
- Mehmooda, R. (1999). Teaching of science and Mathematics. Peshawar: Ijaz Printer, Pakistan
- Harlen, W (1992). Teaching of Science, London David Fulton
- Nellist And Nicholl (1986). Science teacher Hand Book London: Association of Science Education
- Eikenberry, W.E. (2008). The teaching of general science, the University of Chicago Press.
- General Science Text book of 9 and 10th classes, based on national curriculum 2006.

Paper13 Teaching of Mathematics

Learning Outcomes: At the end of the course the students will be able to:

1. explain the nature, history and development of secondary school Mathematics in Pakistan
2. appreciate the contribution of different mathematicians
3. acquire the skills and competence required for the teaching of mathematics at secondary level
4. develop, review and evaluate the secondary schools Mathematics curriculum
5. use techniques and strategies of teaching Mathematics at secondary school level
6. assess pupil's achievements in mathematics

Course Outlines: Methods

Unit 1: Aims and objectives of teaching Mathematics

- 1.1 Aims of teaching mathematics.
- 1.2 Objectives of teaching mathematics with special reference to blooms taxonomy of educational objectives.
- 1.3 The relation of mathematics with other subjects.

Unit 2: Curriculum of Mathematics

- 2.1 Curriculum Development in Math's for Secondary classes in Pakistan
- 2.2 Textbook and its importance
- 2.3 Qualities of a good text book.

Unit 3: Methods of teaching Mathematics

- 3.1 Analytical and Synthetic, Inductive and Deductive Heuristic, Laboratory and Project Methods.

Unit 4: Teaching Aids and Mathematics Laboratory

- 4.1 Importance of teaching Aids
- 4.2 Different types of teaching aids to be used in the teaching of Mathematics.
- 4.3 Importance of Mathematics Laboratory and Development.
- 4.6 Suggestions for Effective use of Mathematics Laboratory/Teaching Aids.
- 4.7 Computer as a Teaching Aid.

Unit 5: Techniques of teaching Mathematics

- 5.1 Difference between a technique and a method of teaching.
- 5.2 Different techniques of teaching to be adopted in the teaching of Mathematics.
- 5.3 Oral work i.e. questions in the classroom and group discussion/group work
- 5.4 Drill in mathematics.
- 5.5 Homework, and assignments, their importance and evaluation

Unit 6: Lesson planning in the teaching of Mathematics

- 6.1 Lesson plan, its components, and importance
- 6.2 Model lesson plans in the teaching of (a) algebra (b) geometry (c) trigonometry

Unit 7: Measurement and Evaluation in Mathematic

- 7.1 Preparing different types of tests in Mathematics
- 7.2 Using tests for diagnostic purpose
- 7.3 Interpreting test results

Books Recommended

- Fauvel, J & J G (1990). The history of Mathematics: A Reader: London: Macmillan Press Ltd.
- Greer, B and G Mulhern (1989). New directions in mathematics education. New York: Rutledge.
- Lacombe, Antony. (1985). Mathematical learning difficulties in the secondary school: pupil's needs and teacher's role. England: Milton Keynes,
- Leon, B & Jaworski, Barbara (Editors) (1995). Technology in Mathematics Teaching, Chart well.
- Orton, A W G (Editors) (1994). Issues in teaching of Math, London: Cassel Villiers House.
- Text books of 9th And 10th Classes text book Board Peshawar, Khyber Pakhtunkhwa

Paper 14 Teaching of Pakistan Studies

Objectives: After completing this course the students will be able to:

- 1 describe the objectives of teaching of Pakistan;
- 2 critically analyze the curriculum of Pakistan studies;
- 3 develop a lesson plan and teach accordingly;
- 4 explain the concept of Pakistan ideology;
- 5 analyze various phases of the Pakistan moment leading to the achievement of Pakistan;
- 6 use different teaching methods in the teaching of Pakistan study;
- 7 discuss the value and importance of Pakistan studies in the practical life of students;
- 8 describe the natural & human resources of Pakistan such as high mountains, mighty rivers, sea costs, fertile land and minerals, honest workers.

Methodology

Marks: 60

Unit.1: Objectives of teaching Pakistan studies

- 1.1 Need and importance of objectives
- 1.2 Classification of objectives
- 1.3 Objectives of teaching Pakistan studies at secondary level

Unit 2: Curriculum of Pakistan Studies

- 2.1 Definition and various perspective of curriculum of Pakistan studies
- 2.2 Elements and principles of curriculum development
- 2.3 Critical analysis of the present curriculum of Pakistan studies

Unit 3: Teaching methods of Pakistan studies

- 3.1 Lecture method
- 3.2 Discussion/questioning methods
- 3.3 Project methods
- 3.4 Team teaching methods

Unit 4: Teaching techniques

- 4.1 Importance and functions of questions
- 4.2 Characteristics of questions

Unit 5: Instructional aids in the teaching of Pakistan Studies

- 5.1 Definition and importance of A.V.Aids
- 5.2 Types of A.V.Aids
- 5.3 Techniques for using of A.V.Aids In the teaching of Pakistan Studies

Unit 6: Lesson planning

- 6.1 need for lesson planning
- 6.2 characteristics of lesson planning
- 6.3 lesson plan for the teaching of Pakistan studies

Unit 7: Pakistan studies teacher and his class-room

- 7.1 Qualities desired in the teacher of Pakistan studies
- 7.2 Requirements of Pakistan studies room in the schools

Unit 8: Evaluation of learning outcomes of Pakistan studies

- 8.1 Meaning and objectives of evaluation
- 8.2 Characteristics of a good testing program
- 8.3 Evaluation techniques for Pakistan studies

Content **Marks: 40**

Unit 1: Pakistan Movement

- 1.1 Advent and spread of Islam in south Asia
- 1.2 Islamic reformation moments
- 1.3 Sheikh Sirhindi
- 14. Shah Wali Ullah
- 15. Syed Ahmad Shaheed
- 16. The war of independence and the role of Sir Syed Ahmad khan 1857
- 17. Foundation of Muslim league
- 18. Khilafat movement
- 1.9 Allama Iqbal and the concept of Pakistan
- 1.10 From Pakistan resolution to independence (On 14th August 1947)

Unit 2: Early problems faced by Pakistan

- 2.1 Red Cliff award and Hindu attitude
- 2.2 Junagarh
- 2.3 Kashmir
- 2.4 Distribution of water and division of assets.

