



University of Lakki Marwat

Department of Education & Research

M.A Education (02 Years)

PROGRAM LENGTH

Duration:	02 years
Semester:	04
Courses:	17
Maximum Credit Hours:	57

ENTRY REQUIREMENTS (Eligibility Criteria)

B.A/B.Sc with 2nd Division and 40 score in Entry Test

ANNUAL INTAKE

There are 40 places available annually.

Course Structure

1st Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Advanced Educational Psychology	EDU:M1101	03
2.	Education System of Pakistan	EDU:M1102	03
3.	Curriculum Development and Implementation	EDU:M1103	03
4.	Foundations of Education	EDU:M1104	03

2nd Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Educational Management and Supervision	EDU:M1205	03
2.	Child Development	EDU:M1206	03
3.	Educational Measurement and Evaluation	EDU:M1207	03
4.	i) Teaching of English (Optional)	EDU:M1208	03
	ii) Teaching of Biology (Optional)	EDU:M1209	03
	iii) Teaching of Physics (Optional)	EDU:M1210	03

3rd Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Educational Technology	EDU:M2311	03
2.	Educational Philosophy	EDU:M2312	03
3.	Teacher Education	EDU:M2313	03
	i) Teaching of Pakistan Studies (Optional)	EDU:M2314	03
	ii) Teaching of Chemistry (Optional)	EDU:M2315	03
4.	iii) Teaching of Mathematics (Optional)	EDU:M2316	03

4th Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Institutional Organization and Management	EDU:M2417	03
2.	Gender and Social Perspectives of Education	EDU:M2418	03
3.	Guidance and Counselling	EDU:M2419	03
4.	Educational Research and Statistics	EDU:M2420	03
5.	Teaching Practice	EDU:M2421	03
6.	Research Thesis	EDU:M500	06



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Course Code: EDU:M1101	Advanced Educational Psychology	3 Credit Hours
M.A Education (2 years)	(1st Semester)	

Objectives:

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

- Apply principles of psychology in class room settings
- Discover the new avenues of classroom teaching on the basis of psychological theories better teaching-learning situation.
- Solve classroom problems using principles of learning.
- Understand motivation and strategies to increase motivation in the classroom.

Unit 1: Introduction to educational psychology

- Meaning and concept of psychology
- Definition of educational psychology
- Need of educational psychology in education
- Scope of educational psychology

Unit 2: Human Growth and Development

- Concept and definitions
- Difference between growth and development
- Stages of physical development
- Principles of child development

Unit 3: Cognitive Development

- Meaning and concept of cognitive development
- Theories of cognitive development (Piaget's Theory and Vygotsky's Theory)

Unit 4: Learning

- Definition of learning
- Theories of learning
- Factors effecting learning

Unit 5: Motivation

- Concept and definition
- Motivation Techniques
- Theories of motivation
- Factors affecting motivation

Unit 6: Individual Differences

- Concept of individual differences
- Types of individual differences

Unit 7: Intelligence

- Concept and definition

- Measurement of Intelligence

Unit 8: Personality

- Definition of personality
- Theories of personality
- Personality traits
- Characteristics of personality

Recommended Books

- Arbuckle, D.S. (1961). *Guidance and Counseling in the Classroom*. Boston: Allyn & Bacon. Gibon, R.L. and Mitchel M.H. (1999).
- *Introduction to Counseling and Guidance*. New Jersey: Prentice Hall Santrock J. W. (2006).
- *Educational Psychology*, McGraw-Hill Company. Skinner, C. E. (2006).
- *Educational Psychology*. New Delhi: Prentice- Hall. Woolfolk, C. (2006).
- *Educational Psychology*. New York: Allyn and Bacon.
- Fontana, D. (1988) *Psychology for Teachers*, 2nd edition, England: The British Psychological Society in collaboration with Macmillan Publishers.
- Child, D. (1993). *Psychology and the Teacher*, 5th Edition London: Cassell.



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Course Code: EDU:M1102	Education System of Pakistan	3 Credit Hours
M.A Education (2 years)	(1st Semester)	

Objectives:

- To know the history of education before and after the birth of Pakistan.
- To understand the Muslim outlook towards education;
- To be aware of the efforts of the various governments for bringing change in education in quality and quantity as envisaged in its educational policies.
- Identify the contemporary trends in education
- To understand the impact of policies on education
- To know the strengths & drawbacks of the system of education in Pakistan

Unit 1: Introduction

- Definition and concept of education
- Significance and importance of education
- Functions of education

Unit 2: Islam and Education

- Relationship between Islam and Education
- Role of Muslim scholars for promotion of education in Pakistan
- Role of Muslim leaders in education

Unit 3: National Educational Conference 1947

- Quaid-e- Azam Message
- Fazal ur Rehman three dimensions of Education
- Aims of the Education Conference
- Recommendations of the conference

Unit 4: National Education Commission 1959

- Background
- Objectives of the commission
- Salient features of the commission
- Implementation Policy Regarding Education Commission 1959

Unit 5: Educational Policies of Pakistan

- New Educational policy 1970
- Educational policy 1972
- Educational policy 1979
- Educational policy 1992
- Educational policy 1998-2010
- Educational policy 2009

Unit 6: Provision of Education in Five Years Plans

- Objectives
- Teachers' training
- Educational research
- Elementary and Secondary Education
- Colleges and Universities
- Adult education
- Role of private sector in education

Unit No7: Provincial Departments of Education

- Level of Education at Provincial Level
- Provincial Directorates of Education
- Directorate of Elementary & Secondary Education
- Directorate of Colleges & Archives
- Directorate of Technical education
- Curriculum Bureaus
- Text Book Boards

Unit 8: Educational Institutions in Pakistan

- Early childhood education
- Elementary education
- Secondary education
- Colleges and universities
- Teachers' education institutions

Unit 9: Examination System of Pakistan

- Concept, importance and objectives of examination
- Semester System (Meaning, Nature, Merits and Demerits)
- Terminal System ((Meaning, Nature, Merits and Demerits)

Unit No 10: New Trends in Pakistani Education

- Education Sector Reforms (ESR)
- Human Resource Development (HRM)
- Technological Development & Education
- Non-Formal (Distance Education)
- Special Education
- Problems & Issues in the Education System of Pakistan

Recommended Books

- Hayes Louis (1987) The Crisis of Education in Pakistan Vanguard
- Coombs. Philip H. The world Crisis in Education Ibid
- Dave R.H. (1976) Foundation of Life Long Education UNESCO Institute of Education Pergaman Oxford UK
- Crophey, AJ (1977). Life Long Education Psychological Analysis Pergaman Oxford UK
- Govt. of Pakistan National Bureau of Curriculum & Text book, Islamabad July -1999
- Ibrahim, Imran Educational Guide of Pakistan, lahore, Ibrahim Publisher 1999



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Course Code: EDU:M1103	Curriculum Development and Implementation	3 Credit Hours
M.A Education (2 years)	(1st Semester)	

Objectives:

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

- Understand the concept of curriculum.
- Aware about the process of curriculum development in Pakistan.
- Examine the components of curriculum development.
- Differentiate between different types of curriculum.
- Write curriculum objectives in behavioral terms.
- State the critical issues, problems and trends in curriculum

Unit 1: Introduction

- Meaning, nature and definition of Curriculum
- Elements of Curriculum: Objectives, Content selection, Curriculum Implementation, evaluation of Curriculum.
- Types of curriculum
- Needs of curriculum development

Unit 2: Foundations of Curriculum

- Philosophical foundation
- Psychological foundation
- Sociological foundation
- Economic foundation

Unit 3: Curriculum Intents

- Concept and definitions curriculum intents
- Types of Objectives
- Taxonomies of educational objectives (Cognitive Domain, Affective Domain and Psychomotor Domain)
- Characteristics of effective objectives.

