MASTER OF EDUCATION (M.Ed)
ONE YEAR COURSE

This Scheme of Study has **Eight Subjects** (Total: 800 Marks).

(I)   CORE COURSES   **Marks 600**

(II)   PROFESSIONAL AREAS: **Marks: 200**

Candidates will choose ONE course from the following subjects to their availability and the approval of the Director.

RESEARCH PROJECT (OPTIONAL):

Marks: 100

All students will be required to complete a research project based on their selected Professional Area. Other areas may be selected for the research project subject to the approval of the supervisor and the Director IER. The assessment will be an average of the supervisor's and one other staff member's marks.

For student enrolled in Distance Education research project of 100 marks OR one paper form any one of the following subject.

1.   Teacher Education in Pakistan

PHILOSOPHY OF EDUCATION

(Core Course)　　　　**Marks: 100**

<u>**Objectives:**</u>

At the conclusion of the study of this course, the students will be able to:

1. Explain, describe and use correctly the significant terms/concepts of Philosophy.

2. Identify the main characteristics of main Philosophies.

3. Identify and describe the essential differences between general Philosophies.

4. Differentiate between intrinsic and instrumental theory of values.

5. Explain the implications and applications of general philosophies in terms of the concepts of reality theory of knowledge and theories of values in society and practically in education.

6. Explain the application of each type of philosophy of educational issues such as aims, curriculum, teaching learning process, methods, the role of the teacher, role and function of the school in the society.

7. Identify and describe the main features of the Islamic view about the concepts of reality, knowledge and values.

    Apply Philosophical methods to the examination of educational problems/ issues.

<u>**Course Outline:-**</u>

Unit 1. Meaning and Importance of Philosophy:

1.1 Importance and function of philosophy.

1.2 Relation of philosophy and education.

1.3 Scope of philosophy.

Unit 2. Major branches of philosophy:

2.1 Ontology/metaphysics: Reality of universe, God, man and existence.

2.2 Epistemology:

 (a) Sources of knowledge.

 (b) Validity of Knowledge.

2.3 Axiology:

(a) Philosophical values.

(b) Islamic values.

Unit 3. Logic and critical thinking:

Logic, inductive and deductive.

Proposition and argument, establishing validity and truth.

Function of language, fallacy and classification of fallacy.

Argument from analogy and apprising analogical argument.

Scientific explanation, scientific inquiry, hypothesis and confirmation.

Evaluating scientific explanation, classification and hypothesis.

Unit 4. Main types of general philosophy with reference to educational philosophy:

4.1 Naturalism

4.2 Idealism

4.3 Realism

4.4 Pragmatism/experimentalism

4.5 Existentialism

Unit 5 Ethics:

5.1　Definition and importance of the study of ethics

5.2　Demand made by ethics on its students, importance of ethics in daily life.

5.3 The individual and society, society as background of the moral life of individual and the state

5.4　Egoism, universalism and altruism and theories of punishment

5.5　Rights and duties, moral obligations

5.6　Virtue

　a. The meaning of virtue.

　b. Plato's cardinal virtues.

　c. Aristotle's conception of virtue.

Unit 6. Islam and educational theory:

Concept of reality, knowledge and values

Aims of education

Curriculum and content

The role of teacher

The teaching learning strategies

Function of school and society.

<u>**Required Readings:**</u>

Butler, J.D. (1970) Four Philosophies. New York: Harpa. Brother, U.S.A

Barrow. R. (1981) The Philosophy of schooling, somerset, N.J.: Halsted press

Brameld, T.B. (1955) Philosophies of education in cultural perspective, New York, Dryden Press

Additional Reading:

Kneller, G.F.(1971) An introduction to the Philosophy of education, New York: John Wiley and Son.

O'Connor, D.J. (1957) An introduction to the philosophy of education. London: Routledge & Kegan Paul.

Phoenix, P.H (1964) Realms of knowledge New York: McGraw Hill.

Titus, H.H. (1960) Living issues in Philosophy New York: American Book Company.

Bowyer, C.H. (1970) Philosophical perspectives for education. New York: Scott Foreman

EDUCATIONAL PSYCHOLOGY

(Core Course)

Objectives   **Marks**

At the end of the course it is expected that students will be able to:

1. Indicate the boundaries of educational Psychology as a disip1ine in terms of content in the behavioural Sciences, boundaries of education and research function.