Unit 3: Constitutional development

- 3.1 The objectives of Pakistan resolution
- 3.2 Brief history and salient features of various constitutions
- 3.3 Islamization in Pakistan
- 3.4 Value and importance of democracy, its basic features

Unit 4: Land of Pakistan

- 4.1 Location with special references to Khyber Pakhtunkhwa
- 4.2 Physical features
- 4.3 Climate
- 4.4 Natural regions and political division

Unit 5: Pakistan economy

- 5.1 Main feature of economy of Pakistan
- 5.2 Human resource and agricultural development
- 5.3 Education and research in Pakistan
- 5.4 Foreign economic aid and its consequences
- 5.5 Economic problems of Pakistan

Unit 6: Pakistan in the community of nations

- 6.1 The determinants of Pakistan's foreign policy
- 6.2 The role of Pakistan in uniting the Islamic world
- 6.3 Pakistan's role in the United Nations Organization (UNO)
- 6.4 ECO
- 6.5 Foreign policy after nuclear explosion

Unit 7: Pakistan as a welfare state

7.1 Problems and prospects related to un-employment, illiteracy, poverty, population and health.

Books Recommended

- Afzal, M. Rafique. (1988), Political parties in Pakistan, Islamabad: National Institute of Historical And Cultural Research.
- Akbar, S. Zaidi. (2000) Issue in Pakistan's economy. Karachi: Oxford University Press.
- Burki, Shahid Javed. (1980). State & society in Pakistan, the Macmillan Press Ltd.
- Haq, Noor Ul. (1993) making of Pakistan: The military perspective. Islamabad: national commission on historical and cultural research.
- Muhammad Waseem, (1987) Pakistan under martial law, Lahore: Vanguard.
- S.M. Burke and Lawrence Ziring. (1993) Pakistan's foreign policy: An historical analysis. Karachi: Oxford University Press.
- Sayeed, Khalid Bin. (1967) the political system of Pakistan. Boston: Houghton Mifflin.
- Zahid, Ansar. (1980), History & Culture of Sindh. Karachi: Royal Book Company.
- Ziring, Lawrence. (1980). Enigma of political development. Kent England: Wmdawson & Sons Ltd.
- Savage, Tom V and Armstrong, David G. (1987). Effective teaching in elementary social studies. New York: Macmillan.
- Wilma R. Melendex, V. B. & Melba Fletcher. (2000). Teaching social studies in early Education. Africa, Xvii, 299p.
- Wilma Robles De Melendez, Vesna Beck and Melba Fletcher (2000). Teaching social studies in early education. United Kingdom: Delmar

Paper 15 Teaching of Urdu

Learning Outcomes: After the completion of the course, the students will be able to :

- 1 appreciate Urdu as a language ;
- 2 make learner aware of how to teach Urdu in an interesting and interactive manners
- 3 make the content of Urdu language acquisition skills vocabulary, and grammar comprehensible for students
- 4 analyze the Urdu teaching skills through micro teaching

Section A 60

Course Outlines

1. Four skills of a language learning
2. Listening and speaking in Urdu
3. Reading development in Urdu
4. Writing development in Urdu
5. Vocabulary manipulation in Urdu
6. Explaining grammar in Urdu
7. Prose & Poetry teaching
8. lesson planning
9. assessment

Section B 40

Summaries and comprehension questions of prose and poetry from the text books of Urdu for 9th and 10th classes, intermediate and Secondary Education, Peshawar Khyber Pakhtunkhwa

فرمان فتح پوری 2005 تدریس اردو، قطار پبلشر لاہور
 سلیم فارانی 1990 اردو زبان اور اسکی تعلیم ادارہ مطبوعات فارانی لاہور
 سید ساجد حسین 1987 اردو اور اسکے تدریسی طریقے کفایت اکیڈمی کراچی

Text books of Urdu for 9th and 10th classes, board of intermediate and Secondary Education, Peshawar, Khyber Pakhtunkhwa

Paper16 Teaching of English

Objectives: At the completion of the course the students will be able to:

1. differentiate between the skills of listening, speaking, reading and writing
2. identify various devices for the purpose of listening and speaking
3. analyze the methods of teaching reading to the beginners
4. differentiate between letters, invitations and applications
5. discuss modern methods of teaching English with special emphasis on communicative approach
6. explain the inductive approach towards grammar teaching
7. plan lessons of prose, poetry, composition & grammar
8. elaborate all the kinds of visual and audio aids with examples
9. write summaries of poems and stories.

Section A Method Marks: 60

Unit 1: Learning the four skills of English language

1. Skills of listening

- 1.1 Techniques of developing listening ability
- 1.2 Careful listening habits
- 1.3 Using cassette-player for developing listening
- 1.4 Video-cassettes for effective listening

2. Skills of speaking

- 2.1 Favorable class room environment for speaking
- 2.2 Importance of dialogue and vocabulary building
- 2.3 Value of pronunciation intonation in speaking
- 2.4 Language games for oral expression

3. Skills of Reading

- 3.1 Importance of silent and loud reading
- 3.2 Analytic and synthetic methods of teaching reading to the beginners

4. Skill of Writing

- 4.1 Techniques of good handwriting
- 4.2 Writing friendly letters and invitations
- 4.3 Writing official letters and applications
- 4.4 Brain storming before writing
- 4.5 Importance of spellings in writing

Unit 2: Methods of teaching English

- 2.1 Grammar-translation method
- 2.2 Direct method
- 2.3 Structural approach
- 2.4 Audio-lingual approach
- 2.5 Communicative approach

Unit 3: Teaching of Grammar

- 3.1 Functional approach towards grammar teaching
- 3.2 Inductive methods and its value in grammar teaching

Unit 4: Lesson planning

- 4.1 Importance of activities in all kinds of lessons
- 4.2 Value of format in all lessons (preparation-presentation-practice-production)
- 4.3 Planning structural lessons for beginners
- 4.4 Planning a prose and poetry lesson
- 4.5 Planning a paragraph, a story and an essay
- 4.6 Planning a grammar lesson

Unit 5: Use of Audio-Visual Aids in language learning

Visual Aids: writing-board, flannel/display board, flash cards, pictures and cards, real objects, models, opaque slides and filmstrip, over-head projector, computers and multimedia projectors.