Unit 4: Curriculum Contents

- Definitions and concept of curriculum contents
- Procedure of content selection
- Principles of Content selection
- Organization of content.

Unit 5: Curriculum Models

- Objective Model
- Cycle Model
- Dynamic Model

Unit 6: Curriculum Designs

- Subject-centered Curriculum
- Learner-centered Curriculum
- Activities-centered Curriculum
- Core curriculum

Unit 7: Curriculum Development Process

- Elementary and secondary level
- Basic Principles
- Issues and problems
- Role of teacher in Curriculum development

Unit 8: Curriculum Change

- Concept of Curriculum change.
- Factors influencing in changing the curriculum.
- Strategies of curriculum change.
- Barriers to curriculum change.

Unit 9: Curriculum Evaluation

- Concept of Curriculum evaluation.
- Types of Curriculum evaluation.
- Critical evaluation of existing curriculum at secondary level in Pakistan.

Recommended Books

- Barnes, Douglas, (1982) Practical Curriculum study, London: Routledge & Kegan Paul.
- Beane I.A, Toefler C.F & Alessi S.J (1986). Curriculum planning & Development. Boston and Bacon.
- Brent, Allen, (1978) Philosophical Foundation for Curriculum, Lahore, Majeed book depu.
- Eggleston, John, (1977) The sociology of the school Curriculum, New York: Harcourt, Brace and World, INC.
- Eisner, Elliot, (1982) Cognition and Curriculum, New York: Harcourt, Brace and World, INC.
- Farooq, R.A (1993). Educational system in Pakistan. Islamabad: Asia Society for the promotion of innovation and Reforms in Education.
- Goodson I F (1983) School Subjects & Curriculum Change, London: Croom, Helm.
- Hilda Taba, (1990) Curriculum Development Theory and Practice, New York: Harcourt, Brace and World, INC.
- Kelly A.V (1999). Curriculum: A comprehensive introduction, (4th. Ed) Los Angeles: Harper Collins.
- Murray P. (1993). Curriculum Development & Design. (5th ed)
- R.P.Vashist, (2003) Encyclopedia of Curriculum Development, Delhi: Commonwealth Publishers.
- Shahid, S M, (2005) Curriculum & Instruction, Lahore, Majeed book depu.
- Sharma R.C (2002). Modern Methods of Curriculum organization. New Delhi:
- Venable Tom C (1998) Pattern in Secondary School Curriculum, New York: Happer & Row Publishers.



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Course Code: EDU:M1104	Foundations of Education	3 Credit Hours
M.A Education (2 years)	(1st Semester)	

Objectives of the Course

After completion of the course, the students will be able to know about:

- Meaning of education
- Relationship of philosophy to education
- Factors effecting education in Pakistan
- Different philosophical theories
- Sociology of education and social structure
- Relationship between education and human psychology
- Islamic foundations of education

Unit 1: Introduction

- Meaning and concept of education
- Aims of education
- Historical perspective of education
- The relationship of education to other social sciences

Unit 2: Philosophical Development of Education

- Definition of philosophy and educational philosophy
- Modes/styles of philosophy
- Ontology, epistemology and axiology in education
- Sources of knowledge
- Scientific knowledge and philosophy

Unit 3: Philosophical Theories

- Naturalism
- Idealism
- Pragmatism
- Realism

Unit 4: Sociology of Education

- Meaning and concept
- Culture and education
- Society and education
- School and education

Unit 5: Social Structures

- Meaning of social class
- Social groups and education
- Factors affecting social structure and role of education
- Social institutions and education

Unit 6: Education and Human Psychology

- Relevance of psychology and education
- Role of motivation in education
- Development of positive attitude
- Factors affecting personality

Unit 7: Islamic Foundations of Education

- Meaning and importance of education in Islam
- Source of knowledge in Islam
- Islamic education in historical perspective

Unit 8: Factors Affecting Education in Pakistan

- Educational setup (educational system)
- Curriculum
- Medium of instruction
- Evaluation system
- Government policies regarding education
- Educational resources
- Implementation
- Duration of session (Time Factor)

Recommended Books

- Bases of Islamic Education by Abdul Latif
- Culture and Education by Lawrence Stenhouse
- Foundations of Education by Joseph Feallahan-Leanard
- Foundations of teaching and learning by Robert, R-Dum and Robert, L. Endal
- History of Islamic Philosophy by Majid Fakhry
- The challenges of Islamic Renaissance by Syed Abdul Qadus
- The Sociology of Education by Ivor Morrish
- Land Mars in the History of Education by T.L. Jarma. 4



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Course Code: EDU:M1205	Educational Management and Supervision	3 Credit Hours
M.A Education (2 years)	(2nd Semester)	

Objectives

On completion of this course trainee teachers will be able to:

- i. Explain the meaning and concept of classroom management
- ii. Demonstrate the establishment of a constructive classroom learning environment
- iii. Apply various management techniques to assist learners to be responsible for their classroom behavior
- iv. Demonstrate classroom organization to increase student motivation
- v. Analyze classroom situations to minimize behavioral problems
- vi. Organize learning within a classroom environment to maximize available resources and space according to a variety of ages and grade levels of learners and
- vii. Evaluate classroom organization in simulated and actual classroom situations.
- viii. Understand the concept and nature of assessment
- ix. Differentiate between standardized and classroom tests
- x. Integrate objectives with learning assessment
- xi. Develop and analyze test items of different levels
- xii. Understand different alternative classroom assessment techniques

Unit 1: Introduction to Classroom Management

- Concept of Management and Classroom Management
- Elements of “classroom management
- Teacher’s role in Classroom Management

Unit 2: Classroom organization, learner interest and class participation

- Elements of Classroom Management
- Impact of classroom organization on student behavior
- Organizing and Regulating Classroom Learning activities

Unit 3: Classroom Design and Learning

- Sources for learning
- Seating arrangements and learning experiences
- Physical facilities and learning environment
- Evaluating the effective learning classroom
- Managing the overcrowded classroom

Unit 4: Classroom Incentives and Reward

- Concept of Incentives and rewards
- Students Success and behavioral problems in the classroom
- Types of incentives and rewards

Unit 5: Classroom Discipline

- Concept discipline and its types
- Positive Classroom Environment
- Strategies for Managing Discipline
- Problems and its Solution in the Classroom Environment

Unit 6: Classroom Assessment

- Concept of assessment and evaluation
- Purpose of assessment
- Types of Assessment
- Standardized and classroom assessment

Unit 7: Achievement Test

- Definition and concept of Test and Achievement Test
- Characteristics of a good Achievement test
- General guidelines for test construction
- Types of test items (Essay type test items, Objective type test)

Unit 8: Test Construction

- Preparation of Test
- Organization of Test
- Assembling of Test
- Administration of Test
- Conducting Test
- Item Analysis and Modifications

Recommended Books

- i. Angelo, T.A. & Cross, P.K. (1993). Classroom Assessment Techniques (2nd ed.). San Francisco: Jossey-Bass.
- ii. Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- iii. Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Rout ledge Flamer.
- iv. Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.
- v. Kumari, Sarita (2005). Education Assessment, Evolution and Remedial. ISHA Books.
- vi. Mehnaz Aziz, (2007) Assessing children's Development through Observation, Children's Global network Pakistan.
- vii. Smith, D, (2005). Theory of Educational Measurement. New Delhi: Commonwealth.
- viii. Smith, D. (2005). History of Measurement and Evaluation. New Delhi: Commonwealth.
- ix. Smith, D., (2005). Methods of Educational Measurement, New Delhi: Commonwealth.
- x. Swain, Sanjaya, (2005). Educational Measurement, Statistics and Guidance. Kalyani Publications.
- xi. Thomas A. and K. Patricia Cross, 1993, Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition, San Francisco: Jossey-Bass Publishers.