2. Explain the various methods of enquiry in Educational Psychology.

3. Define the concept of learning and indicate the list of different theories of learning.

4. Analyse the concept of Motivation as reflected in contemporary trends through different theories of learning.

5. . Indicate the teacher and student variable related to factors of learning and explain the use of teaching techniques to enhance these factors.

6. Explain how attitude may be developed, modified and measured.

7. Relate different models and concept of intelligence to the wok f teacher and school Curricula.

8. Outline briefly different theories of Personality and conduct simple test of Personality measurement.

9. Trace the development of an individual in physical social, intellectual and emotional aspect from birth to maturity.

COURSE UTLINE:

Unit 1. Introduction:

1.1 What is Educational Psychology?

1.2 Methods of enquiry in Educational Psychology.

Unit 2. Early Social Development.

2.1 Factors in early Social development (Home & family)

2.2 Classroom issues.

2.1 The Home and the School.

24 The value of play.

2. Value and Moral Development.

Unit 3. Intellectual Development.

3.1 Cognitive Development

3.2 Piaget's theory

3.3 Other theories

3.4 Cognitive development and the classroom.

Unit 4. Inlelligenec.

4.1 Definition of intelligence
4.2 Measurement of Intelligence
4.3 Models of Intelligence
4.4 1b Nature-Nurture Problem
4.5 Intelligence and some related questions

Unit 5. Learning

5.1 Definition
5.2 Theories: Classical Conditioning; Operant Conditioning; Cognitive Theories
5.3 The Nature of the learner (Motivation; Affect; Age; Gender; Study Habits etc.)
5.4 The learning process.

Unit 6. Personality.

6.1 Origins of Personality/ Personality development.
6.2 Theories of personality: (i) Psychoanalytic theory (ii) Trait theories.
6.3 Personality traits, learning and academic success.
6.4 Attitudes and Interest
6.5 Personality and Motivation: Maslow's theory of motivation.

Unit 7. Adjustment

7.1 Frustration, Anxiety and Copying Behavior.
7.2 Defence Mechanisms
7.3 Detecting Maladjustment.

Unit 8. Guidance and Counselling.

8.1 The Counselling Process
8.2 Counselling in School
8.3 Vocational Guidance

Unit 9. Psychological Characteristics of a Effective teacher.

Emotional security
Attitudes
Teaching styles
Variety
Flexibility
Stress
Class Control and Management

Required Readings:

1. Fontana, D. (1988) Psychology for Teachers, 2nd edition, England: The British Psychological Society in collaboration with Macmillan Publishers.
2. Child, D. (1993). Psychology and the Teacher, 5th Edition London: Cassell.

EDUCATIONAL PLANNING AND MANAGEMENT

(Core Course)   Marks 100

Objectives:

The advent of innovative approaches to education has necessitated changes in the organizational and administrative structure of the education system in Pakistan. In order to implement these changes and reforms in an effective manner, the M.Ed Programme of Educational management and Supervision has been reviewed to:

- To familiarize prospective and inservice educational planners, administrators and managers with the techniques and issues in educational management & supervision.
- To equip the M.Ed students with skills and knowledge necessary to introduce innovations and reforms in education.
- To enrich and broaden the professional scholarship performance in real life situation.
- To give a deeper knowledge to students about the plan formulation and provide them adequate knowledge about public education policies.
- To sensitize the students to concepts and terminologies often used in educational management and planning, organizing, directing and control.
- To acquaint the students with the process of Curriculum planning, Evaluation, plan formulation and project documentation as well as financing of education.
- To sensitize them to the problems and issues in education and provide them an overview about the system and structure of education as well as the role of Government in public education and role of education in Socio-economic development of the country.
- To make the students aware of the school-community, student-teacher, principal-staff relationships and promote their awareness about the school Health Programme.

Course Outline:-

Unit 1. Planning:

1.1   Meaning, definition and nature of planning.
1.2   Scope and importance of planning
1.3   Principles of Planning.
1.4   Types and goals of Educational Planning.
1.5   Factors affecting Educational Planning.

- Philosophical.
- Sociological.
- Economic.

Unit 2. Existing Administrative Structure of Educational planning in Pakistan at Provincial level.

Unit 3. Management

3.1 Meaning, definition and the concept of management
3.2 Scope and importance of Management.
3.3 Principles of Management.
3.4 Types and process of Management.
3.5 Factors influencing management.

