

**SCHEME AND COURSES OF STUDIES FOR
M.A IN EDUCATION**



**DEPARTMENT OF EDUCATION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
2014**

All Codes for complete program are classified as:

S. No	Compulsory Courses/Core Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Functional English-1	Will be given by other Department	Will be given by other Department	5	1
2	Functional English-II	Will be given by other Department	Will be given by other Department	5	2
3	Computer Education	Will be given by other Department	Will be given by other Department	6	3

S.No	Foundation Courses/Basic Courses/Introductory Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Philosophical & Sociological Foundation of Education-I, Educational Psychology-I, Historical Development of Education-I, Educational Measurement & Evaluation-I	0	EDU	5	1
2	Comparative Education-I, Educational Guidance & Counseling-I, Contemporary Trends in Education-I, Readings in Education-I, Introduction to Statistics in Education	0	EDU	5	3

S.No	Major Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Philosophical & Sociological Foundation of Education-II, Educational Psychology-II, Historical Development of Education-II, , Educational Measurement & Evaluation-II	1	EDU	5	2
2	Comparative Education-II, Educational Guidance & Counseling-II, Contemporary Trends in Education-II, Readings in Education-II	1	EDU	5	4

S.No	Advanced Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Educational Research-I	9	EDU	5	1
2	Educational Research-II	9	EDU	5	2
3	Research Thesis	9	EDU	6	4

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SCHEME OF STUDY FOR MASTER OF ARTS IN EDUCATION

Duration: 02 Years

Total Semesters: 034

Eligibility Criteria: BS/B.Sc 14 Year Education with at least 45% Marks

Total Credit Hours: 72

Medium of Instruction: English

FIRST YEAR EDUCATION (MA)

Semester Wise Break Up

FIRST SEMESTER			SECOND SEMESTER		
Course Code	Subject	Cr. Hr.	Course Code	Subject	Cr. Hr.
EDU 501	Philosophical & Sociological Foundation of Education I	3	EDU 511	Philosophical & Sociological Foundation of Education II	3
EDU 502	Educational Psychology I	3	EDU 512	Educational Psychology II	3
EDU 503	Historical Development in Education I	3	EDU 513	Historical Development in Education II	3
EDU 591	Educational Research I	3	EDU 592	Educational Research II	3
EDU 504	Educational Measurement & Evaluation I	3	EDU 514	Educational Measurement & Evaluation II	3
	Functional English I	3		Functional English II	3
Total Courses		6	Total Courses		6
Cr. Hrs.		18	Cr. Hrs.		18

SECOND YEAR EDUCATION (MA)

THIRD SEMESTER			FOURTH SEMESTER		
Course Code	Subject	Cr. Hr.	Course Code	Subject	Cr. Hr.
EDU 605	Comparative Education I	3	EDU 615	Comparative Education II	3
EDU 606	Educational Guidance & Counseling I	3	EDU 616	Educational Guidance & Counseling II	3
EDU 607	Contemporary Trends in Education I	3	EDU 617	Contemporary Trends in Education II	3
EDU 608	Readings in Education I	3	EDU 618	Readings in Education II	3
	Computer Education	3	EDU 699	Research Thesis	6
EDU 609	Introduction to Statistics in Education	3			
Total Courses		6	Total Courses		5
Cr. Hrs.		18	Cr. Hrs.		18

DEPARTMENT OF EDUCATION
M.A (TWO YEAR PROGRAM)
Credit Hours
M.A Part I

	COURSE NO.	TITLE	Cr. Hrs.
<u>1st Semester:</u>			
Paper I	EDU 501	Philosophical & Sociological Foundation of Education I	3
Paper II	EDU 502	Educational Psychology I	3
Paper III	EDU 503	Historical Development of Education I	3
Paper IV	EDU 591	Educational Research I	3
Paper V	EDU 504	Educational Measurement and Evaluation I	3
Paper VI		Functional English I	<u>3</u>
			18

<u>2nd Semester:</u>			
Paper I	EDU 511	Philosophical & Sociological Foundation of Education II	3
Paper II	EDU 512	Educational Psychology II	3
Paper III	EDU 513	Historical Development of Education II	3
Paper IV	EDU 592	Educational Research II	3
Paper V	EDU 514	Educational Measurement and Evaluation II	3
Paper VI		Functional English II	<u>3</u>
			18

M.A Part II

<u>3rd Semester:</u>			
Paper I	EDU 605	Comparative Education I	3
Paper II	EDU 606	Educational Guidance & Counseling I	3
Paper III	EDU 607	Contemporary Trends in Education I	3
Paper IV	EDU 608	Readings in Education I	3
Paper V		Computer Education	3
Paper VI	EDU-609	Introduction to Statistics in Education	<u>3</u>
			18

<u>4th Semester:</u>			
Paper 1	EDU 615	Comparative Education II	3
Paper II	EDU 616	Educational Guidance & Counseling II	3

Paper III	EDU 617	Contemporary Trends in Education II	3
Paper IV	EDU 618	Readings in Education II	3
Paper V	EDU 699	Research Thesis	<u>6</u>
Total credit hours:			<u>18</u>
			<u>72</u>

M.A Part I
Course No. 501
1st Semester

Course Title: Philosophical & sociological Foundation of Education I

Credit Hours: 03

Objectives:

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

- (1) describe ideological, philosophical and historical perspectives of education.
- (2) analyze the educational thoughts (philosophies) of thinkers and their impact on educational system of our country.
- (3) Identify the concept and values of education in the light of Muslim philosophy and ideology.

Unit 1: Introduction of Philosophy

- a) Definitions of philosophy and education
- b) Relationship between philosophy and education
- c) Practical implication of philosophy of education

Unit 2: Systematic Philosophies of Education

- a) Old schools
 - i) Idealism
 - ii) Realism
- b) Modern Schools
 - i) Naturalism
 - ii) Pragmatism

Unit 3: Islam and Education

- a) Muslim contribution to education philosophy
- b) Educational values in Islam

Unit 4: Theoretical Foundations of Education in Pakistan

- a) Ambivalence between modernism and fundamentalism
- b) Educational implications in Iqbal's Philosophy
- c) Philosophical evaluation of Pakistan's educational system

Unit 5: Aspects of Philosophy

- a) Areas of Philosophy
 - i) Ontology
 - ii) Epistemology
 - iii) Axiology
- b) Styles of Philosophy

- i) Speculative
- ii) Prescriptive
- iii) Analytic

Unit 6: Educational Philosophies

- a) Perennialism
- b) Essentialism
- c) Progressivism
- d) Reconstructionism

Reference Books:

- 1) Brubacher J.S (1950), Modern Philosophies of Education, McGraw-Hill Third Edition
- 2) Dewey .J (2009), Democracy and Education, Wilder Publications
- 3) Horne H. H. (1937), Philosophy of Christian Education. New York: Fleming H. Revel.
- 4) Curtis, S. J. (1958), An Introduction to the Philosophy of Education, University Tutorial Press, reprint (1958)
- 5) Dr. S. S. Hussain & Dr. Ali Ashraf,(1979) Crisis in Muslim Education, Arnold Overseas
- 6) Rendell John Herman (1971), Philosophy, An Introduction, Barnes & Noble publishers
- 7) David Carr (2003) Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching, Routledge Flamer Publications
- 8) Frieda Heyting & Dieter Lenzen (2001) Methods in Philosophy of Education, Routledge Flamer Publications
- 9) Nel Noddings (2011) Philosophy of education, West View Press Publications
- 10) Randall Curren (2007) Philosophy of education, Wiley Publishers

M.A I
Course No. 502
1st Semester
Course Title: Educational Psychology I

Credit Hours: 03

Objectives:

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

- (1) apply the learnt knowledge to understand the psychology of pupil.
- (2) develop the attitude of observation and enquiry.
- (3) recognize and solve adolescent problems at various levels of education.

