CURRICULUM

M. Phil (EDUCATION)

Two Years Program

2017

Center for Education & Staff Training

UNIVERSITY OF SWAT

www.uswat.edu.pk

Table of Contents

SCHEME OF STUDIES FOR M.PHIL EDUCATION

A- **Required Credit Hours for M. Phil**

Course Work	Semester I & II(Year – I)	**24 Credits hours**
Research Thesis	Semester III & IV(Year – II)	**06 Credits hours**
Total		**30 Credit hours**

B **Distribution of Courses**

B – 1:- **Core Courses** **12 Credits hours**

The following courses will be compulsory for all students.

> **Semester-I**

S. No.	C. Code	Title	Credits hours
1	EDU – 701	Curriculum Studies	3(3+0)
2	EDU – 702	Qualitative Research in Education	3(3+0)
3	EDU – 703	Quantitative Research in Education	3(3+0)
4	EDU – 704	Psychology of Learning and Cognition	3(3+0)
Total			**12**

B – 2:- **Core Courses** **Semester-II** **03 Credit hours**

S. No.	C. Code	Title	Credits hours
1	EDU – 751	Proposal Development & Report Writing	03
2	EDU – 752	Seminar	Non Credit
Sub-Total			**03**

B – 3:- **Specialization Courses** (Any group of subjects from the following groups offered in 2nd semester)

09 Credit hours

S. No	C. Code	Title	Credits hours
Group A (Educational Policy and Measurement)			
1	EDU – 754	Educational Plans and Policy Analysis	3(3+0)
2	EDU – 756	Educational Testing, Measurement & Evaluation	3(3+0)
3	EDU – 757	Trends and Issues in Education	3(3+0)
Group B (Educational Technologies and Philosophy)			
1	EDU – 753	New Educational Technologies	3(3+0)
2	EDU – 755	Application of Computer in Education and Research	3(3+0)
3	EDU – 761	Educational Philosophy	3(3+0)
Group C (Educational Leadership and administration)			
1	EDU – 758	Human Resource Management in Education	3(3+0)
2	EDU – 759	Comparative Education	3(3+0)
3	EDU – 760	Educational Management and Administration	3(3+0)
		Total	**09**
		Total Courses	**24**
10	EDU – 799	**Thesis (Semester – III & IV)** Year II	**6**
M. Phil Program			**30**

Course   **Curriculum Studies**

Code: EDU 701   **Credit hours:** 3(3+0)

Objectives:

The students will be able to know different concepts relating to the curriculum and its different foundations; recognize the different processes involved in curriculum construction and the rationale behind them; have critical understanding of the different designs used in curriculum construction; comprehend and critically evaluate different theoretical dimensions of curriculum and instructions and understand various research problems relating to different aspects of curriculum along with curriculum development skills and the steps involved in it.

Learning Outcomes

At the end of the course the students will be able:
- To understand the concept of curriculum, instruction and their relationship;
- To know the foundations of curriculum development and instruction;
- To evaluate the curriculum and make improvements;
- To analyze, evaluate and apply most effective instructional strategies and;
- To apply the procedure of curriculum development.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Nature of Curriculum** Modern and traditional concepts of curriculum, characteristics of curriculum, curriculum as a discipline, the hidden curriculum, school-based curriculum.
Week 2	**Foundations of Curriculum and Instruction** Philosophical foundations, psychological foundations, sociological foundations, economic foundations and historical foundations.
Week 3	**Curriculum Process** The validation of educational objectives, selection of subject matter, selection of curriculum experiences, rational model, cyclical model, dynamic model.
Week 4	**Curriculum Design** Subject- centered design, student centered design, problem-centered design Activity-based curriculum design, Core learning design.
Week 5	**Theoretical Dimensions of Curriculum and Instruction** Conceptual orientation of curriculum and instruction, relationship between curriculum and instruction, planning for instruction and classroom management and instructional goals, objectives (preparation and validation of objectives).
Week 6	**Theoretical Dimensions of Curriculum and Instruction** Instructional strategies, organizing and presenting instructions individualized