Unit 4. Administration

4.1 Meaning definition and purpose of Educational administration
4.2 Scope and importance of Educational Administration,
4.3 Principles of Administration.
4.4 Types of Educational Administration.
4.5 Educational administration., issues and problems

Unit 5. Supervision.

5.1 Meaning, definition and characteristics of supervision.
5.2 Scope and importance of Supervision.
5.3 Principles of Supervision.
5.4 Kinds of Supervision.
5.5 Techniques of supervision and role of a supervisor, issues and problems

Unit 6. Leadership.

6.1 Meaning definition and nature of leadership
6.2 Scope and importance of leadership.
6.3 Skills and qualities needed for successful academic leaders.
6.4 Leadership Styles/Types.
6.5 Role of leadership in improvement of Education System: Issues and problems.

Unit 7. Education Policies with reference to Planning and Management

Required Reading:

1. Iqbal, Mohd. (1997) Educational Administration.
2. Mohyuddin, Sultan: School Organization and Management, (West Pakistan Publications).

Additional Reading:

Educational policies of government of Pakistan with reference to Primary, Secondary, Higher Secondary, Teacher Education and Management issues. (1969)

Zaki, W.M Educational Management, Ministry of Education 1969, 1971, 1998 Islamabad.

(National Book Foundation).

Zaki, W.M. Educational planning.

(National Book Foundation).

Zaki, W.M. EPM Course Units on concepts and process of Allama Iqbal Open University Islamabad.

(National Book Foundation).

Malik, Said Rehman. The System of Education in Pakistan,

(National Book

CURRICULUM DEVELOPMENT

(Core Course)   Marks: 100

Objectives:

After completion of the course, the learners should be able to:

1. Conceptualize the terms: Curriculum, Syllabus and Instruction.

2. Analyse contemporary curricular issues and the practical problem of Elementary and Secondary Education in general, and particularly in Pakistan. Demonstrate the practical knowledge and competence to prepare a Curriculum package for Elementary and Secondary Education in Pakistan.

3. Discuss various types of Curricula.

4. Conceive, develop and analyse implementation strategies for the attainment of the objectives of Elementary and Secondary Curriculum in the context of Pakistan.

5. Demonstrate an understanding of the processes of development of textbooks and instructional materials, teaching aids, educational equipment, achievement test, Professional development of teachers and teacher Education, and the role of relevant institutions of educational innovation in Pakistan.

6. Equip themselves for performing their role as change agents in the education system in order to meet the challenges and increased demands of the 21st century.

7. Select and apply appropriate instructional strategies in the classroom for effective teaching.

8. Equip them for the evaluation of a Curriculum.

Unit 1. Introduction

1.1   Scope of Curriculum.

1.2   Concept of Curriculum.

1.3   Difference between Curriculum Syllabus and instruction.

Unit 2. Types of Curriculum

2.1   Subject based Curriculum

2.2   Teacher centered Curriculum

2.3   Learner centered Curriculum

2.4   Activity Curriculum

2.5   Hidden Curriculum

2.6   Integrated Curriculum

Unit 3.   Elements of Curriculum Development / different model

3.1   B.A Tyler Model ataba (Ralional Model).

3.2   Herricks Model

3.3   Wheeler's Model (Cyclical Model)

3.4   Deckeins Walker's Dynamic Model

Unit 4. Curriculum Development Approach

4.1   Centralized (Top-down)

4.2   Decentralized (Bottom-up)

4.3 Curriculum development at Primary and Secondary levels in Pakistan.

4.4 Curriculum development for Teacher Education in Pakistan.

Unit 5. Institution of Education

5.1   Roles of IER.

5.2   Role of NITE

5.3   Role of PITE

5.4   Role of RITE

5.5   Role of Text Book Board

5.6   Role of DCTE

Unit 6. Evaluation of Curriculum

6.1   Defining formative and summative evaluation.

6.2   Steps of curriculum evaluation.

6.3   Criteria to evaluate a curriculum.

6.4   Criteria of evaluating curriculum material.

6.5   Evaluation of total educational programme.

Unit 7. Curriculum Change and Innovation

7.1   Concept of change and innovation. Source/Forces of curriculum change. Barriers for curriculum change. Strategies for curriculum change.

Required Readings:

1. Farooq R.A

   (1994) Education system in Pakistan: issues and Problems, Islamabad, Asia society for promotion of Innovation and Reform in Education.