Unit 1: Basic Matters of Educational Psychology

- a) Introduction
- b) Nature and purposes of educational psychology
- b) Scope and importance of educational psychology

Unit 2: Schools of Psychology and their Bearing on Education

- a) Structuralism
- b) Functionalism
- c) Behaviorism
- d) Gestalt Psychology
- e) Psychoanalysis
- f) Humanist Psychology
- g) Transpersonal Psychology

Unit 3: Methods of Educational Psychology

- a) Introspection method
- b) Observation Method
- c) Questionnaire
- d) Interview
- e) Experimental Method
- f) Case Study
- g) Clinical Method

Unit 4: Human Growth and Development

- a) Definition and importance of growth and development in education
- b) Principles of growth and development
- c) Developmental changes and characteristics of physical, mental, social

- and emotional growth at various stages
- c) Basis of human development

Unit 5: Child Development

- a) An overview of Child Development
- b) Stages of Child Development
- c) Principles of Child Development

Unit 6: Bases of Emotional Behavior

- a) Nature and importance of emotion in education
- b) Some basic emotions and their effects on personality and learning
- c) Controlling techniques and treatment of the basic emotions

Unit 7: Cognitive Development

- a) Nature
- b) Principles
- c) Stages
- d) Application in Real Life Span

Reference Books:

- 1) Sorenson Herbert (1964), Psychology in Education, McGraw-Hill Companies
- 2) Stephens. J .M (2004), Educational Psychology, Academic Press
- 3) Skinner C.E (1958), Educational Psychology, Wikas Publishing House
- 4) Crow and Crow (2012), Educational Psychology, Surjeet Publications
- 5) Martyn Long (2000) The Psychology of Education, Routledge Falmer Publications
- 6) Ron Ritchhart & Mark Church (2011) Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners, Jossey Bass Wiley Publishers
- 7) Carol Ann Tomlinson (2004) How to Differentiate Instruction in Mixed Ability Classrooms, Pearson Education (US)
- 8) Barry J. Zimmerman, Dale H. Schunk (2003) Educational Psychology: A Century of Contributions, Lawrence Erlbaum Associates

M.A I
Course No. 503
1st Semester

Course Title: Historical Development of Education I

Credit Hours: 03

Objectives:

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

- (1) appreciate the basic principles of education of Muslim and Non-Muslim thinkers.
- (2) identify the contribution made in the field of education by Muslim and Non Muslim thinkers.
- (3) implement the Islamic values and code of ethics in their lives.

Unit1: Historical Background of Education (Greeks)

- a) The Greek people
- b) Athens system of education
- c) Spartan system of education
- d) Plato' philosophy
- e) Aristotle' philosophy

Unit 2: Historical Background of Education (Roman and Middle ages)

- a) The Roman Education for practical life
- b) The middle ages
- c) Education as discipline

Unit 3: Historical Background of Education (Renaissance and religious movements)

- a) The Renaissance and the Humanistic education
- b) The Reformation Movements - Religious concept of education
- c) The disciplinary concept of education - John Lock

Unit 4: Historical Background of Education (Western)

- a) The Naturalistic concept of education – Rousseau
- b) The Psychological concept of education – Pestalozzi & Herbart
- c) The Scientific tendency in education- Herbart Spenser
- d) The democratic tendency in education- John Dewey

Unit 5: Sources of Islamic Education

- a) Sources and foundations of Islamic education
 - 1) Holy Quraan
 - 2) Hadith

Unit 6: Muslim Thinkers and their Roles

- a) Contribution of Imam Ghazali to education
- b) Contribution of Allama Ibne Khuldoon to education

Reference Books:

- 1) John L. Rury (2002) Education and Social Change: Themes in the History of American Schooling, Lawrence Erlbaum Associates.
- 2) Frederick Mayer (1960) A History of Educational Thoughts, Charles E. Merrill Books Co.
- 3) Monroe Paul (1935) History of Education, The Macmillan company Ltd London
- 4) Henri Irénée Marrou (1956) A History of Education in Antiquity, Univ of Wisconsin Press.
- 5) Clarke M. L. L. (2012) Higher Education in the Ancient World, Routledge Publishers.
- 6) Frederick A. G. Beck (1964) Greek Education, 450-350 B.C. Barnes & Noble Publishers

M.A I
Course No. 591
1st Semester
Course Title: Educational Research I

Credit Hours: 03

Objectives:

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

- (1) describe and explain the meaning, importance and uses of research.
- (2) apply scientific method for the solution of educational problems.
- (3) construct research tools and use them in research studies.

Unit 1: Meanings and Scope of Educational Research

- a) Meaning and definitions of educational research
- b) Research as a scientific method of solving problems in the area of Education
- c) Importance and need of educational research

Unit2: Scope of Educational Problems

- a) Pertaining to psychological and social foundations
- b) Pertaining to curriculum, methods of teaching and evaluation
- c) Pertaining to students, teachers and parents
- d) Pertaining to financing, equipment and administration

Unit 3: Types of Research

- a) By Nature
 - i. Direct
 - ii. Indirect
- b) By purpose
 - i. Historical
 - ii. Descriptive
 - iii. Experimental
 - iv. Correlation
 - v. Casual comparative
- c) By method
 - i. Basic
 - ii. Action
 - iii. Applied
 - iv. Research & development (R & D)
 - v. Evaluation research

- d) By subject matter
 - i. Academic
 - ii. Social
 - iii. Educational
 - iv. Technological
 - v. Scientific research

Unit 4: Qualitative, Quantitative and mixed Methods Research Designs

Unit 5: Steps in Educational Research

- | | |
|--------------------------|---------------------------------|
| a) Selection of problem | b) Review of related literature |
| c) Research design | d) Formulation of hypotheses |
| e) Collection of data | f) Analysis of data |
| g) Testing of hypotheses | h) Drawing of conclusions |
| i) Report writing | |

Reference Books:

- 1) John .w. best, (2005), Research in Education, 5th edition of American Psychological Association
- 2) L. R. Gay (2011), Educational Research, 6th Edition of American Psychological Association
- 3) Francis Rummal J. (2008), An Introduction to Research in Education, Harper and Row Publishers
- 4) Von Dalen, (1973), Understanding of Educational Research, McGraw-Hill; 3rd edition
- 5) Garret, H.E, (1982), Statistics in Education, Paragon International Publishers
- 6) Fox David J, (1969), The Research Procedure in Education, Holt, Rinehart & Winston of Canada
- 7) Burke Johnson (2012) Educational Research, Sage Publication Ltd
- 8) Louis Cohen (2011) Research Methods in Education, Rautledge Madison Avenue New York

M.A I
Course No. 504
1st Semester

Course Title: Educational Measurement and Evaluation I

Credit Hours: 03

Objectives:

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

- (1) define and state the concepts of measurement and evaluation.
- (2) apply suitable techniques of measurement and evaluation effectively in actual teaching learning situation.
- (3) construct appropriate class room test according to the given objectives.