Week	Details of the Topics
	and group instruction, use of instructional technology.
Week 7	**Research Problems in curriculum** Historical' development: reform and change, process of decision making in curriculum, the place of classroom in interaction in the curriculum development, critical analysis of curriculum and teaching materials.
Week 8	**Curriculum Monitoring and Evaluation** Purpose and problems of curriculum, evaluation models, guiding principles
Week 9	Comprehensive models, implementation and modification, relationship between monitoring and evaluation.
Week 10	**Curriculum Change** Dynamics of curriculum change, curriculum change process, processes and practices of curriculum innovation.
Week 11	**Curriculum Change** Curriculum evaluation and change in curriculum, change as a function of curriculum improvement, types, methods, strategies and barriers to curriculum change.
Week 12	**Curriculum development** Historical overview of curriculum development, emerging structure in curriculum development, problems in curriculum development, contemporary issues of curriculum development.
Week 13	**Curriculum development** Crucial issues in curriculum development: (political realities, groups that, establish leadership in curriculum development process, minimum curriculum standards, the pressure for national curriculum), the impact of professional problems upon curriculum, role of teacher in curriculum development.
Week 14	**Futuristic Curriculum Planning** From today to tomorrow: curriculum issues, identifying future issues, focus on the new age.
Week 15	**Futuristic Curriculum Planning** Changing the posture and scenario of educational institutions, the horizon approaches, relationship between monitoring and evaluation.
Week 16	**Process of Curriculum Development in Pakistan** Curriculum development at elementary and secondary level, curriculum development at higher level, curriculum revision and role of Higher Education Commission, role of teacher in curriculum development process at various levels.

Recommended Books:

- Kelley A.V. (1999). The Curriculum: Theory and Practice. London. Paul Chapman.
- Littledyke, M. and Huxford; L. (Eds) (1998). Teaching the primary curriculum for constructive learning, London: David Fulton Publishers.
- Marsh, C. (1997). Perspectives: Key concepts for understanding curriculum-Revised edition. London: the Falmer press.

- Marsh, C. (1997). Planning, Management and Ideology: Key concepts for understanding curriculum - II, London: the Falmer Press...
- Murray P. (1993). Curricuium Development & Design,5th Edition,
- Ornstein, A. and Hunkins, F. (1998). Curriculum: Foundations, Principles and Issues, 3rd Edn. London: Allyn and Bacon.
- Orstein, A. (Ed) (1999). Contemporary Issues in Curriculum, 2nd Ed. London: Allyn and Bacon.
- Pollard, A., Theissen, D. and Filer, A. (1997). Children and Their Curriculum: The Perspectives of Primary Elementary School Children, London: The Falmer Press.
- Quicke, 1. (1999). Curriculum for Life: Schools for a Democratic Learning Society, Buckirigham: Open University press.
- Sharma R.C (2002). Modern Methods of Curriculum Organization. New Delhi:

Course   **Qualitative Research in Education**

Code: EDU 702   **Credit hours:** 3(3+0)

Course objectives: This course has been designed keeping in mind the research needs of the students at higher level. The students under this course will be acquainted with need and purpose of the qualitative research and its scope and *purpose* in the field of research along with its various limitations and merits. Furthermore students will be made to understand different steps involved in qualitative research along with different techniques used for analysis of the data used in qualitative research. After studying this course students will be to adopt different qualitative strategies and techniques needed for conducting qualitative research study.

Learning Outcomes
At the end of the course the students will be able:
- To engage themselves in qualitative fieldwork and other data collection activities;
- To practice interviewing and field observation techniques;
- To examine critically their own personal and professional competencies in educational researcher and;
- To use the basic skill in the application of advanced information technologies for information gathering and analysis.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Introduction to Qualitative Research** Definition and purpose, the nature of qualitative research, political and ethical consideration of qualitative research, qualitative and quantitative research (comparative characteristics)
Week 2	**Introduction to Qualitative Research** History of qualitative research in education and social sciences, steps in qualitative research, approach to the qualitative research, generalization to the qualitative research, internal validity in qualitative research.
Week 3	**Research design and reading research reports (qualitative research)** Qualitative research designing, interactive method, non – interactive method, reading and understanding research reports, how to read qualitative research.
Week 4	**Designing qualitative research** Purpose, research question and case study design, powerful sampling strategies, phases of date collection and analysis strategies.
Week	**Designing qualitative research** validity of qualitative designs, reflexivity in qualitative research, extension of qualitative findings
Week 6	**Qualitative Strategies** Foreshadowed problem and reformulation, entry into the field, observation and interviewing.