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Course Code: EDU:M1206	Child Development	3 Credit Hours
M.A Education (2 years)	(2nd Semester)	

Objectives

After completing this course, pre-service teachers/teachers will be able to:

- Describe major theories and big themes in how children develop
- Compare the characteristics of various developmental stages according to various theorists
- Identify individual differences of students and children with special needs
- Reflect on their conceptions about child development and its implications for teaching and learning
- The main focus of the course is on the developmental stages of the child at different age levels.

Chapter 1: Introduction

- Concept and definitions of growth and development
- Principles of growth and development

Chapter 2: Stages of Physical Development

- Pre-natal stages.
- peri-natal stages
- post-natal stages

Chapter 3: Piaget's Stages of Intellectual Development

- concept and definition of intellectual development
- Sensory-Motor Stage
- Pre-Operational Stages
- Post-Operational Stage

Chapter 4: Social Development

- Concept and definition of psycho social development
- Erik Erikson theory of psycho social development
- Social learning theories

Chapter 5: Emotional Development

- Concept and definition of emotional development
- Types of emotions
- Factors effecting emotions
- Implications of emotional development for the teachers

Chapter 6: Individual differences

- Concept of Individual differences
- Physical differences
- Intellectual differences
- Social differences
- Emotional differences
- Achievement differences

Chapter 7: Language development

- Milestones in language development
- Receptive language
- Productive language
- Structural components of a language

Recommended Books

- Bredekamp, S. & Copple, C. (eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
- Early Childhood Development (ECD) Pakistan Website: <http://www.ecdpak.com/> Encyclopedia on Early Childhood Development: (Available in English and Urdu) <http://www.child-encyclopedia.com/en-ca/home.html> Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
- Howes, C. (2012). Culture and Child Development in Early Childhood Programs:
- Practices for Quality Education and Care. New York: Teachers College Press.
- RCC; ECD Programme. Nurture: Pakistan's Pioneer Publication on Early Childhood Development. http://www.ecdpak.com/nurture/about_nurture.html
- Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. <http://www.search-institute.org/developmental-assets/lists> Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.



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Course Code: EDU:M1207	Educational Measurement and Evaluation	3 Credit Hours
M.A Education (2 years)	(2nd Semester)	

Objectives

After the end of the course the prospective teachers will be able to:

- Understand the concept of test, measurement and evaluation.
- Determine the qualities of a good test.
- Plan and construct appropriate classroom test to evaluate student's performance.
- Make report of the test results to different stake holders.

Unit 1: Test, Measurement, Assessment and Evaluation

- Concept and definitions of Test, Measurement, Assessment and Evaluation
- Test (Purpose, Scope and Principles)
- Measurement (Purpose, Scope and Principles)
- Assessment (Purpose, Scope and Principles)
- Evaluation (Purpose, Scope and Principles)

Unit 2: Types of Evaluation

- Placement Evaluation.
- Diagnostic Evaluation.
- Formative Evaluation.
- Summative Evaluation.

Unit 3: Types of Tests

- Essay type tests (Merits and demerits)
- Objective type tests (Merits and demerits)
- Speed and power test (Merits and demerits)
- Performance test (Merits and demerits)
- Ability test, Personality test (Merits and demerits)
- Standardized tests and Teacher made test (Merits and demerits)

Unit 4: Test Construction

- Planning the test
- Preparing the test items
- Assembling the classroom test
- Organizing the test

Unit 5: Test Administration and Analysis

- Administration/Conducting the test
- Item Analysis
- Purposes of classroom testing

Unit 6: Qualities of a Good Test

- Reliability
- Validity
- Adequacy
- Objectivity
- Differentiability

Unit 7: Scoring and Interpretation of Tests

- Marking and Grading
- Kinds of marking system
- Basic principles of good marking system
- Reporting test result to parents
- Conducting parents-teachers Conference

Unit 8: Techniques of Measurement and Evaluation

- Observation
- Anecdotal record
- Interview
- Questionnaire
- Inventory
- Check list and Rating Scale
- Projective techniques

Unit 9: Statistical Measures

Frequency Distribution

Measure of Central tendency (Mean, Median and Mode)

Measure of Dispersion (Range, Variance and Standard Deviation)

Recommended Books

- Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- Essa et al, (2005-2006), Educational Measurement & Evaluation, Lahore: Jidran Publications.
- Freeman, Richard, (2004). Planning and implementing assessment. New York: Rout ledge Flamer.
- George, David (2003). Trends in measurement and Evaluation techniques. New Delhi: commonwealth.
- James William (2005). Evaluation and development of School Education. New Delhi: Anmol Publications.
- Khan M A (1994), Educational Psychology, Evaluation 7 Guidance, Lahore: Ilmi Kitab Khana.
- Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and practice. United States: John Wiley & Sons, Inc.
- Shahid S M (2005), Educational Measurement & Evaluation, Lahore: Majeed Book Depu.
- Smith, D, (2005). Theory of Educational Measurement. New Delhi: Common wealth.
- Smith, D, (2005). History of Measurement and Evaluation. New Delhi: Common wealth.
- Smith, D, (2005). Method of Educational Measurement. New Delhi: Common wealth.
- Swain, Sanjaya, (2005). Educational Measurement. Statistics and Guidance. Kalyani Publications.
- Thorndike and Hegan (1972), Educational Measurement, New York: Mac Millan.
- Usman M (1998), Educational Testing & Evaluation, Lahore: Nadeem Younis Printers.



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Course Code: EDU:M1208	(i) Teaching of English (Optional)	3 Credit Hours
M.A Education (2 years)	(2nd Semester)	

Objectives

After successful completion of this course the students will be able to:

- To teach English in grades VI to X
- To teach English from 1 to VIII.
- They will become familiar with the English curriculum and expected student learning outcomes.

Unit 1: Importance and Objectives of Teaching English as a Second Language in Pakistan

- Privileged position of English in Pakistan, its political, social, library, Cultural and economic importance.
- Objective of teaching English in Pakistan.
- Taxonomy of instructional objectives.