Unit 1: Educational Measurement

- a) Meaning and definition on measurement
- b) Need and importance of measurement

Unit 2: Historical Development of Measuring Devices in Education

- a) Primitive notions of measurement, the Quraanic concepts of measurement in scientific field vs measurement in social science
- b) Examination, educational measurement and evaluation

Unit 3: Types of test

- a) Oral test (Merits limitations and suggestions for its improvement and viva voce examination test)
- b) Easy type test (Advantages, limitations and suggestions for its improvement)
- c) Objective type test (Characteristics of its construction, item writing, different types of objective test)
- d) Teacher made test and standardized test

Unit 4: Test appraisal

- a) Assembling the classroom tests
- b) Important test characteristics
- c) Benefits of Item analysis
- d) Item analysis for norm referenced test
- e) Item analysis for criterion referenced test
- f) Establishing test validity and reliability
- g) Preparing test item bank

Unit 6: Selecting and using standardized achievement test

- a) Advantages and limitations of standardized test
- b) Comparison of standardized test with classroom test
- c) Standardized Achievement tests for school
- d) Procedure for standardization

Unit 7: New Trends and Issues

- a) Portfolio Assessment
- b) Dynamic Assessment
- c) Computer Assisted Assessment and Evaluation

Reference Books:

- 1) Rammers H.H (1965) Educational Measurement & Evaluation, Harper & Row Publishers
- 2) J. C. Stanley (1972) Measurement in Today's Schools, Englewood Cliffs: Prentice-Hall
- 3) Thorndike & Hagen (1979) Measurement and Evaluation in Psychology & Education, 4th Edition
New York Wiley
- 4) Rammers H.H & Gage N.L (1991) Educational Measurement and Evaluation, New York, N.Y.: Harper
& Brothers
- 5) Jaap Scheerens & Sally M. Thomas (2003) Educational Evaluation, Assessment and Monitoring,
Taylor & Francis Publishers
- 6) Leping Liu (2001), Evaluation and Assessment in Educational Information Technology, The Haworth
Press Inc.
- 7) Douglas B. Reeves (2004) Assessing educational leaders, Sage Publication Company

M.A I
Course No.
1st Semester
Course Title: Functional English I

Credit Hours: 03

Faculty: Humanities

Programme(s) on which the course is given: M.A / M.Sc

Major or minor element of programmes: Language

Department offering the programmes:

Department offering the course: Department of English Language and Literature

Academic year/Level: 2012-2013 / 1st Semester (Post Graduate)

- **Basic Information**

Title: Functional English I Code: ENG-510 Total: 32

Credit hours: 02 Lectures: 16

Tutorial: N.A Practical: N.A

- **Professional Information**

Overall Aim of Course

This course will enable the participants to:

- Understand the basic rules of grammar.
- Generate ideas and translate them to their speech and writing.
- Formalize students with Vocabulary and structures used in day-to-day formal interaction.

Intended Learning Outcomes of Course (ILOs)

A. Knowledge and understanding:

- I. The students will be able to comprehend the reading passages and understand English grammar.
- II. The students will be able to identify the use (spoken and written) and importance of English Language in their daily life

B. Intellectual skill:

- I. The students will be able to apply grammatical rules to their academic and day-to-day writing.

C. Professional and practical skills:

- I. The students will be able to read with correct pronunciation and interpret the different meanings made by the text.
- II. The students will be able to utilize listening skills and follow lectures and lessons of all the subjects with ease.
- III. Integration of oral skills.
- D. General and transferable skills:
 - I. The students will be able to have clarity of expression, grammatical correctness and appropriateness in writing.
 - II. They will be able to give oral presentations.

Contents:

Week	Topic
Week: 1-2	Sentence Structure
Week: 3	Tenses
Week: 4, 5, 6	Parts of Speech
Week: 7 – 8	Active and Passive voice
Week: 9	Mid Term Examination
Week: 10 – 11	Direct and Indirect Narrations
Week: 12	Punctuation Marks
Week: 13	Synonyms and Antonyms
Week: 14	Pair of Words
Week: 15	Idioms/Proverbs
Week: 16	Connotation, Denotation/Formation of Words
Week:17	Presentations
Week: 18	Final Term Examination

1. Teaching and Learning Methods

- a. Lectures
- b. Discussion Sessions
- c. Brain Storming

- d. Activities
- e. Individual learning tasks
- f. Use of modern technologies such as computer, multimedia, world wide web
- g. Group tasks
- h. Library search

2. Student Assessment methods:

Assessment: I	Assignment	5 th Week
Assessment: II	Test	7 th Week
Assessment: III	Presentations	16 th /17 th Week

3. Weight age of Assessment:

Mid-Term Examination	30%
Internal Assessment	20%
Final-Term Examination	50%
Total	100%

4-List of references

- 1) Murphy, Raymond, *English Grammar in Use*, 2nd Edition Cambridge University Press.1994
- 2) Thompson, A.J and Martinet A.V *A Practical English Grammar*, 4th Edition, Oxford University press.1986
- 3) Bergman C.A and Senn J. AHeath *Grammar and Composition, Introductory Course*, Lexington, Toronto: D.C.1987.
- 4) Richard C.Yorkey, *Study Skills*, McGraw-Hill Company, Newyork.1970

5. Facilities required for teaching and learning

- ✓ Internet
- ✓ Multimedia
- ✓ Library

M.A I
Course No. 511
2nd Semester

Course Title: Philosophical & Sociological Foundations of Education II

Credit Hours: 03

Objectives:

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

- (1) appreciate new trends in education to meet the challenges of society.
- (2) contribute and make efforts towards the betterment of student's social order.
- (3) identify the role of society and other social agencies for developing character.