Audio aids: radio, cassette-player, language laboratory.

Audio and visual aids: T.V sets, movies and V.C.Rs.

Section B**Marks: 40**

- Poems from the prescribed courses of English from 9-10th grades
- Summaries of ten selected poems
- A Nation's Strength by Ralph Waldo Emerson
- Little things by Julia A. Carney
- Abu Bin Adam by Leigh Hunt
- Blessing of God by Cecil Alexander
- A Fragment by Henry Wadsworth Longfellow
- Loveliest trees by A.E. Housman
- The description of a good boy by Henry Dixon
- Stopping by wood on a snowy winter by Robert Frost

Summaries or Short Questions from English Text Book of Class 9th and 10th, Text Book Board Peshawar.

Books Recommended:

- Thomson. A.J. and Martinet. A.V. (1997). Practical English grammar exercises 1. Third Edition. Oxford University Press.
- Cook V. (1991). Second language learning and language teaching, 2nd Ed. London, Arnold
- Mohammad. T. (1998). Modern approaches to the teaching of English as second language, Lahore: Majeed Book Depot.
- Murcia, M.C. (1991). Teaching English as a second foreign language, 2nd Ed. New Bury House: A Division Of Harper Collins Publishers.
- Rob Nohand (1993). Conversation, London: Oxford University Press.
- Sheikh. N. A. (1998). Teaching of English as a second language. Lahore: Caravan Book House.
- A Text book of English for Class ix and x Peshawar Text Board

Master of Education (M.Ed)

Objectives

The overall objectives of the M.Ed. Program is to prepare teachers/educators with adequate knowledge, skills and command of issues necessary for designing, implementing, teaching, supervising and evaluating various teaching and learning concepts, theories and practices in the field of education.

Course Methodology

Through interactive lectures, discussions and hands on experiences, this course enables students to get acquainted with the philosophy, assumptions and principles in teaching and learning and leadership in education. The course gives students an opportunity to creatively work with diverse data types and produce coherent and relevant explanations and interpretations using different theoretical and practical experiences in the vast field of teaching and learning.

Course Division

Compulsory Subjects

Marks: 700

Paper 1	Educational Measurement and Evaluation
Paper 2	Curriculum Development and Change
Paper 3	Advanced Educational Psychology
Paper 4	Educational Planning and Management
Paper 5	Philosophy of Education
Paper 6	Research in Education
Research thesis	

Professional Areas (Elective)

Marks 200

Note: Candidates will choose any two courses from the following subjects

Paper 7	Computer Education II
Paper 8	Secondary Education
Paper 9	Teacher Education
Paper 10	Environmental Education
Paper 11	Guidance and Counseling

Paper 1 Educational Measurement and Evaluation

Objectives: This course will enable the students to:

- 1 explain and develop different types of evaluation procedures;
- 2 plan, construct and analyze different test items ;
- 3 judge the usefulness of a test through its validity and reliability;
- 4 summarize and describe test results ;
- 5 analyze data and make inferences.

Course Outlines

Unit 1: Introduction

- 1.1 Concept, meaning and nature of evaluation
- 1.2 Importance of measurement & evaluation in education
- 1.3 Tools of measurement (observation, interviews, case study)
- 1.4 Tests (oral, written and practical)

Unit 2: Planning & constructing test

- 2.1 Types of tests
- 2.2 constructing objective test items
- 2.3 forms and uses of objective test items
- 2.4 forms and uses of essay question
- 2.5 constructing essay type tests
- 2.6 Purpose of classroom test and assessment

Unit 3: Judging quality of test

- 3.1 Validity (meaning and types)
- 3.2 Reliability (meaning and methods)
- 3.3 Factors influencing reliability of test scores
- 3.4 Practicality
- 3.5 Adequacy
- 3.6 Relevance
- 3.7 Discrimination index
- 3.8 Statistical methods for calculating reliability

Unit 4: Test development & application

- 4.1 Assembling the test
- 4.2 Administering the test
- 4.3 Scoring the test

Unit 5: Interpreting test score

- 5.1 The percentage correct score
- 5.2 The percentile ranks
- 5.3 Standard score
- 5.4 The profile
- 5.5 Skills analysis

Unit 6: Marking of tests and reporting

- 6.1 Functions of marks and progress reports
- 6.2 Basis for marking and reporting
- 6.3 Types of marking and reporting systems

6.4 Guidelines for developing a multiple marking and reporting system

Unit 7: Statistics

7.1 Descriptive statistics (Tabulation of data, graphing data, measures of central tendency, measures of variability, measures of relationship)

7.2 Inferential statistics, concepts and underlying applications, tests of significance, multiple regressions, chi-square, z-tests, t- tests, ANNOVA

Books Recommended

- Kubiszyn, Tom, (2003). Educational testing and measurement: classroom application and practice. United States: John Wiley & Sons, Inc.
- Kumari, Sarita (2005). Education assessment, evolution and remedial. Isha Books.
- Mehnaz Aziz, (2007). Assessing children's development through observation, Children's Global Net Work Pakistan.
- Smith, D, (2005). Theory of educational measurement. New Delhi: Commonwealth.
- Smith, D. (2005). History of measurement and evaluation. New Delhi: Commonwealth.
- Smith, D., (2005). Methods of educational measurement, New Delhi: Commonwealth.
- Swain, Sanjaya, (2005). Educational measurement, statistics and guidance. Kalyani Publications.
- Freeman, Richard, (2004). Planning and implementing assessment. New York: Rout Ledge Flamer.
- Georg, David (2003). Trends in measurement and evaluation techniques. New Delhi: Commonwealth.
- James William (2005). Evaluation and development of school educations. New Delhi: Anmol Publications.
- Kubiszyn, Tom, (2003). Educational testing and measurement: classroom application and practice. United States: John Wiley & Sons, Inc.
- Smith, D, (2005). Theory of Educational measurement. New Delhi: Commonwealth.
- Smith, D. (2005). History of measurement and evaluation. New Delhi: Commonwealth.
- Smith, D., (2005). Methods of educational measurement, New Delhi: Commonwealth.
- Swain, Sanjaya, (2005). Educational measurement, statistics and guidance. Kalyani Publications
- Sax, (1980). Principles of educational and psychological measurement and evaluation, California Wadsworth Inc.
- Anastasia Anne (1976). Psychological testing. New York Macmillan.
- David Frederick B. (1964). Educational measurement and their interpretation Walworth Publishing Co.
- Thomolike R. L. (1969). Measurement and evaluation in psychology and education. New York Macmillan Publishing Co.
- Allama Iqbal Open university educational measurement and evaluation (Course 841) Aiou Islamabad.
- Gronuld. N. E & Linn, R. (1990). Measurement and evaluation in teaching. New Jersey. McMillan

Paper 2 Curriculum Development and Change

Objectives: This course will enable the students to:

- 1 describe the meaning, concept and scope of curriculum;
- 2 state the critical issues, problems and trends in curriculum;
- 3 explore the foundations, designs and models of curriculum;
- 4 describe the process of curriculum development in Pakistan;
- 5 analyze the curriculum development approaches;
- 6 analyze the process of curriculum evaluation.