Unit 2: Methods of Teaching English

- Grammar translation
- Direct method
- Audio-lingual approach
- Structural approach.
- Communicative approach
- Word building

Unit 3: Four Skills of Language Learning

- Listening comprehension skills
- Techniques of developing listening ability
- Careful listening habits
- Use of cassette-player for developing listening ability.
- Using video-cassettes for effecting listening
- Methods of teaching listening
- Sub skills

(a) Speaking Skills

- Favorable classroom environment for speaking
- Value of pronunciation and intonation in speaking
- Conversation and dialogue
- Language games for oral expression
- Vocabulary building

(b) Reading Skills

- Importance of silent and loud reading
- Methods of teaching reading
- Sub skills

(c) Writing Skills

- Techniques of good handwriting.
- Importance of spelling in writing
- Creative writing (Essays/paragraphs)
- Writing letters and invitations to friends
- Writing applications

Unit 4: Some Techniques for Teaching English

- Group work
- Play way devices (Drama, Mock election, Debates and declamation contests, Projects, English language games)
- Mind map

Unit 5: A.V aids in Teaching of English

- Need and importance
- Charts, models, pictures, role-plays, flash cards, toys and real objects.
- Radio, cassette player, language laboratory.
- Television, VCR. Movies
- Slides, Filmstrip, 01 IP, Multimedia Projector

Unit 6: Lesson Planning

- Importance of activities in all kinds of lessons
- Value of different steps in lesson planning.
- New teaching approaches; activity based.
- Planning structural lessons
- Planning a prose and poetry lesson
- Planning a paragraph, a story and an essay
- Planning a grammar lesson

Unit 7: Assessment

- Construction of objective type test.
- Construction subjective type test.

Unit 8: Poetry

- Ode, intimation of immortality form recollections of early childhood, by William Word worth.
- Ode to the West Wind. By PB Shelley.
- Ode to autumn. By John Keats.
- Ulysses by Alfred Lord Tennyson.

Unit 9: Prose

- National Muslim Education by Mualana Muhammad Ali Jauhar.
- On the need Quiet College by Stephe Leacock.
- The Pakhtuns by Peter Mayne.

Note: *In poetry and prose, the students are required to summarize the above given articles and poems.*

Recommended Books:

- Allama Iqbal Open University, (1989) "Teaching of English B.Ed" Islamabad: Pakistan.
- Cook V (1991) Second Language learning and language teaching 2nd edition London:
- Sheikh N A (1998) Teaching of English as 2 nd language Lahore: Carvan Book House.
- Haycraft, John (1983) "An introduction to English language teaching: "Essex; England.
- Nazir Ahmad Shah (1987) "Teaching of English as a second language" Lahore: Majeed Book Depot.
- Nazir Ahmad Shah. Mrs S.P. Mirza (1989) "Selection of English prose and poetry"
- Shahid SM (1999) "Teaching of English "Lahore: Majeed Book Depu.
- Tahir Muhammad Sharif (1988) "Modern approaches to teaching of English as a second language" Lahore: Majeed Book Depu.
- Murcia, M.C (1991). Teaching as a Second language, 2nd New Bury House Advision of Horaper Collins Publishers.



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Course Code: EDU:M1209	(ii) Teaching of Biology (Optional)	3 Credit Hours
M.A Education (2 years)	(2nd Semester)	

Objectives

After completion of this course learner will be able to:

- Explain the history of Biological science.
- Write the importance of teaching of biological sciences in schools.
- State the objectives in behavior terms.
- Apply the various methods of teaching of Biological science.
- Know the basic concept of bio-science.

Unit 1: Nature of Science

- Definition of science
- Science as a process: Scientific Method
- Science is a product: Scientific Knowledge

Unit 2: Aims/ Objectives of Teaching Science of Biological Science

- Basic goals of biology teaching
- Selection of objectives.
- Preparation of objectives.
- Aims/objectives of biology at elementary level.

Unit 3: Approaches of Teaching Bio-Science

- Problem solving
- Discovery method
- Demonstration method
- Observation and experiment

Unit 4: Practical work in Bio-Science

- Scope & purpose of practical activities.
- Science laboratory
- Safety measure in bio-laboratory

Unit 5: Teaching Aids

- Need & importance of teaching aids.
- Use of textbook as a teaching aid.
- Principles of using teaching aids.
- Characteristics of good teaching aids.

Unit 6: Characteristics of Effective Science Teaching

- Characteristics of lesson planning.
- Characteristics quality of science teachers.

- Effective questioning

Unit 7: Evaluation

- Designing a test.
- Administering and scoring a test
- Interpreting test result

Unit 8: Structure of Cell

- Structure & function of plant & animal cell.
- Cell theory.
- Cell division.
- Variation in human life.
- Role of genes in human life.
- Twins & its types.

Unit 9: Human Systems

- Blood circulatory system.
- Digestive system
- Excretory system
- Reproductive system
- Movements, locomotion, control & coordination

Unit 10: Ecology

- Concept of ecosystem.
- Biotic and a biotic factor of ecosystem.
- Factors effective Ecology (Food Chain, Algae & Fungi & Animals & its importance)

Recommended Books

- Agha Khan University Examination Board (2002). General Science IX-X (based on National Curriculum 2002). Karachi: AGKEB.
- William Lewis Eikenberry (2008). The teaching of general science. The university of Chicago Press.
- John H “Biology Teacher Guide” Rosengren Parker Publishing Company Ine West Nyack New York.
- Biology for class IX-X Punjab Textbook Board Lahore.
- MMollie Pullan “Handbook of Biology Teaching methods” oxford University Press.
- Das R.C (1987) “Science Teaching in Schools” New Delhi:
- Rehman Mahmoods (1999) “Teaching of science and mathematics” Peshawar: Ijaz Printer Pakistan.
- Khalid Rasheed and Talat Waheed (1993) “Teaching of Science” Lahore: Academic Printing Press



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Course Code: EDU:M1210	(iii) Teaching of Physics (Optional)	3 Credit Hours
M.A Education (2 years)	(2nd Semester)	

Objectives:

After completion of this course learner will be able to:

- Know about science and scientific methods.
- Know the nature of physics, its branches and effects in life.
- Know the aims and objectives of teaching science.
- Know about A.V.Aids and science laboratory
- Know lesson planning, matter and forces
- Learn energy, heat and light.
- Learn electrostatics

Unit 1: Introduction

- Definition and concept of science
- Science as a process: Scientific method
- Definition and nature of physics
- Effect of physics on our life
- Branches of physics

Unit 2: Aims/ Objectives of Teaching Science

- History of Science education
- Taxonomy of educational objectives (Cognitive domain, Affective domain & Psychomotor domain)
- Aims and importance of science education
- Aims/objectives of teaching physics at secondary school level.

Unit 3: Methods of Teaching Physics

- Lecture method
- Lecture demonstration method
- Laboratory method
- Project method
- Discovery method
- Problem solving method
- Discussion method

Unit 4: Audio-Visual Aids

- Concept and definition of teaching aids.
- Need and importance of A.V. Aids in Physics
- Types of teaching aids (Projected aids, Non-Projected aids)
- Principles of using teaching aids
- Using low cost teaching aids.

Unit 5: Science Laboratory

- Organization and management of laboratory
- Furniture, equipment and instrument for science laboratory
- Safety in the science laboratory (Basic principles for teachers in lab; Basic principles for students in lab; How to control the accident in lab; and How to provide first aids)
- Characteristics of a good laboratory.