Unit 1: An Introduction to Sociology

- a) Meaning and definition of sociology
- b) Areas of sociology
- c) Importance of sociology

Unit 2: Educational Sociology

- a) Introduction to educational sociology
- b) Need and scope of educational sociology
- c) Education and human behavior
- d) Sociology of education

Unit 3: Education and Social Order

- a) Social control by education
- b) social change
- c) Social class and education

Unit 4: The School and Personality

- a) Teacher's role and teacher's personality
- b) Socialization and personality adjustment in the schools
 - i) Social climate
 - ii) Models and roles

Unit 5: The Social Environment of the Educational Institution

- a) The socio-cultural environment
- b) The demographic environment
- c) The administrative environment

Unit 6: Social Foundations of Education

- a) Nature of society
- b) Relationship between education and society
- c) Social functions of education

Reference Books:

- 1) James S. Coleman (1994) Social Foundation of Education, Harvard University Press
- 2) Loyal Allen Cook (1950) A Sociological Approach in Education, McGraw Hill New York
- 3) William and Stanley (1956) Social Foundations of Education, Holt, Rinehart and Winston
- 4) Bhattacharya S. (2008) Sociological Foundation of Education, Atlantic Publishers
- 5) Steven Tozer (2011), Handbook of Research in the Social Foundation of Education, Routledge
Madison Avenue New York
- 6) Yogesh Kumar Singh (2008), Sociological Foundation of Education, APH Publishing Cooperation
New Delhi

M.A I

Course No. 512

2nd Semester

Course Title: Educational Psychology II

Credit Hours: 03

Objectives:

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

- (1) apply the knowledge of learning theories in real classroom practice.
- (2) compare and contrast the various types of motivation.
- (3) analyze appropriate aspects of teaching learning process.
- (4) know the process of personality development

Unit 1: Learning process

- a) Learning environment
- b) Learning conditions
- c) Learning opportunities
- d) Fatigue as factor, individual differences and maturation

Unit 2: Theories of learning

- a) Thorndike's theory of connectionism
- b) Pavlov's classical conditioning theory
- c) Gestalt theory
- d) Conditions of the theories

Unit 3: Motivation and learning

- a) Nature and importance of motivation in learning
- b) Various types of motivation (natural motivation, acquired motivation and psychological motivation)
- c) Organizing means of motivation

Unit 4: Socialization as a process of learning

- a) Aims and resources of socialization in schools
- b) Effects of group behavior on individual learning and adjustment

Unit 5: Personality development

- a) The organizing factors of personality
- b) Various theories of personality
 - i) Structural theory
 - ii) Psychological theory
 - ii) Sociological theory

Chapter 6: Various tests of personality

Reference Books:

- 1) Hilgard E. R & Bower G. H (1981) Theories of Learning, Stanford University Press, Prentice Hall
- 2) Jersild T. (1975) Child's Psychology, Prentice Hall New York
- 3) Garrett H. E. (1926) Statistics in Psychology & Education, Longmans Green & Co.
- 4) Sorenson H. (1964) Psychology in Education, 4th edition McGraw-Hill Inc.US
- 6) Herlock E. B. (1973) Adolescent Development, 4th edition McGraw Hill;
- 7) Hall C. S & Lindzey G.(1985)Theories of Personality, Wiley Publishers
- 8) Henry P. Smith (1961) Psychology in Teaching, Englewood Cliffs, NJ Prentice Hall
- 9) Stephens J. M. (1962) Educational Psychology, Holt, Rinehart and Winston
- 10) Susan A. Ambrose (2010) How Learning works, A Wiley Imprint Publishers
- 11) Daniel T. (2010) Why Don't Student Like School, A Wiley Imprint Publishers
- 12) Richard M. Rickman (2008) Theories of Personality, Cengage Learning Publishers
- 13) Gregory J. Feist (2005) Theories of Personality, McGraw-Hill Company
- 14) Jere Brophy (2010) Motivating students to learn, Routledge Madinson Avenue New York

M.A I
Course No. 513
2nd Semester

Course Title: Historical Development of Education II

Credit Hours: 03

Objectives:

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

- (1) recall the historical background of education in the sub continent.
- (2) analyze the issues and constraints in the educational development.
- (3) identify efforts made by the Govt. to eliminate the problems.

Unit 1: Educational Development during Muslim Periods

- a) Concept, characteristics & importance of the system of education under the Muslims
 1. The Holy Prophet (Sallallahu Alaihi Wasallam)
 2. The Pious Caliphs
 3. Umayyads
 4. Abbasids

Unit 2: Patronage of Muslims to Education in Indo-Pak subcontinent

- a) Salatins of Dehli
- b) Mughals

Unit 3: British Period in Indo-Pakistan

- a) Salient features of the system of education during the British Period
- b) Eastern & Western controversy
- c) Wood's Dispatch
- d) Calcutta's University Commission

Unit4: Movements in Education

- a) Different Muslim educational movements in Indo-Pak subcontinent
 - i. Deoband
 - ii. Aligarh
 - iii. Nadvatul Ulmah
 - iv. Jamia Millia Islamia

Unit 5: Education in Pakistan

- a) Primary Education
- b) Elementary Education

- c) Secondary & Higher Secondary Education
- d) Higher Education
- e) Teacher Education
- f) Education in Sindh with special reference to Maktab System

Reference Books:

- 1) James Mill (1826) The history of British India, Baldwin & Cradock Companies
- 2) Stanley Wolpert (2006) The Last years of British Empire in India, Oxford University Press
- 3) Muzaffar Alam (1986) The Crisis of Empire in Mughal North India, Oxford University press
- 4) M. Athar Ali (1966) The Mughal Nobility Under Aurangzeb, Dept. of History, Aligarh Muslim University
- 5) Tamara Sonn, Mary Williamsburg (2004) A Brief History of Islam, Wiley Publishers
- 6) Frances O'Connor (2009) The History of Islam, The Rosen Publishing Group
- 7) Sharma R. N. (2004) History of Education in India, Atlantic Publishers and Distributers
- 8) Fazl Ur Rehman (1953) New Education in the Making of Pakistan: Its Ideology and Basic Problems, Cassell Publishers
- 9) Naseem Jaffer Quddus (1990) Problems of Education in Pakistan, Royal Book Company
- 10) Pervez Aslam Shami (2005) Education in Pakistan: Policies and Policy Formulation, National Book Foundation, Ministry of Education
- 11) Ishtiaq Husain Qureshi (1975) Education in Pakistan: An Inquiry in to Objectives and Achievements, Ma'aref Publishers
- 12) Maria Teresa Tatto (2012) Learning and Doing Policy Analysis in Education, Sense Publishers

M.A I
Course No 592
2nd Semester
Course Title: Educational Research II

Credit Hours: 03

Objectives:

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

- (1) analyze different statistical methods for data analysis.
- (2) develop the ability and skills to apply the learnt knowledge in research activities.
- (3) write a research report.

Unit 1: Selecting the topic for research

- a) Identification of problem
- b) Division of the problem into constituent parts

Unit 2: Formulation of Hypothesis

- a) Meaning of hypothesis
- b) Types of hypothesis
- c) Formulation of hypotheses
- d) Time and cost involved in collection of data after formulating the hypothesis

Unit 3: Collecting relevant information and data

- a) Use of library for research
- b) Various techniques for framing the questionnaire
- c) Various method of collection of data such as observation method, interviews method, correspondence method, documentary method etc.