Course Outlines

Unit 1: Introduction

- 1.1 Concept and scope of curriculum

Unit 2: Curriculum development process

- 2.1 Situation analysis
- 2.2 Formulation of objectives

Selection of content

- Methods / strategies / activities
- Development of evaluation instruments
- Interrelationship of various elements of curriculum

Unit 3: Curriculum development approaches

- 3.1 Centralized approach
- 3.2 Decentralized approach
- 3.3 Curriculum development in Pakistan

Unit 4: Curriculum development models

- 4.1 Tyler model
- 4.2 Wheeler model
- 4.3 Taba model
- 4.4 Skilbeck model

Unit 5: Curriculum evaluation

- 5.1 Meaning and significance of evaluation
- 5.2 Types of evaluation
- 5.3 Steps in curriculum evaluation
- 5.4 Critical problems of curriculum evaluation

Unit 6: Curriculum change and innovation

- 6.1 Concepts of change and innovation
- 6.2 Sources of curriculum change
- 6.3 Barrier to curriculum change
- 6.4 Strategies for curriculum change

Books Recommended

- Farooq , R.A (1994). Educational planning and management in education system in Pakistan: issues and problem, Islamabad: Asia Society.
- Pincent, A (1969). Principles of teaching methods, London: George G. Harrp & Co.
- Taba, H. (1962). Curriculum development: theory and practice, New York: Harcourt, Brace & World.
- Daniel Tanner and Laurel N. Tanner, (1995). Curriculum development theory Practice, 3rd Ed. Merrill.
- Murray P. (1993). Curriculum development & design, 5th Edition.
- Sharma R.C (2002). Modern methods of curriculum organization. New Delhi.
- sssNicholls, Andrey and S. Howard Nicholls (1978). Developing a curriculum practical guide Landon: Greg Allen & UnWin
- Farooq, R.A. (1993). Education system in Pakistan. Islamabad: Asia Society for the promotion of innovation and reforms in education.
- Kelley A.V (1999). The Curriculum: theory and practice. London. Paul Chapman.
- McNeil J. D (1990). Curriculum: A comprehensive introduction, (4th.Ed) Los Angeles: Harper Collins

Paper 3 Advanced Educational Psychology

Objectives: This course will enable the students to:

1. explain the meaning, concept and scope of educational psychology;
2. identify schools of psychology;
3. discuss the process of growth and development;
4. explore the theories of learning and personality;
5. explain individual differences, motivation, memory and intelligence;
6. identify the learning disabilities;
7. discuss the concept of adjustment.

Course Outlines

Unit 1: Introduction

- 1.1 Concept, meaning, scope and nature
- 1.2 Educational psychology and teaching
- 1.3 Functions of educational psychology

Unit 2: Schools of Psychology

- 2.1 Structuralism
- 2.2 Functionalism
- 2.3 Cognitive
- 2.4 Humanism
- 2.5 Behaviorism
- 2.6 Psychoanalysis
- 2.7 Gestalt View

Unit 3: Human development

- 3.1 Concept, principle, sequential stages of development
- 3.2 Factors influencing development
- 3.3 Theories of development (Piaget, Erikson, Kohlberg, Bruner)

Unit 4: Individual differences

- 4.1 Meaning & concept of individual differences
- 4.2 Sources and types
- 4.3 Differences in learning & thinking styles
- 4.2 Determinants of individual differences
- 4.3 Effects of individual differences on learning

Unit 5: Learning & motivation

- 5.1 Concept of learning
- 5.2 Theories of learning and their educational implication
 - a) Insight theory
 - b) Trail & error
 - c) Classical conditioning
 - d) Operant conditioning
 - e) Social learning theory

Transfer of learning - concept & types

- 5.4 Meaning, concept of motivation
- 5.5 Theories of motivation (McDougall, Hull, Freud, Maslow, Adler)

5.6 Role of motivation in learning

Unit 6: Personality & adjustment

- 6.1 Meaning & concept of personality
- 6.2 Theories of personality (Freud, all port, Adler, Roger, Cattell)
- 6.3 Measurement of personality
- 6.4 Meaning & concept of adjustment
- 6.5 Causes, symptoms & treatment
- 6.6 Models & methods of adjustment

Unit 7: Attention, memory & forgetting

- 7.1 Meaning & concept of attention
- 7.2 Types of attention
- 7.3 Factors of attention
- 7.4 Remembering & memory
- 7.5 Process of memorization
- 7.6 Reasons of forgetting
- 7.7 Types & theories of forgetting

Books Recommended

- Arif, H. A. (2003). Child development and learning. Lahore: Majeed Book Depot.
- Berk, L. E. (2006). Child development (7th Edition). Pearson Prentice Hall: Pearson Education, Inc.
- Cook, J., & Cook. (2010).The world of children (2nd Edition). Boston, M A. Parson Education Inc.
- Meggitt, C. (2006). Child development an illustrated guide(2nd Edition). New York: The McGraw-Hill Companies, Inc.
- Merman, A& Bronson, P. (2009). Nature shock: new thinking about children. New York: Hachette Book Group.
- Santrock, J.W. (2001). Educational psychology. Boston: McGraw Hill.
- Santrock, J.W. (2003). Child development. New York: McGraw Hill.
- Vander Zanden, J. W. (1997). Child development. (6th Edition). New York: The McGraw-Hill Companies, Inc
- Myer, G. B. (1968) .Educational psychology (Third Edition). New York: The Millan Co.
- Fontana, D. (1988) Psychology for teachers, 2nd Edition. England: The British psychological society in collaboration with Macmillan Publishers.
- Gage, N.L . (1991) Educational psychology, New Jersey Houghton Mifflin Co.
- Santrock, J. N. (2001). Educational psychology, Boston: McGraw Hill Inc.
- Biehler and Snowman (1997).Applied Psychology: Mifflin Company
- Woolfolk, A.E. (1998) 'Educational psychology', 9th Ed.
- Ormrod, J. E.(1998).Educational psychology: Prentice Hall
- Arif, H. A. (2003). Child development and learning. Lahore: Majeed Book Depot. Berk, L. E. (2006).Child development. (7th Edition). Pearson Prentice Hall: Pearson Education, Inc.