Unit 6: Lesson planning

- Importance of lesson planning
- Principles of lesson planning
- Steps of lesson planning (Objectives, Introduction, Resources and methodology, Presentation, Evaluation & Home assignment)

Unit 7: Matter and Forces

- Types of matters
- Atomic theory of matter
- Elements and compounds
- Mixtures and solutions
- Molecular structure
- Force
- Motion
- Speed
- Velocity
- Acceleration
- Equation of motion
- Laws of motion

Unit 8: Energy

- Work, resistance/friction
- Theory of Energy
- Conservation of Energy form one form to another
- Law of conservation of energy

Unit 9: Heat and Light

- Heat
- Transfer
- Measurement of heat and its units
- Evaporation
- Sources of light
- Reflection of light
- Regular and irregular reflection
- Spherical Mirrors
- Total internal reflection
- Lenses and image formation
- Structure of eye and camera

Unit 10: Electrostatics

- Coulomb's law
- Electric field
- Electric intensity due to a point charge
- Electric lines of forces
- Electric flux
- Gauss's law
- Electric intensity due to an infinite sheet of charge
- Electric intensity between two charge plates
- Electric potential

Recommended Books

- Aftab Ahmad Shekhi et al. Physics for IX. Classes, N.W.F.P. Textbook Board Peshawar.
- Tirimzi S.M.A et al. Fundamental of Physics Vol: 18th Edition "Punjab Textbooks Board Lahore.
- Khan M.A. "An easy approach to intermediate Physics" 1996-97 Edition, Ilmi Kitab Khana Kair Street, Urdu Bazar Lahore-2.
- Shah Dr. M.A "Electricity and Magnetism" for B.Sc students, Ilmi Printing Press, 17, Hospital Road Lahore.
- B.Ed "Tradress-e-Science" A.I.O.U Islamabad.
- Carin, Arthur A., and Sund, Robert B. Teaching Science through Discovery Charles, E. Merrill Publishing Co. Columbus Ohio 1970.
- Richardson John, s "Science Teaching in Secondary Schools, Prentice Hall Inc Cliffs N.J 1957.



University of Lakki Marwat

Department of Education & Research

Course Code: EDU:M2311	Educational Technology	3 Credit Hours
M.A Education (2 years)	(3rdSemester)	

Objectives

After completion of the course the students will be able to

- Use technology in their classroom teaching
- Use new technological trends in teaching
- Make their teaching effective
- Know better about teaching aids
- Use computer in classroom teaching
- Communicate effectively in the classrooms

Unit 1: Introduction to Educational Technology

- Concept and definition of educational technology
- Types of educational technology
- Importance of educational technology
- Utility of educational technology

Unit 2: Communication Technology

- Definition and nature
- Communication process
- Types of communication
- Communication channels
- Barriers to effective communication

Unit 3: New Technological Trends in 21st Century

- Microteaching
- Teaching machines as media
- Audio/Video Conferencing

Unit 4: Computer Technology

- Meanings and definition
- Hardware and software
- Basic structure of a computer system

Unit 5: Use of A.V Aids

- Audio aids
- Visual Aids
- Principles of using of A.V aids
- Importance of A.V. Aids

Unit 6: System Approach

- Elements of system
- System approach to course design.

Unit 7: Use of Computer in Education

- Role/Use of computer in Education
- Computer Assisted Instructions (CAI)
- Computer Managed Testing (CMT)

Unit 8: Assessment of Teaching Strategies

- Characteristics of Assessment (Validity, Reliability and Practicability)
- Types of assessment (Criterion Reference and Non Reference Tests)
- Assessment Methods

Recommended Books

- Educational Technology by Dr. Muhammad Rashid.
- Educational Technology by Mukhopadhyay.
- Introduction to Data Processing by Asia Sultan Ali and Amina Nudrat.
- Instructional Technology and Computer application by Professor Tasneem Kosat, Nasir Hafiz, Majeed Book Depu Lahore.



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Department of Education & Research

Course Code: EDU:M2312	Educational Philosophy	3 Credit Hours
M.A Education (2 years)	(3rd Semester)	

Objectives

After completion of this course the students will be able to:

- Understand the meaning aims, and historical perspectives of education
- Identify Philosophy of education
- Know about the philosophy and history
- Philosophy and science etc.

Unit 1 Introduction

- Concept and definition of education
- Modes of education
- Aims of education
- Historical perspectives of education

Unit 2 Philosophical Development of Education

- Nature and Definition of Educational Philosophy
- Functions of Philosophy in Education.
- Types (Ontology, Epistemology, and Axiology)

Unit 3 Philosophy and Science

- Concept and definitions of Philosophy and Science
- Instrument of Knowledge
- Sources of Knowledge

Unit 4: Branches of Philosophy

- Metaphysics (Ontology and Cosmology)
- Epistemology
- Axiology

Unit 5 Contribution of Philosophies to Education

- Traditional Philosophies (Idealism, Realism and Neo-Theism)
- Contemporary Philosophies (Pragmatism and Existentialism)
- Other Philosophies (Naturalism, Progressivism, Perennialism, Essentialism and Re-constructionism)

Unit 6 Islamic Foundation of Education

- Concept of Education in Islam
- Importance of Education in Islam
- Sources of Knowledge (The Holy Quran, Hadith, Qiyas and Fiqa)

Unit 7 Factors affecting Education in Pakistan

- Medium of instruction
- Political involvement
- Teacher

Recommended Books

- *“The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child’s Developing Mind”* by Daniel, J. Siegel & Tina Payne Bryson.
- *What Every Parents Need To Know* by Margot Sunderland.
- *“Child Psychology: A Very Short Introduction”* by Usha Goswami.
- *For “Dummies: Child Psychology & Development”* by Laura, L. Smith



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Department of Education & Research

Course Code: EDU:M2313	Teacher Education	3 Credit Hours
M.A Education (2 years)	(3rdSemester)	

Objectives

- To know the existing situation of teacher education for training for teachers of various levels.
- To be aware of role, responsibilities and status of teacher in Pakistan.
- To suggest remedies and improvements in the Teacher Education in Pakistan.
- To highlight the problems and issues of Teacher Education in Pakistan.
- To be aware of emerging concepts in the field of Teacher Education like teacher centers team teaching.
- To study the innovative trends in the Teacher Education and teaching practice.

Unit 1: Introduction

- Concept and definition of teacher education
- Functions of teacher education
- Trainings of teacher education

Unit 2: Curriculum of Teacher Education

- Compulsory courses for elementary and secondary school teachers.
- Elective courses for elementary and secondary school teachers.
- Practical skill in teaching for elementary and secondary school teachers.