Week	Details of the Topics
Week 7	**Qualitative Strategies** Documents and artifice collection, field observation and supplementary techniques, standard of adequacy for qualitative strategies.
Week 8	**Qualitative research methodologies** **Ethnography Research** Introduction, ethnography concepts, sampling in ethnography research, data collecting in ethnography research, data analysis in ethnography research, advantages and disadvantages of ethnography research.
Week 9	**Historical Research** What is historical research? Steps involved, data analysis and generalization in historical research, advantages and disadvantages of historical research.
Week 10	**Case Study** Introduction, steps involved in case study.
Week 11	**Case Study** Data collection in case study, .data analysis in case study, advantages and disadvantages of case study.
Week 12	**Content Analysis** Introduction, application of content analysis.
Week 13	**Emerging Method of Research** Steps involve in content analysis, advantages and disadvantages of content analysis.
Week 14	**Emerging Method of Research** Mixed – method design.
Week 15	**Emerging Method of Research** Secondary data analysis, action research.
Week 16	**Report Writings** Writing qualitative research report, writing mixed research report.

Recommended Books:

- Mchillan, J. H and Schumacher, S. (2006). Research in Education. (6th Ed) Person Education.Inc, New York USA.
- Johnson, B, and Christensen, L. (2004). Educational Research: Quantitative, Qualitative and Mixed Approaches (6th Ed). Pearson Education.Inc. Newyork, USA.
- Fraenkel, J. R. and Wallen, N.E (2006). How to design and evaluate research in education (6th Ed) Mc Grow Hill International Educational Edition. Boston

Course   **Quantitative Research in Education**
Code: EDU 703   **Credit hours:** 3(3+0)

Course objectives: This course has been designed while keeping in view different quantitative research needs of the students at advanced level of their studies. Under this course the students will be able to understand and practice different steps involved in formulation of research problem, research procedures like selection of research population, sample, and different types of samples along with sampling techniques. Students will be made to understand and practice various techniques related with data analysis while keeping research ethics in mind. Pre-analysis procedures, descriptive statistics, inferential statistics, conducting relevant test as per need of the quantitative research are some of the steps that students will be required to understand and practice independently.

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

- To understand the philosophy, management and paradigms of education research;
- To understand of the ethical, financial and other problems of research;
- To apply knowledge and skills to the organization and management of their own research;
- To discuss the contribution of research methods in education;
- To apply formal planning techniques to scheduling of research and;
- To analyze simple numeric and textual data set of research and statistics.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Formulation of Research Problem** Selection/identification, source, characteristics and statements/ definition of a problem, research questions.
Week 2	**Formulation of Research Problem** Formulation of hypothesis and types of hypotheses, variable and types of variables.
Week 3	**Research Procedure** Population, definition of a population, sample and types of samples, instrumentation.
Week 4	**Research Instruments** Questionnaire, interview.
Week 5	**Research Instruments** Observational check lists, achievement test.
Week 6	**Characteristics of research instruments** Validity, reliability.
Week 7	**Characteristics of research instruments**

Week	Details of the Topics
	Objectivity, usability.
Week 8	**Pre-analysis Procedures** Preparing data for analysis, types of measurement scale.
Week 9	**Descriptive Statistics** Measurement of central tendency, measurement of variability.
Week 10	**Descriptive Statistics** Normal curve, measurements of relative position.
Week 11	**Inferential Statistics** Null hypotheses testing, type – I and type – ii error.
Week 12	**Inferential Statistic** Two tailed and one tailed test.
Week 13	**Inferential Statistics** Tests of significance: t-test, ANOVA, chi square.
Week 14	**Inferential Statistics** Test of relationship Pearson product moment correlation, spearman correlation, prediction linear regression.
Week 15	**Report Writing** Writing of report (organizing, bibliography, reference appendices, and typographical standard).
Week 16	**Report Writing** Evaluation of research report.

Recommended Books:

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

Edu – 704   PSYCHOLOGY OF LEARNING AND COGNITION

Course Objectives: Students will be required under this course to develop understanding about educational psychology, theories of human development, and theories of learning. Students will also be required to conceptualize theories of human development and different learning theories in their respective areas of practice.

Learning Outcomes

The goals of this course are to provide experiences that will enable students to:

- Acquire a working knowledge of contemporary theories, key concepts, terms, and principles of human development.

- Compare and contrast different theories.

- Understand the different methods used in the study of human development.

- Know the major research findings in human development.

- Become aware of the concerns and issues involved in conceptualization and study of human development.

- Have a clear understanding of the theories from holistic and ecological perspectives.

- Evaluate the theories from the perspective of critical theory.

- Understand the social and cultural background of construction of various theories.

- Understand different aspects of your own development.

- Develop your own focus and perspective on human development.

- Attend to issues of power, privilege, social justice, human rights, and ethics in human development.

- Conceptualize application of the theories in your area of practice.

- Begin to develop new interventions and strategies for your practice.

- Develop an awareness of areas you need to study further and develop a plan for such study.