Paper 4 Educational Management & Planning

Objectives: This course will enable the students to:

1. differentiate between leadership, management and educational management;
2. describe the process of management;
3. explain the rules and regulations in school management;
4. identify different approaches to educational planning;
5. discuss various theories of leadership and their application in education;
6. describe the process of educational financing and its various aspects;
7. differentiate different styles of leadership.

Course Outlines

Unit 1: Introduction

- 1.1 Meaning, nature and scope of management & leadership
- 1.2 Difference between leadership & management
- 1.3 Difference between general and educational management and leadership

Unit 2: Process of management

- 2.1 Planning
- 2.2 Organizing
- 2.3 Staffing
- 2.4 Communicating
- 2.5 Controlling
- 2.6 Budgeting

Unit 3: Rules & regulations

- 3.1 Rules regarding appointment, leaves pay and allowances
- 3.2 Efficiency and discipline rules
- 3.3 Terms of reference of various personnel in school
- 3.4 Code of ethics

Unit 4: Educational planning

- 4.1 Meaning and nature of educational planning
- 4.2 Approaches to educational planning
 - (A) Perspective planning
 - (B) Institutional planning
- 4.3 Planning process at federal, provincial and local levels in Pakistan
- 4.4 Human resource planning
- 4.6 Factors affecting educational planning

Unit 5: Theories of leadership

- 5.1 Trait theories
- 5.2 Contingencies theories

Unit 6: Educational financing

- 6.1 Management of financing
- 6.2 Nature and scope of educational finance
- 6.3 Sources, procurement, budgeting and allocation of funds
- 6.4 Maintenance of accounts

- 6.5 Sharing and distribution of financial responsibility
- 6.6 Mobilization of local resources
- 6.7 Private and self financing of educational institutions

Unit 7: Leadership styles

- 7.1 Democratic
- 7.2 Autocratic
- 7.3 Laissiz-Faire
- 7.4 Situational Leadership

Books Recommended

- Muhammad I. (1997). Educational administration
- Sultan M. (nd) School organization and management: West Pakistan Pub
- Mohanty J. (nd) Educational administration, supervision and school management
- Tilak J.B. (nd) Educational planning at grass roots
- Thakur and D.N Thakur (nd) Educational planning and administration
- Sinha (2002). Management and administration

Paper 5 Philosophy of Education

Objectives: This course will enable the students to:

1. explain, describe and use correctly the significant terms/concepts of philosophy
2. explain the philosophical origins of educational theories and practices
3. develop a philosophical outlook toward educational problems`
4. discuss the contributions of the important philosophical schools to the theory and practice of education.
5. identify and describe the main features of the Islamic view about the concepts of reality, knowledge and values
6. apply philosophical methods to educational theory and practices

Course Outlines

Unit 1: Introduction

- 1.1 Meaning and significance of philosophy of education
- 1.2 Main divisions of philosophy and its relationship with education
- 1.3 Metaphysics
- 1.4 Epistemology
- 1.5 Axiology
- 1.6 Significance of philosophy of education and its relation to the values of life

Unit 2: Schools of philosophies

- 2.1 Imperennialism
- 2.2 Essentialism
- 2.3 Idealism
- 2.4 Realism
- 2.5 Humanism
- 2.6 Naturalism
- 2.7 Pragmatism
- 2.8 Existentialism

Unit 3: Muslim Philosophers

- 3.1 Imam Ghazali
- 3.2 Ibne-Khaldoon
- 3.3 Allama Iqbal
- 3.4 Shah Waliullah

Unit 4: Western Philosophers

- 4.1 Plato
- 4.2 Aristotle
- 4.3 Rousseau
- 4.4 John Dewey
- 4.5 Pestalozzi

Unit 5: Islam & educational theory

- 4.1 Islamic philosophy of education
- 4.2 Concept of reality, value and knowledge
- 4.3 Role of teacher in Islamic society
- 4.4 Functions of school and society

Books Recommended

- Butter, J. Donald (1988). Four philosophies and their practice in education and Religion, New York: Harper and Ron
- Noddings Nel (1995). Philosophy of education, Colorado: Harper Collins Publishers
- Samuelson And Markowitz (1987). An Introduction to Philosophy In Education, New York: Philosophical Library, Inc
- Canestrari, A. (2009). Foundations of Education. New York: Sage Publications.
- Brubaccher, John S. (1998).Modern philosophies of education, New York: McGraw-Hill
- Butter, J. Donald (1988).Four philosophies and their practice in education and religion, New York: Harper And Ron
- Eugene, F.P. (2005). Critical issues in education: anthology of reading. New York: Sage Publications.
- Goldblatt, P.F., & Smith, D. (2005). Cases for teacher development. New York: Sage Publications.
- Holt, L.C. (2005). Instructional patterns: strategies for maximizing students learning.
- Murphy, D. (2005). Foundations/introduction to teaching. USA: Allyn & Bacon
- Semel, S. F. (2010). Foundations of education: the essential texts. USA: Routledge

Paper 6 Research in Education

Objectives: This course will enable the students to:

1. explain concept, scope and importance of research;
2. develop an understanding of research in education ;
3. describe approaches in research ;
4. explain different types and methods of research;
5. develop a research proposal;
6. conduct research study;
7. prepare a research report.