Unit 3: Models of Teacher Education

- Competency / performance based teacher education (CBTE or PBTE)
- Humanistic Model of teacher education.
- Model of personalized education for the teachers (MPET)
- Model of teacher education

Unit 4: Status of Teachers in Pakistan

- Professional status
- Social status
- Ideological status
- Economic status

Unit 5: In-Service Training of Teachers

- Concept of in-service training of teachers
- Objectives of in-service training of teachers
- Importance of in-service training of teachers
- Agencies involved in in-service training of teachers

Unit 6: Patterns of Teaching Practice

- Block teaching practice
- Continuous teaching practice
- On job teaching practice

- Internship

Unit 7: Team Teaching

- Concept and definition of team teaching
- Theoretical bases of team teaching
- Types of team teaching
- Activities of team teaching

Unit 8: Problems and Issues of Teacher Education

- Difference between problem and issue
- Institutional problems and issues of teacher education
- Social problems and issues of teacher education
- Administrative problems and issues of teacher education
- Suggestions for solvation of problems and issues of teacher education

Unit 9: Innovations in Teacher Education

- Workshop, Seminar, Conference
- Importance of Workshop, Seminar, Conference
- Micro teaching
- Procedure of Micro teaching
- Importance of micro teaching

Unit 10: Codes of Ethics (Coe)

- Concept and definition of codes of ethics
- Definition of code of ethics
- Importance of code of ethics
- Code of ethics for teachers in Pakistan

Recommended Books

- Chaurasia, Gulab. "Teacher education & Professional Organizations" printed in India at Tarun offset, Delhi.
- Rao, V.K "Teacher Education", Efficient offset printers New Delhi.
- Peters, R.S "Education and the education of Teachers" published in Routledge and Kegan Paul London Henley and Boston.
- Iqbal. Dr. M. Zafar "Teacher Training the Islamic perspective" Sherbet printing press Nisbat road, Lahore.



University of Lakki Marwat

Department of Education & Research

Course Code: EDU:M2314	(i) Teaching of Pakistan Studies (Optional)	3 Credit Hours
M.A Education (2 years)	(3rd Semester)	

Objectives

After completion of this course, the students will be able:

- i. To know about the importance of Pakistan Studies in Education.
- ii. To know the relationship of Pakistan Studies with other social sciences.
- iii. To understand the curriculum of Pakistan Studies.
- iv. To know the teaching methodologies and models pertaining Pakistan Studies.
- v. To learn the evaluation of Pakistan Studies.
- vi. To know Pakistan Studies in historical perspectives.
- vii. To know about political and constitutional phases in Pakistan
- viii. To learn about contemporary Pakistan.

Unit 1: Introduction

- Place of Pak studies in our school system
- Relationship of Pak studies with other social sciences
- Importance of social studies in education

Unit 2: Objectives of Pak Studies

- Definition and importance of objectives
- Classifications of objectives

Unit 3: Constructing Curriculum

- The nature of curriculum and scheme work
- Selecting the contents
- Curriculum of Pak studies and our demands

Unit 4: Teaching Strategies

- Teaching strategies and its importance
- Lecture method
- Discussion method
- Lecture demonstration method

Unit 5: Models of Teaching

- Philosophical model
- Psychological models
- Modern models
- Herbert models

Unit 6: Evaluation of Pak Studies

- Formative
- Summative

Unit 7: Historical Perspective

- Dialogical rationale with special reference with special reference to Sir Syed Ahmed Khan, Allama Iqbal and Quaid Azam Muhammad Ali Jinnah.
- Factors leading Muslim Separation

Unit 8: Political and constitutional phases in Pakistan

- 1047-58
- 1958-71
- 1971-77
- 1977-88
- 1988-99
- 1999-onward

Unit 9: Contemporary Pakistan

- Economic institutions and issues
- Society and social structure
- Pakistan Foreign policy and its challenges
- Futuristic outlook of Pakistan

Recommended Books

- Dr. Manzoor Din Ahmad "Contemporary Pakistan (politics, economy and society)
- Akhtar SM "Economy development of Pakistan" Lahore: Majeed book Depu:
- Shoukat Wasiti "History of Indo-Pak: (1526-1965)" New York: Second Edition, Pergamon Press INC.
- Lee John "Teaching of social studies in secondary school"
- Afzal, M. Rafique. (1988), political Parties in Pakistan. Vol I, II and III Islamabad.
- National Institute of Historical and cultural research
- Akbar, S.Zaidi (200) Issue in Pakistan's economy Karachi: Oxford University Press.



University of Lakki Marwat

Department of Education & Research

Course Code: EDU:M2315	(ii) Teaching of Chemistry (Optional)	3 Credit Hours
M.A Education (2 years)	(3rd Semester)	

Objectives

After completion of this course the students will be able to:

- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principles of teaching of chemistry
- Apply appropriate methods and techniques for effective learning in teaching of chemistry
- State the objectives in behavioral terms
- Know the basic concept of Chemistry

Unit 1: Introduction

- Definition of science.
- History of teaching chemistry with reference to contribution of Muslims
- Reason for the inclusion of chemistry in the school curriculum.

Unit 2: Objectives

- What are Objectives?
- Formulation of objectives
- Blooms Taxonomy of objectives
- Aims /objectives of Teaching of chemistry

Unit 3: Methods of Teaching Chemistry

- Lecture-Demonstration Method
- Inquiry method
- Programmed instruction
- Discussion method
- Micro-Teaching
- Computerized Teaching
- Co-operative learning model

Unit 4: Teaching Aids of Chemistry Laboratory

- A.V. aids and their function in teaching of chemistry.
- Chemistry Laboratory, rules and precautions for use
- Types and use of A.V. aids (Projective, Non-projective)

Unit 5: Lesson Planning

- Lesson planning and its importance
- Characteristic of a lesson plan
- Lesson planning for teaching chemistry

Unit 6: Evaluation and Improvement of Science Education

- Significance of evaluation
- Types of evaluation, formative and summative evaluation
- Suggestion for the improvement of curriculum
- Professional growth of science Teacher
- Facilities for science Teaching.

Unit 7: Metals

- Difference between metals and non-metals
- Empirical and molecular formulas.
- Extraction of metals from its ore
- Rusting & Corrosion
- Alloys

Unit 8: Non Metals

- Gases & their preparation
- Oxygen and its Preparation
- Hydrogen and its preparation
- Nitrogen and its preparation

Unit 9: Organic Chemistry and Chemical Industries

- Introduction to organic chemistry
- Structure of Aliphatic and Aromatic compound.
- Chemical Industries (Cement, Ghee, Soap, Fertilizers)

Unit 10: Environmental Pollution

- Types of pollution
- Factors of pollution
- Effect of Pollution

Recommended Books

- Agha Khan University examination Board (2002) General Science IX-X (based on National Curriculum 2002). Karachi: AGKEB.
- William Lewis Eikenberry (2008). The teaching of general science. The University of Chicago Press.
- Das R.C. (1987) "Science Teaching in schools" New Delhi:
- Rehman Mahmooda (1999) "Teaching of Science and Mathematics" Peshawar: Ijaz Printer Pakistan.
- Khalid Rasheed and Talat Waheed (1993) "Teaching of Science" Lahore: Academic Printing Press.
- John H "Biology Teacher Guide" Rosengren Parker Publishing Company Inc west Nyack New York.
- Biology for class IX-X Punjab Text Book board Lahore.
- Mollie Pullan "Handbook of biology teaching method" Oxford University Press.



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Department of Education & Research

Course Code: EDU:M2316	(iii) Teaching of Mathematics (Optional)	3 Credit Hours
M.A Education (2 years)	(3 rd Semester)	

Objectives:

At the end of course the prospective teachers will be able to:

- Describe the nature, and development of mathematics at secondary level in Pakistan.
- Acquire the skills and competencies required for the teaching of mathematics at secondary level.
- Apply effectively the various methods of teaching mathematics.
- Know and use techniques and strategies of teaching mathematics at secondary level.
- Make and use teaching aids effectively.