Unit 4: Tabulation of data

- a) Technique of coding
- b) Hand tabulation
- c) Use of punched card and machine tabulation

Unit 5: Writing the research report

- a) Style and format
- b) Major divisions of research report
- c) Forms of presenting evidence
- d) Methods and techniques of writing foot notes & bibliography
- e) Preparation for publication
- f) Criteria for evaluation of research report

Reference Books:

- 1) John .w. best, (2005) Research in education, 5th edition of American Psychological Association
- 2) L. R. Gay (2011), Educational Research, 6th Edition of American Psychological Association
- 3) Fransic Rummal J. (2008) An Introduction to Research in Education, Harper and Row Publishers
- 4) Von Dalen, (1973) Understanding of Educational Research, McGraw-Hill; 3rd edition
- 5) Garret, H.E, (1982) Statistics in Education, Paragon International Publishers
- 6) Fox David J, (1969) The Research Procedure in Education, Holt, Rinehart & Winston of Canada
- 7) Burke Johnson (2012) Educational Research, Sage Publication Ltd
- 8) Louis Cohen (2011) Research Methods in Education, Rautledge Madison Avenue New York

M.A I
Course No 514
2nd Semester

Course Title: Educational Measurement & Evaluation II

Credit Hours: 03

Objectives:

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

- (1) evaluate the various techniques used in the process of evaluation.
- (2) discover the characteristic and application of a good test.
- (3) analyze the various testing programs.

Unit 1: Introduction

- a) Definition of the term measuring instrument
- b) Purpose of Measuring Instruments
- c) Comparison between Standardized and Teacher Made Tests

Unit 2: Characteristics of good measuring instruments

- a) Reliability
- b) Validity
- c) Usability

Unit 3: Construction of Testing Instruments

- a) Questionnaire
- b) Observation Scale
- c) Rating Scale
- d) Tests and their types

Unit 4: Various stages in testing program

- a) Planning
- b) Probability
- c) Tryout
- d) Evaluation

Unit 5: A brief study of the development, Nature, Content and application of the following tests

- a) Intelligence test
- b) Aptitude test

- c) Personality test
- d) Achievement test

Unit 6: Constructing objective test items

- a) Types of objective test items
- b) Simple form (Short answer, matching , true false)
- c) Multiple Choice form
- d) Advantages of Objective items
- e) Limitations of Objective items
- f) Scoring of Objective items

Unit 7: Essay type Items

- a) Constructing Essay items
- b) Evaluating and scoring Essay tests
- c) Developing scoring rubrics

Reference Books:

- 1) Freeman F.S (2007) Psychological testing, Oxford & IBH Publishing Company Pvt. Limited
- 2) Norman Edward Gronlund (1990) Educational Measurement & Evaluation, Macmillan Publishing Company
- 3) Henry Rammers & Gage (1965) A Practical Example to Measurement & Evaluation, Harper & Row Publishers
- 4) Henry Garret (1982) Statistics in Psychology and Education, Greenwood Publishing Group Incorporated
- 5) Swarupa Rani T. (2007) Educational Measurement and Evaluation, Discovery Publishing House New Delhi
- 6) Daniel L. Stufflebeam (2000) Evaluation Models, View Points on Educational and Human Services Evaluation, Sage Publications

M.A I
Course No.
2nd Semester

Course Title: Functional English II

Credit Hours: 03

Title: Functional English- II

Department: Computer Science & Economics

Code: ENG-520

Semester: 2nd

Credit hours: 02

Session: 2012-2014

Overall aims of Course

This course will enable the participants to:

- Understand the basic rules of grammar.
- Enable them to generate ideas and translate them to their speech and writing.
- Formalize students with Vocabulary and structures used in day-to-day formal interaction.

Intended learning outcomes of course (ILOs)

A. Knowledge and understanding:

- I. The students will be able to comprehend the reading passages and understand English grammar.
- II. The students will be able to identify the use (spoken and written) and importance of English Language in their daily life

B. Intellectual skill:

- I. The students will be able to apply grammatical rules in their academic and day-to-day writing.

C. Professional and practical skills:

- I. The students will be able to read with correct pronunciation and interpret the different meanings made by the text.
- II. The students will be able to utilize listening skills and follow lectures and lessons of all the subjects with ease.
- III. Integration of oral skills.

D. General and transferable skills:

- I. The students will be able to have clarity of expression, grammatical correctness and appropriateness in writing.
- II. They will be able to give oral presentations.

Weekly Module

Week	Topic

Week: 1	Application Writing
Week: 2	Letter Writing
Week: 3	C.V Writing
Week: 4-6	Report Writing
Week: 7	Paragraph Writing
Week: 8	Types of Paragraph
Week: 9	Mid Term Examination
Week: 10-11	Essay Writing
Week: 12	Comprehension
Week: 13	Summarization
Week: 14	Interview and its types
Week: 15	Role Play
Week: 16	Dialogue Writing
Week: 17	Final Presentations
Week: 18	Final Term Examination

1. Teaching and Learning Methods

- a. Lectures
- b. Discussion Sessions
- c. Brain Storming
- d. Activities
- e. Individual learning tasks
- f. Use of modern technologies such as computer, multimedia, world wide web
- g. Group tasks
- h. Library search

3. Student Assessment methods:

Assessment: I	Assignment	5 th Week
Assessment: II	Test	7 th Week
Assessment: III	Presentations	16 th /17 th Week

3. Weight age of Assessment:

Mid-Term Examination	30%
Internal Assessment	20%
Final-Term Examination	50%
Total	100%

4-List of references

- 1) Murphy, Raymond, *English Grammar in Use*, 2nd Edition Cambridge University Press.1994
- 2) Thompson, A.J and Martinet A.V *A Practical English Grammar*, 4th Edition, Oxford University press.1986
- 3) Bergman C.A and Senn J. AHeath *Grammar and Composition, Introductory Course*, Lexington, Toronto: D.C.1987.
- 4) Richard C.Yorkey, *Study Skills*, McGraw-Hill Company, Newyork.1970

5. Facilities required for teaching and learning

- ✓ Internet
- ✓ Multimedia
- ✓ Library

M.A II
Course No. 605
3rd Semester
Course Title: Comparative Education I

Credit Hours: 03

Objectives:

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

- (1) describe the meaning and significance of comparative education.
- (2) analyze critically the education system according to socio-culture development.
- (3) identify the methodology and approaches of comparison.