Course Outlines

Unit 1: Introduction

- 1.1 Concept and meaning of research
- 1.2 Types of research by function and designs
- 1.3 Educational research

Unit 2: Approaches in research

- 2.1 Quantitative research
- 2.2 Survey research
- 2.3 Experimental research
- 2.4 Causal comparative research
- 2.5 Co-relational research
- 2.6 Quantitative research
- 2.7 Action research
- 2.8 Case study
- 2.9 Ethnography
- 2.10 Grounded theory
- 2.11 Phenomenological study
- 2.12 Narrative study
- 2.13 Historical study

Unit 3: Methodology

- 3.1 Population
- 3.2 Sampling
- 3.3 Instrumentation
- 3.4 Data collection procedure

Unit 4: Process of research

- 4.1 Stages in the research process
- 4.2 Problem identification
- 4.3 Literature review
- 4.4 Research design
- 4.5 Instrumentation
- 4.6 Pilot testing
- 4.7 Data collection
- 4.8 Data analysis

Unit 5: Data analysis

- 5.1 Descriptive

5.2 Inferential

Unit 6: Report writing

6.1 Qualitative research report

6.2 Quantitative research report

Recommended Books

- Johson. & Christensen, L. (2008). Educational research quantitative, qualitative and mixed approach (3rd Edition). Los Angeles: Sage Publications.
- Gay, L.R. (2000). Educational research (9th Edition). Islamabad: National Book Foundation.
- Mcmillan, J.H. & Schumaker, S. (1989). Research in education: A Conceptual Introduction. (2nd Edition) New York: Harper Collins.
- Bryman, A. (1988). Quantity and quality in Social Research. London: Unwin Hyman.
- Burden, P. (1995). Classroom management and discipline. New York: Longman.
- Hoy, W.K. & Miskel, G.C (1996). Educational administration: theory research and Practice, (5th Ed.) New York: McGraw Hill Inc.
- Lunenburg & Ornstein,(2004). Educational Administration: Concepts And Practices Tony Bush: Theories of educational management.
- Robbins, S.P. (1996). The Administrative process. Sydney: Prentice Hall.
- Fraenkel, J. & Norman, E. (2005). How to design and evaluation research (8th Edition)
- Newman, W.L. (2006) Social research methods New Delhi: Pearson.

Research Thesis Marks: 100

Each student has to complete a short research on any education related problem

Optional Courses

Paper 7 Computer Education II

Objectives: This course will enable the students to:

- 1 explain scope of teaching of computer;
- 2 explore and apply the modern methods in teaching of computer;
- 3 use modern techniques of evaluation in teaching of computer;
- 4 manage computer laboratory in a school;
- 5 plan and implement lesson effectively in teaching of computer.

Course Outlines

Unit 1: Introduction

- 1.1 History, types and importance of computer
- 1.2 Computer system parts
- 1.3 Hard ware and soft ware
- 1.4 Computer configuration
- 1.5 Types of software

Unit 2: Operating System

- 2.1 Introduction, types and functions
- 2.2 Introduction to Linux, installation of operating system on computer system.
- 2.3 Translators (compiler/interpreter, assembler)
- 2.4 Managing files and folders using 'my computer'
- 2.5 Introduction to internet, email, searching websites, lan, wan, using different messengers (Skype, yahoo, Google talk)

Unit 3: Data Bases

- 3.1 Data base- basics (data file/table, record, field)
- 3.2 Planning of data base structure, data types
- 3.3 Primary key/ identifier concept
- 3.4 Creating table (in design view, by using wizard), saving tables
- 3.5 Handling data (data entry, adding, editing, deleting)
- 3.6 Data validation, sorting and filtering, printing records in tables
- 3.7 Forms- creating forms using wizard, saving, printing record, editing, deleting adding through forms

Unit 4: MS word

- 4.1 Ms Word (practice how to write thesis and reports).
- 4.2 Ms Power point: introduction and making presentations
- 4.3 MS excel
- 4.4 Spread sheet and its application
- 4.5 Lay out of worksheet
 - Starting a new worksheet
- 4.7 Opening, saving, editing and printing the worksheet
- 4.8 Inserting and deleting rows and columns
- 4.9 Entering series (formula)

Unit 5: E-Learning

5.1 Introduction to e- learning technology

5.2 The effectiveness of e-learning/ teaching

5.3 Teaching with e- learning technology

5.4 Learning management system and learning content management system

5.5 Distance learning classes

Recommended Books

- Faden, P.D., and Vogel, R.M. (2003). *Methods of teaching*, Boston: Mc-Graw Hills.
- Joyce, B., Weil M., and Calhoun, E. (2000). *Models of teaching*, 6th Ed. Boston: Allyn And Bacon.
- Norton, P. (2000). *Introduction to computers* 5th Ed; New York: Mc-Graw Hill Book Co.
- Norton, P. (2003). *Introduction to computers*, 5th Ed., New York: McGraw-Hill
- Norton, P., & Spragu, D. (2001). *Technology for teaching*, Boston: Allyn and Bacon. Sharma, A. (1999). *Modern educational technology*, New Delhi: Prentice-Hall.
- Sharma, S. R. (2000). *Effective classroom teaching modern methods, tools and techniques*. Jaipur: Mangal Deep Publications.
- Shelly, G. B. & Vermaat, M. E. (2008). *Discovering computer*. Pakistan: Book Media

Paper 8 Secondary Education in Pakistan

Objectives: This course will enable the students to:

- 1 develop insight into society and the needs of the secondary school child.
- 2 become aware of the challenges and issues of secondary education in Pakistan
- 3 analyze the curricular and co-curricular activities
- 4 be aware of the secondary administrative settings of institutions in Pakistan
- 5 apply approaches in teaching and learning at secondary level in Pakistan

Course Outlines

Unit 1: Introduction

- 1.1 History of secondary education in Pakistan
- 1.2 Secondary education during British rule
- 1.3 Education and changes from 1947 to date

Unit 2: Process of secondary education

- 2.1 Enrollment and facilities
- 2.2 Curricular development
- 2.3 Science education
- 2.4 Woman education

Unit 3: Curriculum development

- 3.1 Curricular recommendations from 1947 to date
- 3.2 Introducing and counseling
- 3.3 Measures and recommendations

Unit 4: Teacher training

- 4.1 Objectives and nature of pre-service training
- 4.2 Objectives and nature of in-service training

Unit 5: Challenges of future

- 5.1 Quantitative projection
- 5.2 Qualitative challenges
- 5.3 Related issues

Recommended Books

- Al-Naqib-al-Attas, Syed Muhammad (1979). Aims and Objectives of Education, Jeddah: King Abdul Aziz University.
- Iqbal Muhammad, (1999). The Reconstruction of Religious thought in Islam, Lahore: Shaikh Muhammad Ashraf.
- John, S. Brubacher (1987). Modern Philosophies of Education, New Delhi: TATA McGraw Hill Publication Co.
- Mansoor, A. Qureshi, (1983). Some Aspects of Muslim Education, Lahore: Universal Books.
- Nayak, A. K., & Rao, V. K. (2002). Secondary education. New Delhi: A.P.H. Pub. Corp.
- Perie, M., Snyder, T. D., & National Center for Education Statistics. (2000). Elementary and secondary education: An international perspective. Washington, D.C: U.S. Dept. of Education, Office of Educational Research and Improvement (555 New Jersey Ave., NW, Wash. DC 20208.