Unit 1   Teaching, Psychology and Development

    i.   Teaching and Educational Psychology

    ii. Major Theories of Human Development

    iii. Cognitive Development

    iv. Cognitive Development and Language

    v.   Social Development: Social Context of Development

    vi. Socio-Emotional and Moral Development

UNIT 2   The Learning Process

    i.   Behavioral View of Learning

    ii. Cognitive Explanations of Learning

    iii. Humanist Approaches to Learning

    iv. The Social Contexts of Development

    v.   Social Cognitive and Constructive views of Learning

UNIT 3   Learner Differences and Learning Needs

    i.   Individual Differences in Intelligence

    ii. Multiple Intelligence

    iii. Intelligence as a Process

UNIT 4   Intelligence and Learning Factors

    i.   Intelligence and Motivation

    ii. Intelligence and Achievement

    iii. Intelligence: Heredity or Environment

    iv. Learners with Special Needs

    v.   Learning Styles

    vi. Socio-Cultural factors in Learning Process

UNIT 5   Motivations and Affect

   i.   Nature of Motivation

   ii. Basic Human Needs

   iii. Cognitive Factors in Motivation

   iv. Motivation and Classroom Management

UNIT 6   Learning in the Classroom

   i. Creating Learning Environments

   ii. Flexible and Creative Planning

   iii. ICT in Teaching and Learning

UNIT 7 Human Behaviors and Classroom Management

   i. Managing Behavior and Classrooms

   ii. Emotional and Behavioral Disorders

   iii. Motivation and Classroom management

   iv. Creating Culturally Relevant Classrooms

Suggested Readings:

- The Psychology of Education by Martyn Long

- Psychology And Education By Robert Morris Ogden

- A Teaching Assistant's Guide to Child Development and Psychology in the Classroom by Susan Bentham

Course: **Proposal Development and Report Writing**

Code: EDU 751   **Credit hours:** 3(3+0)

Course objectives: This course has been designed so as to enable students to gain mastery over report writing and proposal development skills for conducting a research study. The course will enable students to understand and independently write different steps included in research report writing and also be able to understand the purpose of it. Students will also be enabled about building relevant literature and appropriately compiling as per need of the research topic. Further, this course is also focused on strengthening students research methodologies, data collection analysis and interpretation skills of the collected.

Learning Outcomes
At the end of the course the students will be able:
- To define research problem statement;
- To differentiate hypotheses and research questions;
- To make review of the literature , in the area of their;
- To select an appropriate research designs for their research study;
- To identify the source of from the data
- To select a sample from a population for research and
- To write a comprehensive research report.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Introduction** Preliminary material, introduction, problem statement, research questions hypotheses.
Week 2	**Introduction** Significance of the study, definition of terms, limitation, delimitation, assumptions, organization of the study.
Week3	**Review of Related Literature and Research** Introduction to chapter ii, contents, overview of study topic, historical overview of topic, current trends related to topic.
Week 4	**Review of Related Literature and Research** Previously published researches, information from different publications including journals, magazines and newspapers, length, section headings References / citations.
Week 5	**Methodology** Introduction, population and sample, instrumentation.
Week 6	**Methodology** Data collection, data analysis.

Week	Details of the Topics
Week 7	**Data Collection and Analysis of Data** Purpose, content, introduction.
Week 8	**Data Collection and Analysis of Data** Response, demographics, findings.
Week 9	**Summary, Conclusions, Discussion and Recommendations** Summary, conclusions.
Week 10	**Summary, Conclusions, Discussion and Recommendations** Discussion, recommendations.
Week 11	**Development of Research Proposal** General guidelines.
Week 12	**Development of Research Proposal** Each Student will be required to submit three research proposals as assigned by teacher.
Week 13	**Report Writing** General guidance, general rules for writing and typing, format and style.
Week 14	**Report Writing** Types of research reports, thesis and dissertation, preliminary pages, the title page, the acknowledgements page, table of contents, list of tables and figures, abstract.
Week 15	**Report Writing** Main body of the report, introduction , review of related literature, research methodology, results and discussion summary, findings, conclusion and recommendations, literature cited, appendices
Week 16	**Report Writing** Research article for a research journal, students will be asked to collect at least three research papers (following the above format and write review of these papers)

Recommended Books:

- Johnson, B. & Christensen, L (2004). Education Research: Qualitative, Quantitative and Mixed Approaches (2nd Ed) Pearson, New York, USA.
- Mcmillan, J. H. Pearson, New York, USA.
- Gay, L.R (2000). Educational research (5th ed) National Book Foundation , Islamabad
- Dawson, C. (2002). Research Methods: A User-friendly Guide to mastering Research Techniques and projects. Cromwell press drawbridge Wiltshire, UK
- De Marries, K. & social Sciences. Lawrence Associates, Publishers, London.