Unit 1: Introduction

- Nature & characteristics of mathematics curriculum
- Place of mathematics in secondary school curriculum
- Educational value of mathematics (Use of mathematics in everyday life; Use in the study of other subjects; Use of mathematics in different vocations)

Unit 2: Methods of Teaching Mathematics

- Inductive method
- Deductive method
- Analytic method
- Synthetic method
- Heuristic method
- Project method
- Problem solving method

Unit 3: Techniques of Teaching Mathematics

- Oral work, written work, assignment work.
- Drill practice and learning. (Different theories of drill; Advantages and disadvantages of drill; How to improve drill method)

Unit 4: Teaching Aids and Mathematics Laboratory

- Importance of teaching aids in mathematics teaching
- Preparation and use of A.V. material in mathematics
- Use of no cost/low cost materials for teaching of mathematics
- Mathematics laboratory
- How to setup a mathematics laboratory in secondary school

Unit 5: Approaches of Curriculum Development in Mathematics

- The topical approach (method).
- Psychological approach (concentric method).
- Curriculum problems.

Unit 6: Lesson Planning in Mathematics

- Importance of lesson planning in mathematics.
- Steps of a lesson plan.
- Qualities of good lesson plan
- Principles of a standard lesson plan.
- Daily lesson plan.

Unit 7: Information Handling

- Graphic display of information
- Collect & organize data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous)
- Interpret the above graphic displays of data
- Measurement of dispersion and central tendency
- Range, Mean, Median, Mode Introduction to Sets

Unit 8: Algebraic Expression

- Formulae
- Factorization
- Surds
- Base, Exponent & Power (Laws of Exponent)

Unit 9: Matrices & Determinants

- Introduction.
- Algebra of Matrices.
- Determinant & their Properties.
- Singular and Non Singular Matrices.
- Adjoint of a Matrix.
- Inverse of Square Matrix.
- Homogeneous and Non Homogeneous linear equations.
- Cramer's Rule.

Unit 10: Variation

- Variation concept
- Kinds of variation
- Direct variation
- Inverse variation

Recommended Books

- Hutchings A.W.S "The teaching of mathematics in secondary schools" Cambridge university press 1973.
- Muizz-ud-Din Sheikh, "Tadris-e-Riazi" Qumi Kuttab Khana Lahore 1968.
- Scopes, P.G. "Mathematics in Secondary School" A teaching approach Cambridge university press 1973.
- Sidhu, Kulbir Singh. "The teaching of Mathematics" New Delhi sterling publishers 1989.



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Department of Education & Research

Course Code: EDU:M2417	Institutional Organization and Management	3 Credit Hours
M.A Education (2 years)	(4th Semester)	

Objectives

After completion of the course the students will be able to

- Know the fundamental principles of school organization and Classroom management
- Able to apply management skills effectively
- Apply the democratic approach for administration
- Maintain organize and make best use of available resources
- Make the classroom environment suitable for learning

Unit 1: Management

- Concept and definition of Management
- Need and importance of Management
- Characteristics of management
- Strategies of Management

Unit 2: Organization

- Concept and definition of organization
- Types of organization (Centralized and Decentralized organization)
- Characteristics of organization
- Principles of Organization

Unit 3: Planning

- Definition of planning
- Need and importance of planning in education.
- Suggestions or guidelines for planning.
- Types of Planning

Unit 4: Communication

- Definition of Communication
- Elements of Communication
- Types of Communication
- Barriers to communication
- Suggestions for the improvement of Communication
- Modes of Communication

Unit 5: Factors Effecting School Management & Administration

- Growth and population.
- Urbanization.
- Mass Media.
- Agricultural changes.
- Technical changes.

- Attitudes.
- Lack of funds.
- Political condition.
- Knowledge explosion.

Unit 6: Function of School Administration and Management

- Concept and definition of administration and management
- Function of headmaster as a supervisor of school
- Headmaster-Teachers Relationship
- Headmaster-Students Relationship
- Headmaster-Parents Relationship

Unit 7: Policy Formation

- Concept and definition of policy
- Characteristics of policy
- Types of policy
- Suggestion of policy
- Areas of Policy

Recommended Books

- Siddiqui. M. H (2005) Techniques of Teaching. Vol. I. APH Publishing Corporation Darya Ganj. New Delhi.
- Moore K.D (2003).Classroom teaching Skills 5th International Edition, MC Graw Hill Publishing Singapore.
- Mueller R.J (1974) Principles of Classroom Learning and Perception Praeger Publisher, Inc Great Britan.



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Department of Education & Research

Course Code: EDU:M2418	Gender and Social Perspective of Education	3 Credit Hours
M.A Education (2 years)	(4thSemester)	

Objectives

The course intends to achieve the following objectives:-

- To help the prospective teachers know the nature and importance of Gender Education.
- To inculcate awareness among the students about gender discrimination, its causes, various forms and its implication to individual and societal life.
- To make the students understand the basic legal and civil right to women as provided by Islam at one hand and share the understanding thus acquired with all those who may concern them at the other.
- To inspire the students to play their role in raising voice against social evils like gender discrimination, inequality and gender based violence.

Unit 1: Introduction to Gender Education

- Concept and definition of gender education
- Concepts of sex and gender
- Gender education in perspective of human right

Unit 2: Gender Equity

- Concept of gender equity
- Gender equity, equality and inequality
- Historical perspectives of gender inequality
- International scenario
- Emerging inequality in south Asia

Unit 3: Role of Women in Society

- Look after of children and other family member
- Education & social awareness
- Health and recreation

Unit 4: Woman in Islam

- History of woman in Islam
- Importance of woman in Islam
- Different stages of woman life (as a mother/daughter/sister/wife and member of society)
- Status of woman in Islam
- Woman rights in Islam (Basic, legal and civil rights)
- Teaching of Islam and violence against woman

Unit 5: Gender and Work

- Condition of work for male & female
- Sexual and mental harassment by colleagues and officers
- Work, employment and women
- Gender discrimination in access to Job, work load and salary / wages

- Domestic and field work without wages.

Unit 6: Gender Violence

- Definition violence
- Types of violence
- Causes of violence
- Violence against male and female
- Effect of violence on individual and society
- Control on gender violence

Unit 7: Domestic Violence

- Meaning of domestic violence
- Types of domestic violence
- Causes of domestic violence against male & female
- Effects of domestic violence
- Remedies for domestic violence

Unit 8: Women Empowerment

- Political role as voter and leader.
- Gender discrimination in politics and executive duties.
- Socio cultural and Socio economic factors producing hurdles in women empowerment

Unit 9: Role of Media

- Awareness among the Stakeholders.
- Producing social pressure against social discrimination and violence
- Un-decent representation of women by mass media
- Portrayal of women by the media.
- Impact of mass media on the status of women

Recommended Books

- Ahmad, Sadaf "Pakistani woman" (2010). Ameena Saiyid, Oxford University Press No. 38 Sector. 15 , Korangi Industrial Area, Karachi.
- Baluchany, S. "Empowerment of Woman" Anmole Publications PVT Limited New Delhi 0002 India
- Evans, Mary and Williams, Carolin H. "Gender, the key concepts" (2013). Routledge Taylor and Francis Group London and New York.
- Ford, Lynne E. "Woman and Politics 3rdEdition (2011). Wadsworth 20 Channel Center Street Bostan 02210 USA.
- Karim, Moulana Fazlul "The Ideal World Prophet" (1935). Muhammad Saeed Sheikh. Lahore.
- Patel, Rashid "Gender Equity & Women's Empowerment in Pakistan" Ameena Saiyid, Oxford University Press No. 38 Sector. 15 , Korangi Industrial Area, Karachi.
- Sen, Sujata, Gender Studies 2012. Dorling Kindersley (2012) PVT Limited New Delhi 110017, India
- Siddiqi, M. Mazhar-ud-Din "Women in Islam" 7thEdition 1975 Club Road Lahore, Pakistan.
- Tiwari, Dr. Mahendra, "Violence, Law and Woman's right in South Asia" (2013) Random Publications New Delhi India.
- Wharton, Amys, "The Sociology of Gender" 2nd Edition (2012). John Wiley & Sons LTD UK.