Paper 9 Teacher Education in Pakistan

Objectives: This course will enable the students to:

- 1 explain teacher education program
- 2 gain basic knowledge about teacher education curriculum development;
- 3 tell the goals and objectives of teacher education in Pakistan;
- 4 identify the functions of the colleges of teacher training institutes;
- 5 explain the structure of teacher education;
- 6 differentiate between provision of teacher training through distance and other means;
- 7 identify the different effective methods of delivering quality in-service and pre-service teacher training.

Course Outlines

Unit 1: Introduction

- 1.1 Meaning and nature of teacher education
- 1.2 Significance of teacher education
- 1.3 Aims of teacher education

Unit 2: Objectives and needs of teacher education

- 2.1 Industrial advancement
- 2.2 Migration of rural population towards cities
- 2.3 Importance of international relations
- 2.4 Materialistic and non-religious approach
- 2.5 Lack of resources
- 2.6 Spread of democratic ideas
- 2.7 Abundance of knowledge
- 2.8 Retention problem of teachers

Unit 3: Scope of teacher education

- 3.1 General education
- 3.2 Specialized education
- 3.3 Technical education
- 3.4 Teacher training
- 3.5 Practical and ideological learning
- 3.6 Ratio between content and pedagogy
- 3.7 Ideological basis of teacher education

Unit 4: Meaning of training

- 4.1 Teacher education in Pakistan
- 4.2 Checklist on modernization
- 4.3 Role of teacher in an advanced society
- 4.4 Study of education
- 4.5 Teacher as an agent of change
- 4.6 Resources of education
- 4.7 Role of teacher in nation building
- 4.8 Curriculum of teacher education
- 4.9 Means of communication for teachers
- 4.10 Teacher education: role of guidance and counseling

Unit 5: Teacher education: community and education

- 5.1 Need of child and demands
- 5.2 Community and school
- 5.3 Role of community
- 5.4 Teacher education: research and education
- 5.5 Research on teaching methodologies
- 5.6 Research on effectiveness of teacher
- 5.7 Standards of effectiveness of teacher

Unit 6: Teacher and teaching: Islamic perspective

- 6.1 Some aspects of Islamic education
- 6.2 Islamic education: aims, goals and objectives
- 6.3 General objectives
- 6.4 Specific objectives
- 6.5 Islamic education: curriculum
- 6.6 Islamic education: methods of teaching
- 6.7 Teaching through advice and preaching
- 6.8 Punishment as teaching methodology
- 6.9 Teaching through habit modification
- 6.10 Education theory: Quranic perspective
- 6.11 Principles of teaching and learning Quran
- 6.12 Teacher in Islamic education
- 6.13 Muslim educators: status and role
- 6.14 Teacher education: recommendations of the Islamic world conferences
- 6.15 Recruitment and selection
- 6.16 Preparation of teachers
- 6.17 Evaluation of programme and student teachers
- 6.18 In-service training
- 6.19 Status and recognition
- 6.20 International centre for Islamic education

Unit 7: Development of teacher education in Pakistan

- 7.1 Teacher education system in Pakistan
- 7.2 Elementary school teacher
- 7.3 Middle school teacher
- 7.4 Secondary school teacher
- 7.5 Higher education
- 7.6 Training periods
- 7.7 Role of teachers
- 7.8 Overlapping of curriculum
- 7.9 Teacher education programmes
- 7.10 Teacher training: conditions and suggestions
- 7.11 Introduction and significance
- 7.12 Pre-service training
- 7.13 Institute of education and research
- 7.14 University of education
- 7.15 In-service training
- 7.16 Directorate of staff development
- 7.17 Conditions of service of teachers

7.18 Development of teacher education

7.19 Problems of teacher education

Unit 8: Teacher education: prospectus and future

8.1 Structure

8.2 Implications of the structure

8.3 Basic training

8.4 Concurrent training

8.5 Common courses

8.6 Research and development

8.7 Students and residences

8.8 Structure of teaching profession

8.9 Changing roles of teachers

8.10 Changing methods in higher education

8.11 Teacher education and its link to school

8.12 Interpersonal relationships

8.13 Proposed structure for teacher education

8.14 Teacher education

8.15 Historical perspective

8.16 Curriculum

8.17 General education

8.18 Specific subject mastery

8.19 Psychology and education study

8.20 Applied education

8.21 In-service education

8.22 Affective teacher education

8.23 Teacher as a researcher

8.24 Pre-service student practice teaching

8.25 In-service teacher education

8.26 Teacher education: national policy 1998-2010

8.27 Training primary school teachers

8.28 Introduction

8.29 Teacher training: historical perspective

8.30 Teacher program

8.31 Conventional teacher training program

8.32 Field based teacher training program

8.33 Teacher training through distance education

8.34 In-service training program

8.35 RT program

8.36 PTO program

8.37 Learning modules

8.38 Analysis of teacher training program

8.39 Field based training model

8.40 Distance education model

Unit 9 Structure and curriculum of teacher education

9.1 Structure of teacher education

9.2 Government institute of teacher education

9.3 Teacher education program in government sector

9.4 Teacher education program in private sector

9.5 Curriculum problem and teacher education

- 9.6 The Pakistan science education project
- 9.7 Developing Pakistan's teacher education system
- 9.8 Management and coordination problem
- 9.9 Staffing problems
- 9.10 Resources for teacher education