Unit 1: Introduction

- a) Definitions, scope and purpose of comparative education
- b) Methodology and comparative approaches

Unit 2: National System of Education

- a) Understanding comparative education
- b) Comparative education structures
- c) Pre-education and primary education
- d) Secondary education
- e) Higher education
- f) Teacher education

Unit 3: Deconstructing Comparative Education

- a) Discipline and fields in academic discourse
- b) The empirical substance and mass that constitute the field of comparative education
- c) Intellectual histories of comparative education

Unit 4: Comparative and International Education

- a) Introduction to comparative and international education
- b) Why study comparative education
- c) Philosophy and comparative education

Unit 5: Comparative Perspectives on School Improvement

- a) International educational indicators and assessment
- b) Issues for teachers in comparative perspectives

- c) Gender and education in comparative perspectives

Unit 6: Socio- Cultural Development of an Educational System

- a) Dimension of culture
 - i) Normative pattern
 - ii) Religion
 - iii) Language
- b) Geographic and economic factor
- c) State and political system

Reference Books:

- 1) Kandel L.L (2001), Studies in Comparative Education, UNESCO: International Bureau of Education
- 2) Richard Arum, Melissa Velez (2012), Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective, Stanford University PRESS
- 3) Marianne A. Larsen (2010), New Thinking in Comparative Education, Sense Publishers
- 4) James P. Lantolf (2006), Socio Cultural Theory and the Genesis of Second Language Development, Wiley Publishers
- 5) Patricia K. (2007), Comparative Education: Exploring Issues in International Context, Pearson Publishers
- 6) Karen Elizabeth Mundy (2008), Comparative and International Education: Issues for Teachers, Canadian Scholars' Press
- 7) Karen Elizabeth Mundy (2008), Comparative and international Education; Issues for Teachers, Canadian Scholar's Press
- 8) Sodhi T. S. (2009), A Text book of Comparative Education; Philosophy patterns, Sanjay Printers

M.A II
Course No. 606
3rd Semester
Course Title: Educational Guidance & Counseling I

Credit Hours: 03

Objective:

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

- (1) demonstrate knowledge about guidance and counseling to support the individual's role in the society.
- (2) recognize the various factors involved in vocational guidance.
- (3) instruct students in making informal choices to solve personal, educational and social problems they face.

Unit1: Guidance

- a) Meanings, nature, need and scope of guidance
- b) Nature of guidance in primitive society
- c) Concept of guidance in Holy Quraan
- d) Modern concept of guidance

Unit 2: Motivational Factors Leading to Guidance movement

- a) Individual differences
- b) Problems of adjustment
- c) Multiplication of choices

Unit 3: Areas of guidance

- a) Educational
- b) Vocational
- c) Leisure time
- d) Orientation
- e) Personal
- f) Social
- g) Religious

Unit 4: Guidance program

- a) Essential features
- b) Kinds of information needed

- c) Opportunities for the young pupils (School curriculum, Co-curricular activities, Community)

Unit 5: Vocational Guidance

- a) Definition of vocational guidance
- b) Nature of vocational guidance
- c) Need of vocational guidance

Unit 6: Factors in vocational guidance

- a) Individual interest
- b) Physical condition
- c) Personality
- d) Characteristics
- e) Environment conditions
- f) Occupational opportunities
- g) Financial returns
- h) Status of occupation

Reference Books:

- 1) Jessy Abraham (2003) Guidance and Counseling for Teacher Education, Sarup & Sons publishers
- 2) Traxler A. E. (1945) Techniques of Guidance, Harper Publishers New York
- 3) Chand S. (2006) Guidance and Counseling for Teachers, Parents and Students, Rajindra Printers Ram Nagar New Delhi
- 4) Rosemary A. Thompson (2012) Professional School Counseling, Taylor & Francis Group
- 5) Steven D. Brown (2005) Career Development and Counseling: Putting Theory and Research to Work, John Wiley & Sons Inc.
- 6) Henry B. McDaniel (1956) Guidance in Modern Schools, The Dryden Press New York
- 7) Jennifer M Kidd (2006) Understanding Career Counseling: Theory, Research and Practice, SAGE Publications
- 8) Robert Nathan, Linda Hill (2005) Career Counseling, SAGE Publications,

M.A II
Course No. 607
3rd Semester
Course Title: Contemporary Trends in Education I

Credit Hours: 03

Objectives:

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

- (1) evaluate current trends in schools.
- (2) apply educational theories with reference to society and individuals.
- (3) identify the difficult aspects of curriculum and educational administration.

Unit 1: Latest Educational Theories

- a) The drift towards sociology
- b) The new psychology

Unit 2: The Bold Experiments in Education

- a) Curriculum
- b) Instructional approaches
- c) Educational administration

Unit 3: The Role of Digital Media in Early Education

- a) Expanding the opportunities for learning
- b) The role of digital media
- c) The inappropriateness of ICT in early childhood

Unit 4: Modern Trends in Education

- a) Environmental Education
- b) Drug Education
- c) Peace Education
- d) Population Education

Unit 5: Gender Disparity

- a) Concept of gender equality

- b) Steps towards reducing gender disparity

Chapter 6: Privatization of Education

- a) Concept of Private and public Education
- b) Need of private sector Education
- c) Challenges of quality Education

Reference Books:

- 1) Morrish Ivor (1967) Disciplines of Education, HALCYON BOOKS (London, LON, United Kingdom)
- 2) Frederick Eby, Charles Flinn Arrowood (1934) The Development of Modern Education: In Theory, Organization, and Practice, Prentice Hall New York
- 3) Branton Noel (1971) Introduction to the Theory of Management, Chatto and Windus & Co.
- 4) Siena McGovern (1999) Education, Modern Development, and Indigenous Knowledge: An Analysis of Academic Knowledge Production, Garland Publications
- 5) Clayton Christensen (2008) Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns, 1 edition McGraw-Hill Publishers
- 6) Lawrence A. Tomei (2010) ICTs for Modern Educational and Instructional Advancement: New Approaches to Teaching, Robert Morris University, USA
- 7) Linda Pond (2005) How Children Learn: From Montessori to Vygotsky - Educational Theories and Approaches Made Easy, Step Forward Publishing Ltd
- 8) Wilbur Lang Schramm & Lyle M. Nelson,(1981) Bold Experiment: The Story of Educational Television in American Samoa, Stanford University Press
- 9) Frederick C. Lunenburg (2007) Educational Administration: Concepts and Practices: Concepts and Practices, Cengage Learning Publishers
- 10) John Wiles (2008) Leading Curriculum Development, Corwin Press
- 11) Sebastian Seagate, (2012), Debates in Childhood Education and Development, Routledge Publishers

M.A II
Course No. 608
3rd Semester
Course Title: Readings in Education I

Credit Hours: 04

Objectives:

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

- (1) demonstrate in depth an understanding about the concept of education presented by John Dewey.
- (2) discover the educational addresses of Dr. Zakir Hussain with reference to our education system.

From the list of books by the great educationists following two books will be selected for reading. The class will be conducted in the form of seminar where students of M.A II will be required to present reports of their reading discussions. The assignments for translation of selected portion from the books will also be read for seminar discussion. Paper will include questions pertaining to the educational thoughts and ideologies given in the prescribed books.