2. Galen. S.J. Alexander, W.M & Lawis, A.J.

   (1981) Curriculum Planning for better Teaching and learning, 4th edition. New York: Rinehart & Winston.

3. Smith, B.O., Stanley. W.O. & Shores. J.H.

   (1957) Fundamentals of Curriculum Development, New York: Harcourt, Brace and world.

Additional Reading:

1. Farooq R.A.

   (1985) Institutions of Pedagogy, Research and Curriculum Development in Pakistan, Islamabad: Academy of Educational Planning and Management.

3. Mc Neil. J.D.

   (1990) Curriculum A Comprehensive introduction, 4th edition. Los Angeles: Harper Collins.

3. Mrray, P.

   (1993), Curriculum Development and Design, 5th edition Malaysia: Allen & Unmix

4. Lawton. D.
   (1976) Class, Culture and Curriculum, London: Routledge and Kegan Paul.

RESEARCH METHODS

(Core Course)   Marks: 100

It is common knowledge that much of the research being conducted in Pakistan is irrelevant and lacking in rigour. In order to develop the research abilities all M.Ed students, as they will conduct a research project. It is also recognized that most M.Ed Students do not have the necessary background and knowledge of how a research thesis is developed, a project designed, data gathered and analyzed, and how it is written up. This course will fill these gaps by providing the theoretical underpinnings for the conduct of research.

Objectives:
1. To develop an understanding of the Philosophy and Paradigms of educational Research.
2. To understand and apply formal planning techniques to the scheduling of research activities.
3. To acquire the skills of developing a research report.
4. To acquire the skills of developing a project design.
5. To acquire the skills of data gathering and data analysis.
6. To understand the various methods of Research.
7. To acquire the skills of writing a Research report

Unit 1. Introduction
1.1 The Nature of Research
1.2 Need for Research in Education
1.3 Procedure/Format of Educational Research
1.4 The scientific method; positivism and naturalism
1.5 Quantitative, Qualitative and Mixed-Method Research Designs

Unit 2. Selection of research problem
2.1 Sources of Research Problem
2.2 Evaluating the Research Problem
2.3 Refining the Research Problem
2.4 Research Objectives
2.5 Research Questions
2.6 Research Hypothesis/Hypotheses
2.7 Literature Review

Unit 3. Preparing research proposal
3.1 The Research Proposal or Synopsis
3.2 Format of the Research Proposal

Unit 4. Sampling

4.1   Rationale of Sampling

4.2   Steps in Sampling

4.3   Probability Sampling

4.4   Nonprobability Sampling

4.5   The Size of the Sample (Fundamentals)

4.6   The Concept of Sampling Error

Unit 5. Ethical considerations and validity and reliability in educational research

    5.1 Research ethics

    5.2 Validity and Reliability

Unit 6. Qualitative Research

    6.1 Interactive Research

        6.2.1. Ethnography

        6.2.2. Phenomenology

        6.2.3. Case Study

        6.2.4. Grounded Theory

        6.2.5. Critical Studies

        6.2.6. Action Research

    6.2 Noninteractive Research

        6.2.1 Content Analysis

        6.2.2 Historical Research

Unit 7. Quantitative Research

    7.1 Experimental Research Design

        7.1.1.   True Experimental

        7.1.2.   Quasi-Experimental

        7.1.3.   Single Subject

        7.1.4.   Preexperimental

    7.2 Non-experimental Research Design

        7.2.1.   Descriptive

        7.2.2.   Comparative

        7.2.3.   Correlational

        7.2.4.   Survey

        7.2.5.   Secondary Data Analysis

Unit 8. Research Instruments

    8.1.   Questionnaires

    8.2.   Interviews

    8.3.   Accounts

    8.4.   Observation

    8.5.   Tests

    8.6.   Personal constructs

    8.7.   Scales

    8.8.   Anecdotal records

Unit 9. Analysis of Data

    9.1.   Qualitative Data Analysis

    9.2.   Quantitative Data Analysis

Unit 10. Research Report Writing

    10.1.   Format of the Research Report

    10.2.   Voice and Point of View

    10.3.   Preparation of the Report

Reference Books:

Ary, D., Jacobs, L.C., and Sorensen, C.K. (2010) *Introduction to Research in Education* (Eighth Edition), Wadsworth CA: Cengage Learning

Babbie, E. (2008) *The Basics of Social Research* (Fourth Edition), Belmont, CA: Thomson Wadsworth

Cohen, L., Manion, L., and Morrison, K. (2007) *Research Methods in Education* (Sixth Edition), New York: RoutledgeFalmer

Farooq, R.A. *Understanding Researching Education*, Lahore: Majeed Book Depot.