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Department of Education & Research

Course Code: EDU:M2419	Guidance and Counselling	3 Credit Hours
M.A Education (2 years)	(4thSemester)	

Objectives

On completion of course the learner will be able to:

- Acquire the knowledge of guidance and counseling.
- Learn about the guidance personnel and their responsibilities.
- To solve the social, educational and personal problems.
- Tell about the different systems of guidance and counseling.

Unit 1: Introduction to Guidance

- Definition and concept of guidance
- differentiate guidance and counseling
- Need of guidance
- Functions of guidance
- Principles of guidance

Unit 2: Areas of Guidance

- Educational
- Vocational
- Health
- Social
- Moral
- Personnel
- Marital

Unit3: Guidance and Counseling Services

- The pre-admission/admission service
- The orientation service
- The student information service
- The counseling service
- The placement service
- The remedial service
- The follow-up service
- The research service
- The evaluation service

Unit4: Guidance and Counseling Personnel

- The Administrator
- The Dean
- The Counseling Officer
- The Liaison Officer
- The Teacher
- The Tutor

- The Librarian

Unit5: Occupational Information

- Sources of information
- Methods of disseminating information
- Group methods
- Individual methods
- Factors effecting vocational choice.

Unit6: Counseling

- Personal qualities of the counselor
- Counseling techniques
- Directive or counselor centered counseling
- Non directive or client centered counseling
- Eclectic counseling

Unit7: Types of Counseling

- The pre-admission/admission service
- Individual counseling
- Group counseling
- Clinical counseling

Unit8: Data Collection

- Tests
- Interest inventories
- Cumulative record
- Projective techniques
- Questionnaire
- Interview
- Observation

Recommended Books

- Kochar. S.K (2000) Guidance and Counseling in College and Universities. Sterling Publishers Private Limited, Green Park, New Delhi.
- Fullmer. D.W (1977), Bernard. H.W Principles of Guidance, 2nd Edition, Thomas Y.CrowellCompany, New York.
- Standford. S, Pietrofera.J.J. Guidance and Information. R and MC Nally, College Publishing Company, USA.



University of Lakki Marwat

Department of Education & Research

Course Code: EDU:M2420	Educational Research and Statistics	3 Credit Hours
M.A Education (2 years)	(4thSemester)	

Objectives

After completion of the course the prospective teachers will be able to:

- Understand Educational Research and its formal structure
- Understand the concepts of hypotheses, literature review, and data collection methods, data analysis techniques, drawing findings and conclusion and initiate recommendations.
- Identify problems relating to school children for the purpose of research.
- Appropriately write a research report.

Unit 1: Introduction

- Concept and definition of Research and Educational Research
- Characteristics of Educational Research
- Sources of Knowledge

Unit 2: Research Problem and Hypotheses

- Concept and definitions of research problem and hypothesis
- Research Problem
- Sources of Research Problem
- Criteria for Selection of Research Problem
- Characteristics of research problem
- Evaluation of selected problem
- Types of hypotheses
- Characteristics of hypotheses

Unit.3: Sampling Techniques and Data Collection Tools

- Definition of sampling
- Sampling techniques
- Collection of data (Primary and Secondary data)
- Data collection tools (Questionnaire, Observational checklist and interview)
- Rating scales
- Pilot testing (Validity and Reliability)

Unit 4: Types and Methods of Educational Research

- Types of educational research by purpose (Basic or fundamental research, Applied research and Action research)
- Method (Designs) of Educational Research (Descriptive, Causal Comparative, Correlational, Experimental and historical method)

Unit 5: Qualitative and Quantitative Research

- Concept and definitions of qualitative and quantitative research
- Qualitative research (importance and purpose)
- Quantitative research (importance and purpose)

Unit 6: Report Writing

- Preliminary pages of report
- Main body of the report
- Review of the related literature
- References and annexures

Unit 7: Descriptive Statistics

- Concept of descriptive, co-relational and inferential statistics
- Descriptive Statistics (Frequency Distribution, Measures of central tendency, Measures of Dispersion, Range, Variance, Standard deviation and co-efficient of Variation)
- Co-relational statistics (Types of correlation, Graphic method of measuring correlation, Co-efficient of correlation (Pearson product correlation co-efficient and Rank order Correlation)
- Inferential statistics (Null and Alternate hypotheses, critical and non-critical region, one and two tail tests, level of significance)

Unit 8: Non- Parametric Statistics tests

- Chi-Square for one sample
- Chi-Square for two samples
- Chi-Square for more than two samples

Recommended Books

- Borg, Walter R (1989) *Educational Research* London: Longman Greens.
- Burgess, R (1993) *Studies in Quantitative methodologies*, Vol. I. London: Jan Press.
- Cohen, L, Manion, L.C (1989) *Research methods in education* (Third Edition), London: Rout Ledge.
- Gay, L. R. 2005. *Educational Research* New York: Macmillan Publishing Company
- Best, J. W. and J.V. Kahn. 2006. *Research in Education*. Pearson Prentice Hall.
- Gillort, S (1991) *Empirical Foundations of Educational. Research*. New Jersey: Prentice Hall, Inc, Cliff.
- Khan Wazim (1998) *Techniques of Research* Peshawar: Ijaz Printers.
- Marvin C. Alkin (1992) *Encyclopedia of Educational Research* (Sixth Ed). New York: Macmillan Publishing Company,
- Micheal, Young (1992) *Innovation and research in education*, London: Kegan Paul
- Solomon, P: *Achieving a Ph.D. ten Students experience*, Stroke-on-Trent, Trentham books.



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Department of Education & Research

Course Code: EDU:M2421	Teaching Practice	3 Credit Hours
M.A Education (2 years)	(4thSemester)	

Objectives

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

Course Description

The prospective teachers will be placed in secondary schools for 4 weeks under the supervision of a faculty member. They will teach at actual classroom situation .They will have to prepare 40 lessons for their two optional subjects. The combination is as follow:

Science Subjects: Group A: Physics & Mathematics

Group B: Chemistry & Biology

Arts Subjects: Group A: English & Urdu

Group B: English & Pakistan Studies

Group C: English & Islamiat

Marks: This practical course will carry 100 marks and it will be evaluated by evaluation committee. The evaluation committee composition will be as follow:

1. Head of Department
2. Head of Teaching Practice School
3. DEO male or female

a. School Placement

The practicum experience in Semester 2 should provide secondary grade student teachers with a practicum placement in a secondary classroom.

During the practicum, students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).³ Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning. Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided.



University of Lakki Marwat

Department of Education & Research

Course Code: EDU:M500	Research Thesis	3 Credit Hours
M.A Education (2 years)	(4thSemester)	