Unit 10 Instructional strategies and techniques

- 10.1 Computer assisted learning or instruction
- 10.2 Educational life cycle
- 10.3 Purposes and limitations
- 10.4 Alternatives for teachers
- 10.5 Appropriate circumstances for use of computers
- 10.6 Characteristic of computer assisted learning
- 10.7 Evaluation and research
- 10.7 Computer assisted self-instructed system for teachers
- 10.8 Rational of self-instruction system in teacher education
- 10.9 A conceptual model for designing a self instruction system
- 10.10 The present state of system under development
- 10.11 Educational document management and retrieval system
- 10.12 Non-graded lasses or mixed ability groups
- 10.13 Formal and non-formal education
- 10.14 Distance education
- 10.15 Team teaching

Unit 11 Teaching competencies and role of educational technologies

- 11.1 Teacher competency
 - 11.2 Effective teaching
 - 11.3 General areas of teacher competency
 - 11.4 Teaching skills
 - 11.4.1 The person centered approach
 - 11.4.2 Carol Rogers and person centered approach
 - 11.4.3 Internal motivation
 - 11.4.4 Hidden motivation
 - 11.4.5 The core conditions
 - 11.5 Empathy, genuineness, warmth, counseling skills, listening, reflective listening
 - 11.6 The teacher as decision maker

Unit 12 Micro teaching

- 12.1 Micro teaching in initial teacher training
- 12.2 Skills analysis
- 12.3 Preparation
- 12.3 Starting a lesson
- 12.4 Questioning
- 12.5 Sensitivity to feedback and reaction
- 12.6 Structuring the discourse
- 12.7 Internet as learning tool

Unit 13 Teacher education: comparative perspectives

- 13.1 Teacher education in Scotland, UK, China, Japan, India, Malaysia, Sri-Lanka, Thailand

Unit 14 Teacher education and challenges of 21st century

- 14.1 Teacher's toolkit

- 14.2 New professional profile of teaching staff
- 14.3 ACEID
- 14.4 recommendations for teacher education
- 14.5 Recommendations for schools
- 14.6 Recommendations to teachers
- 14.7 Cooperative
- 14.8 Remedial teaching
- 14.9 Establishing partnership

Books Recommended

- Islamabad ASPIE (1994) Education system in issues and problems. Islamabad: Asia Society for Promotion of innovation and reforms in education
- Farooq, R.A (1990) Survey study on problems and prospects of teacher education In Pakistan
- Shahid.S.M (Nd)Teacher education in Pakistan
- Ghulam G (Nd) Teacher education and professional organizations
- Tonney et al (Nd) Learning to teach in secondary school

Paper 10 Environmental Education

Objectives: This course will enable the students to:

1. explain the concept and nature of environmental education;
2. analyze the values of various natural resources;
3. analyze critically environmental issues;
4. appreciate the role of environmental education in sustainable development.

Course Outlines

Unit- 1 Introduction

- 1.2 Nature and scope of environmental education
- 1.2 Natural environment
- 1.3 Eco-system, ecology and bio-diversity
- 1.4 Natural flow in eco-system

Unit -2 Natural Resources

- 2.1 Renewable and non-renewable resources
- 2.2 Forests, wildlife, mineral and common property resources
- 2.3 Problems of natural resources in Pakistan
- 2.4 Environmental issues and their relation with natural resources

Unit -3 Technological advances

- 3.1 Industrial revolution
- 3.2 Population growth
- 3.3 Intensification of agriculture
- 3.4 Economic development
- 3.5 Global environmental issues

Unit -4 Built Environment

- 4.1 Brown Environment
- 4.2 Industrialization
- 4.3 Pollution
- 4.4 Global environmental and green house effects
- 4.5 Society and nature

Unit -5 Energy & its Conservation

- 5.1 Renewable and non-renewable sources of energy
- 5.2 Alternative sources
- 5.3 Intermediate technology
- 5.4 Nuclear energy

Unit -6 Education for Action

- 6.1 Environmental education for citizenship
- 6.2 Environmental ethics and values

Books Recommended

- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.
- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
- Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane

Paper 11 Guidance and Counseling

Objectives: This course will enable the students to:

1. differentiate the nature and meaning of guidance and counseling;
2. analyze secondary school guidance;
3. describe historical basis of current features of guidance;
4. explain the importance of guidance and counseling in child education.

Course Outlines

Unit- 1 Introduction

- 1.1 Differentiate between guidance and counseling
- 1.2 Objectives of guidance
- 1.3 Principles of guidance
- 1.4 Types of guidance, individual guidance, general guidance and group guidance
- 1.5 Areas of guidance: personal, vocational, avoational, educational, social, moral, health, and leisure time guidance
- 1.6 Guidance for population with special needs
- 1.7 Mentally challenged learner: slow learners, mentally retarded and gifted learners.
- 1.8 Learning disabilities: dyslexia, dysgraphia, dyscalculia
- 1.9 Disadvantaged groups: social, economic, and educational (overachievers and underachievers)

Unit -2 Guidance & counseling personnel

- 2.1 Teacher in guidance and counseling
- 2.2 Psychologist and students services
- 2.3 Administrator in guidance and counseling
- 2.4 Librarian in guidance and counseling
- 2.5 Career counseling

Unit -3 Techniques of guidance

- 3.1 How the teacher can assist the learner to make informed choices to guide their future
- 3.2 Assisting the learner in personal and social development
- 3.3 Developing guidance skills: questioning techniques, active listening

Unit -4 Basic Skills of counseling

- 4.1 Identifying elementary social problems the classroom teacher can resolve
- 4.2 Exercising basic counseling skills
- 4.3 Evaluating basic counseling techniques among peers

Unit -5 Career counseling

- 5.1 Nature and importance
- 5.2 Types of career counseling
- 5.3 Levels of career counseling
 - A. Individual
 - B. Group

Unit -6 Approaches in counseling

- 6.1 Group counseling approaches
- 6.2 Group guidance approaches
- 6.3 Counselor- staff responsibilities

Unit -7 Evaluation of guidance

- 7.1 The process of evaluation guidance
- 7.2 Evaluation of guidance services in a typical high school

Unit- 8 Cumulative record cards

- 8.1 nature and purpose of CRC
- 8.2 Advantages of CRC
- 8.3 Design of CRC

Books Recommended

- Rao. S. N and Hari, M.S (2006) Guidance and counseling. New Delhi: Discovery Pub
- Mishra R. (2004). Guidance and counseling. Vol 1& 2 New Delhi APH
- Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
- Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
- Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
- Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
- Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
- Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications

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