Newman, W.L. (2006) *Social Research Methods ...*, Delhi: Pearson.

Schreiber, J.B., Asner-Self, K. (2011) *Educational Research: Interrelationship of Questions, Sampling, Design, and Analysis*, Chennai, India: John Wiley & Sons, Inc.

MEASUREMENT AND EVALUATION

(Core Course)   Marks: 100

Objectives:

As a result of studying this course the students are expected to:

1. Differentiate between Evaluation, measurement & Testing.
2. Evaluate different types of Evaluation procedures.
3. Plan, construct and analyze test items.
4. Interpret a raw score by transforming it to some comparable score.
5. Judge the usefulness of a test by determining its Validity and Reliability.
6. Summarize and describe test results.
7. Analyze Data and make inferences.

Course Outline:

Unit 1. Introduction

1.1   Evaluation Assessment, Measurement and Test.
1.2   The purpose of testing.
1.3   General principles of Assessment.
1.4   Types of evaluation procedures.
1.5   Norm-Referenced and Criterion referenced tests.

Unit 2. Judging the Quality of the Test

2.1   Validity; Methods of determining Validity.
2.2   Factors affecting validity.
2.3   Reliability, Methods of Determining Reliability.
2.4   Factors affecting Reliability.
2.5   Practicality.

Unit 3. Appraising Classroom Tests (Items Analysis)

3.1   The value of Item
3.2   The procedure/ Process of Item Analyses
3.3   Item Difficulty.
3.4   The index of Discrimination.
3.5   Distractibility.

Unit 4. Interpreting the test scores

4.1   The percentage correct Score
4.2   The percentile Ranks
4.3   Standard Scores
4.4   The Profile

Unit 5. Evaluating Product, Procedures & performance

5.1   Evaluating Themes and Terms   papers.
5.2   Evaluating Group work and participation.
5.3   Evaluating Demonstration.
5.4   Evaluating Physical Movements and Motors Skills.
5.5   Evaluating Oral performance.

Unit 6. Portfolios

6.1 Purpose of portfolios.
6.2 Guidelines for portfolios Entries.
6.3 Guideline and students Role in selection of portfolio Entries and self-Evaluation.
6.4 Using Portfolios in Instruction and communication.
6.5 Potential strengths and weaknesses of portfolios.
6.6   Evaluation Criteria.

Unit 7. Basic Concepts of Inferential statistics

7.1 Concept and purpose of inferential statistics.
7.2 Sampling Errors.
7.3 Null hypothesis.
7.4 Tests of Significance.
7.5 Levels of Significance.
7.6 Type I and Type II Errors.
7.7 Degree of freedoms.

Unit 8. Selected Tests of Significance

8.1 T.Tests.

8.2 Chi-Square.

8.3 Regression.

Required Readings:

1. Gay,L.R.: Educational Research: Competencies for Analysis and Application, Third Edition, London: Macmillan.
2. Ebel, R.L. (1991). Essentials of Educational Measurement
3. (3rd Ed). *New jersey: Prentice-Hall, Inc.*
4. Linn, R. L. & Gronlund, N. E. (2005). Measurement and Assessment in Teaching. Delhi: Pearson Education. Inc.
5. Kubiszyn, T. & Borich, G. (1990). Educational Testing & Measurement: Classroom application & practice (3rd Ed) USA: Harper Collin Publishers.

Additional Readings:

Gronhund, N.E, & Linn, R.

      (1990) Measurement and Evaluation in teaching, New Jersey: Macmillan.

Rizivi,A.   (1973) Classroom Testing, Karachi: Power Book Agency.

Professional Area

Secondary Education in Pakistan

Teacher Education in Pakistan

Environmental Education

Computer Education II

Guidance and Counselling

SECONDARY EDUCATION IN PAKISTAN
(M.Ed Professional Areas)

Objectives: **Marks 100**

1. The course is required to help them to understand the general nature of Secondary education and:
2. To develop insight into our Society and the needs of Secondary school child.
3. To analyse the Curricular and Co-curricular obligations.
4. To have an awareness of the administrative setting of institutions internally and externally for Secondary pupils.
5. To be able to understand and indicate major changes brought about in Secondary Education after independence. Viz:
   Social and Cultural.
   Technological.
   vocational.
6. Search for innovative approaches.