Names of books for readings in education

Books for readings in semester course are;

- | | | |
|----|-------------------|-------------------------|
| 1) | John Dewey | Democracy and education |
| 2) | Dr. Zakir Hussain | Educational addresses |

M.A II
Course No.
3rd Semester
Course Title: Computer Education

Credit Hours: 03

Objectives:

At the end of the course students will be able;

1. classify the computers into different categories
2. describe different functions of computers in Education
3. develop the skill to use computer in educational settings
4. communicate through computer with others in and outside the country .

1. Introduction

- 1.1 Computers
- 1.2 Concept and Nature of Information Technology
- 1.3 Characteristics of Information Technology.
- 1.4 Scope of Information Technology

2. Need of Instructional / Educational Technology.

- 2.1 Changing concept of Education
- 2.2 Educational Technology in Learning
- 2.2 Domains and Levels of Instruction
- 2.3 Cognitive Domain
- 2.4 Affective Domain.
- 2.5 Psycho Motor Domain.

3. Introduction to Windows

- 3.1 Exploring the desktop
- 3.2 Shutting down the computer
- 3.3 Manipulating Windows
- 3.4 Files and Folders
- 3.5 Introducing Windows Explorer
- 3.6 Creating a new folder
- 3.7 Saving documents in a folder
- 3.8 Moving documents and folders
- 3.9 Making backups
- 3.10 Searching for files
- 3.11 Deleting documents and folder
- 3.12 Recycle bin.

4. Introductions to Word Processing

- 4.1 Finding information for a brochure
- 4.2 Opening word and displaying selected menus
- 4.3 Selecting and formatting text
- 4.4 Editing a document and inserting graphics
- 4.5 Inserting table into a document
- 4.6 Margins and tabs
- 4.7 Bulleted and numbered lists.

5. Power Point Presentation

- 5.1 Finding information and planning presentation
- 5.2 Starting Power Point
- 5.3 Changing the view
- 5.4 Adding a new slide.
- 5.5 Viewing the Presentation.
- 5.6 Saving, closing, and opening a presentation.
- 5.7 Adding slide transitions and animation to text and objects
- 5.8 Changing the design template or color scheme
- 5.9 Inserting clip art, text boxes, sounds and animations
- 5.10 Changing slide layout, copy, duplicate, moving and deleting slides.
- 5.11 Printing slides.
- 5.12 Delivery group presentation.

1. Introduction to Excel

- 6.1 Using Standard and Formatting Toolbar
- 1.2 Editing in Cells
- 1.3 Using different formula
- 1.4 Using Pie and bar chart
- 1.5 Works within Different Worksheet

Reference Books

- 1. Norton, P. (2003). *Introduction to Computers*. New York: McGraw-Hill Book Co
- 2. Sharma, A. (1999). *Modern Educational Technology*. New Delhi: Prentice-Hall.
- 3. Norton, P., & Spragu, D. (2001). *Technology for Teaching*. Boston: Allyn and Bacon
- 4. Sharma, S.R. (2000). *Effective Classroom Teaching Modern Methods-Tools and Techniques*. Jaipur: Mangal Deep Publications.

M.A I
Course No. EDU 609
3rd Semester

Course Title: Introduction to statistics in Education

Credit Hours: 03

Objectives:

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

- (1) analyze different statistical methods for data analysis
- (2) apply the measures of central trends of tendency on collected data
- (3) use the statistical analysis of correlation techniques on comparative data
- (4) comprehend the basic concepts of statistics

Unit 1: Statistical Analysis

- (a) Statistical analysis in educational research
- (b) Frequency distribution

Unit 2: Measures of central tendency

- (a) Mean
- (b) Median
- (c) Mode

Unit 3: Measures of variability

- (a) Quartile 1
- (b) Quartile 3
- (c) Quartile deviation

Unit 4: Linear co-relation

- (a) Spearman's correlation method
- (b) Pearson's correlation method

Unit 5: Graphs in research

- (a) Graphical methods of data representation
- (b) Normal probability curve & its importance

Unit 6: Hypothesis

- (a) Null Hypotheses
- (b) Chi-square test and its application in hypotheses testing

Reference Books:

1. Best, J.W. (2004) *Research in Education*, New Delhi: Prentice-Hall of India.
2. Garrett, Henry, E (2006). *Statistics in Psychology and Education*, National Book Foundation Islamabad.
3. Gay, L.R. (2007) *Educational research: Competencies for Analysis and Application*, New York: Macmillan Publishing Company.
4. Gravetter, F. J. and Wallnau, L. B. (2004) *Statistics for the behavioural sciences* (6th edition). USA: Thomson and Wadsworth.
5. Greenacre, M. (2007) *Correspondence analysis in practice* (2nd edition). Chapman and Hall/CR.
6. Howell, D. C. (2007) *Statistical methods for psychology* (6th edition). USA: Thomson and Wadsworth
7. Von Dalen, (1973), *Understanding of Educational Research*, McGraw-Hill; 3rd edition
8. Garret, H.E, (1982), *Statistics in Education*, Paragon International Publishers

M.A II

Course No. 615

4th Semester

Course Title: Comparative Education II

Credit Hours: 03

Objectives:

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

- (1) compare the education systems of selected developed countries.
- (2) evaluate the structural elements of an educational system.
- (3) compare and contrast the base of various educational setups of developed countries and Pakistan.

Unit 1: Structural Elements of an Educational System

- a) Organization and administration
- b) Aims and objectives
- c) Curriculum
- d) Teaching methods
- e) Evaluation
- f) Students
- g) Teachers

Unit 2: Educational systems, Western

- a) USA
- b) UK

Unit 3: Educational systems, Asia

- a) China
- b) Russia

Unit 4: Educational systems, Muslim

- a) Egypt
- b) Pakistan

Reference Books:

- 1) Kandel I. L (1955) *The New Era in Education; A Comparative Study*, Houghton Mifflin Publishers
- 2) Robert F. Arnove (Jan 2013) *Comparative Education: The Dialectic of the Global and the Local*, 4th Edition: Rowan & Littlefield Publishers
- 3) Mallinson V. (1960) *An Introduction to the Study of Comparative Education*, Macmillan Publishers
- 4) Mark Bray (2003) *Comparative Education: Continuing Traditions, New Challenges, and New Paradigms*, Springer Publishers
- 5) Robert F. Arnove (2007) *Comparative Education: The Dialectic of the Global and the Local*, Rowman & Littlefield Publishers
- 6) Maria Manzon (2011) *Comparative Education: The Construction of a Field*, Springer Publishers

M.A II
Course No. 616
4th Semester

Course Title: Educational Guidance and Counseling II

Credit Hours: 03

Objectives:

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

- (1) demonstrate the skills of student advisement in making responsible social choices and decisions.
- (2) point out resources to the students that can assist them in solving social and personal problems they encounter.
- (3) plan and utilize appropriate sources for providing various guidance and counseling programs.

