



The University of Lakki Marwat

Department of Education & Research

M.Ed (01 Year)

PROGRAM LENGTH

Duration:	01 year
Semesters:	02
Courses:	08
Maximum Credit Hours:	30

ENTRY REQUIREMENTS (Eligibility Criteria)

B.A/B.Sc with B.Ed 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.	Educational Test and Measurement	EDU:M1130	03
2.	Educational Psychology	EDU:M1131	03
3.	Perspectives of Education in Pakistan	EDU:M1132	03
4.	Curriculum Development and Instruction	EDU:M1133	03
5.	Philosophy of Education	EDU:M1134	03

2nd Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Educational Research & Statistics	EDU:M1235	03
2.	Educational Planning and Management	EDU:M1236	03
3.	Human Development & Learning	EDU:M1237	03
4.	Research Thesis	EDU:M501	06



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Course Code: EDU:M1130	Educational Tests and Measurement	3 Credit Hours
M.Ed (01 year)	(1st 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: Test Administration and Analysis

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

Unit 3: 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 4: 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 5: Techniques of Measurement and Evaluation

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

Unit 6: Statistical Measures

- Frequency Distribution
- Measure of Central tendency (Mean, Median and Mode)
- Measure of Dispersion (Range, Variance and Standard Deviation)

Unit 7: Test Construction

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

Unit 8: Qualities of a Good Test

- Reliability
- Validity
- Adequacy
- Objectivity
- Differentiability

Unit 9: Types of Evaluation

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

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:M1131	Educational Psychology	3 Credit Hours
M.Ed (01 year)	(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: Cognitive Development

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

Unit 3: Learning

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

Unit 4: Intelligence

- Concept and definition
- Measurement of Intelligence

Unit 5: Human Growth and Development

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

Unit 6: Personality

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

Unit 7: Motivation

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

Unit 8: Individual Differences

- Concept of individual differences
- Types of individual differences

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:M1132	Perspectives of Education in Pakistan	3 Credit Hours
M.Ed (01 year)	(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: 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 3: National Education Commission 1959

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

Unit 4: 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 5: 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 6: 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 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 No 8: 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

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 10: Educational Institutions in Pakistan

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

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 PakistanNational 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:M1133	Curriculum Development and Instruction	3 Credit Hours
M.Ed (01 year)	(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: Curriculum Contents

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

Unit 3: Curriculum Models

- Objective Model
- Cycle Model
- Dynamic Model

Unit 4: Foundations of Curriculum

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

Unit 5: Curriculum Development Process

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

Unit 6: Curriculum Intent

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

Unit 7: Curriculum Evaluation

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

Unit 8: Curriculum Designs

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

Unit 9: Curriculum Change

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

Recommended Books

- Barnes, Douglas, (1982) Practical Curriculum study, London: Routledge & Kagan Paul.
- Beane I.A, Toefer 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:M1134	Philosophy of Education	3 Credit Hours
M.Ed (01 year)	(1st Semester)	

Objectives

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: Social Structures

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

Unit 3: 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 4: 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)

Unit 5: Islamic Foundations of Education

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

Unit 6: Sociology of Education

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

Unit 7: Education and Human Psychology

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

Unit 8: Philosophical Theories

- Naturalism
- Idealism
- Pragmatism
- Realism

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



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Course Code: EDU:M1235	Educational Research and Statistics	3 Credit Hours
M.Ed (01 year)	(2nd Semester)	

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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Course Code: EDU:M1236	Educational Planning and Management	3 Credit Hours
M.Ed (01 year)	(2nd Semester)	

Objectives

- After the successful completion of this course the students would be able to:
- Understand and differentiate the terms administration, supervision, organization and management.
- Apply different tools and techniques of administering and supervising
- Understand and perform various functions of management
- Review and evaluate the specific organizational conditions
- Characterize and exercise effective leadership traits and behaviors
- Perform effectively and efficiently as a head teacher or headmaster/ headmistress
- Understand and analyze the behavior of employees in the light of various theoretical perspectives of education administration
- Manage the human and material resources of an organization efficiently & effectively

Unit1: introduction to educational management

- Definition and Concept of management
- Educational management
- Scope of educational management

Unit 2: Process of Educational Management

- Planning
- Organizing
- Leading
- Communicating
- Controlling
- Budgeting

Unit 3: Educational Administration

- Nature and definition
- Principles of educational administration
- Features of an effective administration

Unit 4: Educational Supervision

- Concept and definition of educational supervision
- Need, importance and aims of supervision
- Types of supervision
- Techniques of supervision
- Factors affecting educational supervision

Unit 5: Decision Making

- Meaning & importance
- The decision making process
- Types of decisions and decision-making problems

- Programmed and non-programmed decisions; group and individual decisions

Unit 6: School Discipline

- Definition, purpose and types of school discipline
- Three stages of discipline
- Factors affecting school discipline

Unit 7: Rules and Regulations

- Rules regarding appointment, leaves, pay and allowances.
- Efficiency & Discipline rules
- Terms of reference of various personals in the school
- Code of ethics

Unit 8: Key Issues in Educational Management

- Pre-service and in-service training
- Punishment and reward system
- Management of school library
- Efficiency and effectiveness
- Productivity vs. human relations
- Training vs. development

Unit 9: Records in Educational Institutions

- Attendance register
- Leave register
- Stock register
- Cash register (fee, different kind of funds)
- Personal files of teachers and other staff
- Other academic record (students result, staff meetings etc.)

Recommended Books:

- Bell, L. and Bush, T. (2002). *The principals and practices of educational management*. London: Paul Chapman Publishing.
- Griffin, R..W. (1997). *Management*. New Delhi: AITBS Publishers.
- Hoy, W. K., & Miskel, C.G. (1998). *Educational administration: Theory, research and practice*. New York: McGraw-HILL.
- Robbins, S. P. (1997). *The administrative process*. Sandiego: SanDiego State University.
- Sidhu, S.K. (2001). *School organization and administration*. New Delhi: Sterling Publishers.



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Course Code: EDU:M1237	Human Development and Learning	3 Credit Hours
M.Ed (01 year)	(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: M-501	Research Thesis	3 Credit Hours
M.Ed (01 year)	(2nd Semester)	