Course Outline:

Unit 1   Historical Background of the development of Secondary education in Pakistan.
   1.1 Secondary education during British Rule.
   1.2 Salient features and changes brought about Secondary education from 1947 to 1998.

Unit 2 Administrative strategies and development of secondary education after independence.
   Enrolment and facilities
   Curricular development
   Vocational training
   Science education
   Women education

Unit 3   Curricular development of Secondary Education
   3.1 Curricular recommendations in 1947, 1959, 1969, 1972, 1978 and 1992.
   3.2 Introducing Guidance and Counselling.
   3.3 Measures and recommendations to over come the constraints.

Unit 4   Teacher Training in Pakistan
   Objectives and nature of Pre-service Teacher education.
   Objectives and nature of In-service Teacher Education

Unit 5   Challenges of the future with reference to secondary education
   5.1 Quantitative Projection.
   5.2 Qualitative challenges
   5.3 Related issues (Social and Vocational)

Unit 6   Innovative approaches to improve Secondary education in Pakistan

Required Reading:

1. Albert, J. Huggett:
   Practical School Administration. The General Press Publishers, Illinois, U.S.A
2. Ministry of Education and Scientific Research:
   Proposals for a New Education Policy Government of Pakistan, Islamabad.
3. Ministry of Education, Report of Commission on National Education, 1959, Government of Pakistan.

Additional Reading:

Mort & Ross
   Principles of School Administration, McGraw Hill Book Col. Inc, N.Y., 1957.
Mohiuddin, Sultan M:
   School Organization and Management. West Pak Publishing Co. Ltd. Lahore.
Walter, John:
   Administration and Policy Making in education, The John Hopkins Press, Baltiomre.

TEACHER EDUCATION IN PAKISTAN
(M.ED Professional Areas)

Objectives: **Marks 100**

This course is designed to:

1. Acquaint students with the importance of teachers and the teacher education programme.
2. Provide basic knowledge about the Teacher Education Curriculum and its development.
3. Provide knowledge about the objectives of teacher education programmes in general and those of Pakistan in particular.
4. Increase awareness of the functions of the college of. Teacher Training institutions and the relationship between the studies being carried out in these colleges and the requirements of teachers in their work.
5. Provide knowledge about the structure of teacher education.
6. Offer understanding about the needs for and provision of Teacher Education by distance mode and by other means.
7. Encourage consideration of improved and more cost effective methods of delivering good quality Pre and in- service teacher education.

Course Outline:

Unit 1. The concept of teacher Education.

   1.1   Changing role of the teacher and its implication for Teacher Education.

Unit 2 Curriculum and design of Teacher training Programmes.

   2.1 Nature and scope of teacher training at Elementary level.

   2.2 Nature and scope of teacher training at Secondary level.

Unit 3 Objectives of Teacher Education.

   3. I Understanding

   3.2 Attitude and values

   3.3 Skills

   3.4 Objectives in general

   3.5 Objectives of teacher education in Pakistan.

Unit 4 Objectives and structure of teacher Education curriculum.

   4.1 Objectives of the Curriculum.

      (i) Elementary level.

      (ii) Secondary level.

   4.2 Functions of Teacher Training Institutions.

      (i) Elementary

      (ii) Secondary

   4.3 Link Between school Curriculum and teacher education curriculum.

      (i) Elementary

      (ii) Secondary

Unit 5   Teacher Education through Non formal •and Distance Education

(i) A.I.O.U (Pre-Service)

(ii) The Pflis (In—Service)

Unit 6 Critical review of the role of Private sector in Teacher Education.

Unit 7 Problems of Teacher Education in Pakistan and suggestions for its improvement.

Rcguircd Readings:

Education System in Pakistan:

   Issues and Problems. Islamabad: Asia Society for Promotion of innovation and Reform in Education. 1994.

Government of Pakistan:

   The teacher. I us Changing Role. I.B.E./UNESCO. Geneva, Ministry of Education. Curriculum Wing. Islamabad. Sept. 1975.

Additional Readings:

Tibble, R.A.

   Survey Study on Problems and Prospects of Teacher Education in Pakistan, Islamabad: Academy of Educational Planning and Management, I 990.