Unit 1: Information about the careers

- a) Multiplicity of occupation
- b) Nature of work
- c) Salary of work
- d) Working conditions
- e) Personal qualities and preparation needed
- f) Opportunities for advancement
- g) Essential facilities available for job training
- h) Location of jobs
- i) Education required
- j) Tryout experience

Unit 2: Vocational services

- a) Placement
- b) Adjustment
- c) Follow up program

Unit 3: Counseling

- a) Meaning & needs
- b) Significant steps and principle's role
- c) Qualities of a good counselor

Unit 4: A brief introduction of the sources of information

- a) Cumulative test
- b) Autobiography
- c) Rating scale
- d) Case study
- e) Interview
- f) Questionnaire
- g) Cumulative record

Unit 5: Guidance strategies

- a) Identification of potential drop outs from instructional program
- b) Co operation of parents and local community
- c) Reducing the school maladjustment by organizing home study program
- d) Making special provision for gifted children
- e) Use of field trips, work experiences and television

Unit 6: Therapies of Counseling

- a) Client centered therapy
- b) Gestalt therapy
- c) Behavior therapy
- d) Cognitive therapy
- e) Family therapy

Unit 7: Educational Consultation

- a) The consultation process
- b) Consultation models
- c) Consultation skills
- d) Consultation in school settings
- e) Consulting with teachers
- f) Consulting with school administrator
- g) Consulting with parents

Unit 8: Counseling and Guidance Services in Pakistan

- a) The need for elementary level counseling
- b) The need for counseling at secondary level
- c) Effects of socio-cultural norms on guidance and counseling
- d) Islamic concerns of counselors
- e) New trends in counseling

Reference Books:

- 1) Clyde Narramore (2000) The Psychology of Counseling, Zondervan Publications
- 2) Wayne Perry (2008) Basic Counseling Techniques, Author House PVT LTD

- 3) Myer G.L (1941) Principles and Techniques of Vocational Guidance, McGraw-Hill
- 4) John McLeod (2007) Counseling Skills, McGraw-Hill International
- 5) Robert Bor (2002) Counseling in Schools, Sage Publications
- 6) Dennis Lines (2006) Brief Counseling in Schools: Working with Young People from 11 to 18, Sage Publications
- 7) Dennis Lines (2006) Spirituality in Counseling and Psychotherapy, Sage Publications
- 8) Herman Jacob Peters (1975) Guidance-Strategies & Techniques: essays from Focus on guidance, Love Pub. Co
- 9) Ferguson (2010) Encyclopedia of Careers and Vocational Guidance, Volume 1, FERGUSON Publishing Company (IL)
- 10) Meyer Bloomfield (2009) The Vocational Guidance of Youth, Houghton Mifflin company

M.A II
Course No. 617
4th Semester

Course Title: Contemporary Trends in Education II

Credit Hours: 03

Objectives:

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

- (1) find out the need of latest technology in schools.
- (2) describe Mass media and its role in education.
- (3) appreciate the application of technology at various levels of education.

Unit 1: Technology in Schools

- a) Background and need
- b) Equipments
 - i. Audio visual aids
 - ii. Language laboratories
 - iii. Programmed learning

Unit 2: The Pros and Cons of Educational Technology

- a) Two types of teaching
- b) Fitting educational technology into practice
- c) The focus of technology in schools

Unit 3: Standards, Technology and Teaching

- a) Three movements for improving the schools
 - i. The standard movement
 - ii. The educational technology movement
 - iii. The movement to improve teacher quality

Unit 4: The Effectiveness of Educational Technology

- a) Educational technology in mathematics
- b) Educational technology in science
- c) Educational technology in readings

Unit5: New Model of Education

- a) Personalized Learning
- b) Blogs and social media

- c) Video games and augmented reality
- d) Real-time student assessment
- e) Evaluating teachers
- f) Distance learning

Unit 6: Mass Media in Education

- a) Print media (News papers, magazines articles, papers)
- b) Electronic media (Radio, television, computer, internet)

Reference Books:

- 1) Morrish Ivor (1967) Disciplines of Education, Halcyon Books London, United Kingdom
- 2) Morse D. (1960) Schools of Tomorrow & Today: A report on educational experiments, Doubleday Publishers
- 3) Claudia Goldin (2008) The Race Between Education and Technology, President and Fellows of Harvard College
- 4) Bruce R. Joyce (1992) Models of Teaching, Allyn and Bacon Publications
- 5) Catherine Mambretti (1999) Internet Technology for Schools, Mcfarland and company Inc.
- 6) Mary Alice Günter (1990) Instruction a Model Approach, Allyn and Bacon Publications
- 7) Mohanty P. C. (2008) Mass, Media and Education, Balaji Offset Navin Shahdra Delhi
- 8) A. Z. Bukhari (2006) Mass Media and Methods of Education, Anmol Publication
- 9) Harold Wenglinsky, (2005), Using Technology Wisely; The Key to Success in Schools, Teacher College Press
- 10) Darrell M. West (2012), Digital Schools; How technology can Transform Education, The Brookings Institution Press

M.A II
Course No. 618
4th Semester
Course Title: Readings in Education II

Credit Hours: 03

Objectives:

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

- (1) explain the concept of education in Pakistan with reference to Dr. Ishtiaque Hussain Qureshi.
- (2) describe the theoretical and practical approaches presented by Plato.

From the list of books by the great educationists following two books will be selected for reading. The class will be conducted in the form of seminar where students of M.A (Final) will be required to present reports of their reading discussion. The assignments for translation of selected portion from the books will also be read for seminar discussion. Paper will include questions pertaining to the educational thoughts and ideologies given in the prescribed books.

Books for readings in semester course are;

- | | | |
|----|---------------------------|-----------------------|
| 1) | Ishtiaque Hussain Qureshi | Education in Pakistan |
| 2) | Plato | The Republic |

M.A II
Course No. 699
4th Semester
Course Title: Research Thesis

Credit Hours: 06

Objectives:

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

- (1) write their research study into a thesis report.
- (2) construct research tools and use them in research studies.

Contents:

- a) Collection of data by means of questionnaire inventory and check list
- b) Collection of data from published reports or office records of any educational organization
- c) In depth study of any well known educational institution or organization
- d) Thesis writing

Reference Books:

- 1) Guilford (1973) Fundamental Statistics in Psychology and Education, McGraw-Hill New York
- 2) John W. Best (2007) Research in Education, 10 edition Pearson Publications
- 3) Francis Rummal J. (1958) An Introduction to Research Procedures in Education, Harper & Brothers New York
- 4) Derek Swetnam & Ruth Swetnam(2009) Writing Your Dissertation, Cromwell Press Group
- 5) Louis Cohen (2003) Research Methods in Education, Taylor & Francis
- 6) Joan Bolker (1998) Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis, 1st edition Owl Books Publishers
- 7) Donald Ary (2010) Introduction to Research in Education, Cengage Learning Publishers
- 8) Gordon B. Davis (1997) Writing the Doctoral Dissertation, Barron's Educational Series
- 9) Bruce W. Tuck man (1999) Conducting Educational Research, Harcourt Brace College Publishers
- 10) Rowena Murray (2011) How to Write a Thesis, 3rd Edition, Open University Press