Tibble, J.W.:

   The future of Teacher Education. Routledge and Kegan Paul, London, 1971.

ENVIRONMENTAL EDUCATION

(M-ED Professional Areas)

Objectives: **Marks 100**

By the end of the course, the students will be able to;

1. Comprehend the various concepts related to natural and built environment.

2. Comprehend the value of various natural resources and their value to human beings.

3. Analyse critically environmental issues resulting form technological and human interventions.

4. Grasp the integral role of Environmental Education for sustainable development.

5. Understand and implement the knowledge, skills and practices acquired in their area of work.

COURSE OUTLINE:

Unit I Understanding the Environment 1 Natural Environment.

1 .2 Eco-systems. Ecology and Bio-diversity.

1 .3 Natural flow in Ecosystem.

Unit 2 Natural Resources

2. 1 Renewable and Non-renewable Resources.

2.2 Forests, wildlife, mineral and common property resources.

2.3 Problems to Natural resources in Pakistan.

2.4 Natural environmental issues and their relationship with Natural resources.

Unit 3 Technological Advancements

3.1 Industrial Revolution.

3.2 Population Growth.

3.3 Intensification of Agriculture.

3.4 Economic development.

3.5 Global Environment Issues.

Unit 4 Built Environment

4.1 Brown environment.

4.2 Industrialization.

4.3 Pollution.

4.4 Global Environment and Greenhouse effect.

4.5 Society and Nature.

4.6 Politics and Democracy:

Unit S Energy and its Conservation

5.1 Renewable and Non-renewable resources of energy

5.2 Alternative Sources of energy.

5.3 Intermediate Technology.

5.4 Nuclear Energy.

Unit 6. Historical Perspective of Environmental Education.

6.1 Ecological foundation

6.2 Stolkholmes Conference.

6.3 Earth Summith (UNCED)

6.4 North-South conflict.

6.5 National efforts.

Unite 7. Environmental Education for Action

7.1 The nature and scope of EE.

7.2 Aims and objectives of EE.

7.3 Environmental Education for citizenship.

7.4 Environmental Ethics and values.

7.5 Education for sustainability.

RECOMMENDED BOOKS.

Required Readings:

Atlas of-environment

Co-Published by Arrow books, WWF, 1996 (UK)

What we consume part 10, I and teachers handbook, Co-published by WWF-UK and Richmond Publishing Company, Surrey 1990.

Earth in Mind, Orr. David. Island Press, 1995.

Earth rights, Co-Published by WWF and Kogan Pages 1987.

Additional Readings:

Education for sustainability. Edited by John Huckle 1996.

1. Pedagogy of the Oppressed, Paulo Freire.

2. National Conservation strategy (NCS) IUCN Pakistan, 1993.

3. Sarhad Provincial Conservation Strategy, IUCN SPCS unit 1997.

4. Flarvesting On Hundred fold (UNEP) 1992.

5. The Conservcr Society, Trainer, Ted. Zed Books, 1995.

6. Autonomous Development, Carmen, Raff. Zed Books, 1995,

7. Greenprints, Co-Published by WWF and Kogain Pages, 1987.

COMPUTER EDUCATION

(Core Course)   Marks: 100

Objectives:

The successful completion of this course will enable the students to understand the fundamentals of computer. Insha-Allah they will be able:

- To familiar with computer, history and types of computer
- To explore the functioning of the computer and its peripherals
- To describe several uses of communications technology
- To understand different types of computer networks
- To make hands-on use of computer, how to use the Windows and MS Office (MS Access and MS Power Point programmes)
- To develop and apply skill in the use of internet technology with a special focus on E-mail and World Wide Web.
- To develop and apply skill of online database in the use of online database in the field of education.

1.   Introduction to Computer and Operating System:

1.1. Definition, Types, History and Classification of computer.

1.2. Importance / Applications of Computer.

1.3. Hardware and Software.

1.4 Types of Software

1.5. Translators (Compiler / Interpreter / Assembler)

1.6. Operating system (Introduction, Functions and types).

1.7. Components of GUI

1.8. Windows basics (Cut, Copy, Paste)

1.9. Creating and deleting folders

1.10. Familiarization with Windows Icons.

1.11. Use of Start Menu.

1.12. Managing files and folders using My Computer.

2.   Databases

Tool: MS-Access

Contents:

2.1. Database

2.1. Basics (Data file/Table, Record, Field)

2.2. Planning of Database Structure

2.3. Data Types

2.4. Primary Key/Identifier Concepts

2.5. Getting Started with MS Access

2.2. Table

2.2.1. Creating Table (In design view, by using wizard)

2.2.2. Saving tables

2.2.3. Handling data (data entry, adding, editing, deleting)

2.2.4. Data validation

2.2.5. Sorting and filtering

2.2.6. Printing records in tables

2.3. Forms

2.3.1. Creating forms using wizard

2.3.2. Saving, printing record/records

2.3.3. Editing, deleting addition through forms

2.4. Queries

2.4.1. Creating queries in design view

2.4.2. Printing query

2.5. Working with reports and charts

2.5.1. Creating and printing

3.   Presentations:

Tool: MS Power Point

Contents:

3.1   What is MS Power Point Presentation?

3.2   Getting started with MS Power Point

3.2.1   Introduction to interface

3.3   Creating the presentation (Through wizard and through template)

3.3.1   Entering and editing text, inserting slides, re-arranging slides, saving file

3.3.2   Inserting slide number

3.4   Modifying presentations design

3.5   Formatting individual slides

3.6   Applying transitions, animations and linking to slides preparing handouts printing presenting

3.7   Presenting slides show

4. Internet

    4.1 Internet Browsers

    4.2 Browsing Internet

    4.3 Working with Email

        4.3.1. Sending to single and multiple receivers

        4.3.2. Receiving

        4.3.3. Forwarding

        4.3.4. Attachment of files

    4.4 Different search engines and their use.

Recommended Books:

- Ali, A. S. & Nudrat, A., (2000). Fundamental Concepts of Computer Systems. Peshawar: The Ayes,.
- Long, L. & Long, N., (2000). Computers, (6th Ed.). Pakistan: National Book Foundation.
- Parker C. S. & Morley D., (2002 Ed.) Understanding Computers Today and Tomorrow.
- Mughal, I. A. (2004) Introduction to Computer Science. Peshawar: Islamia Book Agency.
- Textbook of Computer Studies for Class IX and X, Published by N.W.F.P. Textbook Board Peshawar.
- Windows Manual.
- Ms Office Manual.

SCHEME OF EXAMINATION:

Paper Time: 4 Hours

Total marks: 100

Theory: 50

Practical: 50

GUIDANCE AND COUNSELING
(M.ED Professional Areas)

Objectives:

1. To provide basic information regarding the extent and nature of guidance Series.
2. To gain an understanding of a typical secondary school guidance programme.
3. To understand the historical basis of current features of guidance.
4. To become aware of the importance providing guidance through a comprehensive, organized program.
5. To understand the potential value of evaluation in guidance program.

Course Outline:

Unit 1. An Introduction to Guidance.

(a) Guidance, Definition, Scope and Challenge.

(b) A Philosophy for Guidance.

(c) Functions of guidance.

(d) The role of Guidance in the Educational.

Unit 2. Guidance: How it grew

(a) Historical Development.

(b) Origins in Social reform movement.

(c) The development of Guidance for Elementary & secondary Schools.

Unit 3. Guidance in the Elementary School.

(a) Guidance and personality development.

(h) Helping a Pupil change.

(c) Effects of culture on Guidance and Counseling.

Unit 4. Guidance in the Secondary School.

(a) Problems of the Secondary School students.

(b) The Needs survey

(c) Result of survey of Pupils problems and attitudes, teachers attitudes, attitudes of parents.

Unit 5. Counseling:

(a) Definitions, Scope and trend.

(b) Principles of Counseling.

(c) Techniques of Counseling.

    i. Decision making Counseling.

    ii. Client-centered Counseling.

    iii. Gestalt therapy.

(d) Progressive steps in School Counseling.

Unit 6. Career Information.

(a) The nature of Career information.

(b) Counseling activities in providing information.

    i. Individual ii- Group.

Unit 7. Adapting Guidance to specific Needs.

(a) Group Counseling Approaches.

(h) Group Guidance Approaches.

(c) Counselor-staff responsibilities.

Unit 8. Evaluation of Guidance Program.

(a) The process of Evaluation.

(b) Evaluation of Guidance Services in a Typical High School.

Additional Reading.

i. E.L. Tolbert 1978,' An Introduction to Guidance, Boston, Little, Brown And Co.

Required Reading.

ii. McDaniel, 1956, Guidance in the modem School.