Course: **Educational Plans and Policy Analysis**

Code: EDU 754   **Credit hours:** 3(3+0)

Learning objectives: The aim of this course is to acquaint students with different educational plans and policies so far implemented in Pakistan. During this course the students will be encouraged to critically investigate strengths and weaknesses of the different educational plans and policies and suggests recommendations according to their understanding. Students will also be able to understand different consideration, like ideological, demographic and financial and how they contribute towards success or failure of a certain educational plan and policy.

Learning Outcomes
At the end of the course the students will be able:
- To highlights the role plans and policies in the education system;
- To discuss the issues and problem in the implementation of the policies and plans;
- To narrate the importance of financial resources in educational development and;
- To describe the chorological development of the educational plans and policies.

Course Outline and Weekly Class Plan

Week	Details of the Topics
Week 1	**Policy Formulation** Phases and characteristics of education policy making, the process of education policy making.
Week 2	Concepts and analytical perspectives of education policy analysis, educational planning and policy analysis, policy implementation, analysis and evaluation.
Week 3	**Issues focused in the First Education Conference, 1947** Weaknesses identified in the system, issues confronted the conference in the reconstruction of education system in Pakistan, guide-lines forwarded for restructuring the system, what to be recognized in the system.
Week 4	**Issues Focused on Education by Commission on National Education 1959** The problem of reorganization of education system, reformulation of educational objectives
Week 5	Issues relating to financing primary education, re-structuring secondary education, re-strutting higher education.
Week 6	**Issues Addressed in New Education Policy 1970** Ideological consideration in policy on education, universalization of elementary education.

Week	Details of the Topics
Week 7	Shifting emphasis of secondary education to scientific, technical and vocational education, innovating higher education, administrative reorganization.
Week 8	**Concerns in the Education Policy 1972 – 80** Concerns reflected in the objectives of the policy, introduction of agro-tech concept.
Week 9	Innovations in higher education problem and issues, nationalization of private institutions, strategy for universalization of primary education.
Week 10	**Issues Addressed in National Education Policy 1972 – 80** Making education system ideological oriented reviving indigenous institutions.
Week 11	Promotion of scientific, technological and vocational education, integration of madrassa system of education, the issues of medium of instruction.
Week 12	**Issues Highlighted in National Education Policy 1992** Issues observed in the conceptual framework and objectives of policy, innovation proposed in the policy.
Week 13	Strategic issues in literacy and primary education, the issues of quality in public instruction, issues relating to financing and generation of resources.
Week 14	**Issues Addressed in National Education Policy 1998** The main trust of policy, what is reflected from aims and objective of education, providing ideological orientation to the system of education, the issues of reforming religious system of education dealing with quality in education in Pakistan
Week 15	**NEP, 2009** Filling the commitment gap: system values, priorities and resources, islamic education, broadening the base and achieving access, raising the quality of education, strengthening skill development and innovation.
Week 16	**Educational Plans** 1st educational plan, 2nd educational plan, 3rd educational plan-8th

Recommended Books:

- Eugene Bardach, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving
- Wiemer, David L., Vining, Aidan R. (1989). Policy Analysis Concepts and Practice. Prentice Hall.
- Fischer, Frank; Miller, Gerald J.; Sidney Mara S. (2006). Handbook of Public Policy Analysis: Theory, Methods, and Politics. New York: Marcel Dekker
- Dunn, William (2003). Public Policy Analysis: An Introduction. Prentice Hall.
- Government of Pakistan. (1947). Proceeding of the Pakistan Educational Conference, Ministry of Education Karachi, Pakistan.
- Government of Pakistan. (1969). Proposal for New Educational Policy, Ministry of Education Islamabad, Pakistan.
- Government of Pakistan. (1970). National Education Policy, Ministry of Education Islamabad, Pakistan.

- Government of Pakistan. (1972). the Education Policy, Ministry of Education Islamabad, Pakistan.
- Government of Pakistan. (1979). National Education Policy, Ministry of Education Islamabad, Pakistan.
- Government of Pakistan. 1992. National Education Policy, Ministry of Education Islamabad, Pakistan.
- Government of Pakistan. (1998-2010). National Education Policy, Ministry of Education Islamabad, Pakistan.
- Government of Pakistan. (2009). National Education Policy, Ministry of Education Islamabad, Pakistan.

Course: **Application of Computer in Education and Research**

Code: EDU 755 **Credit Hours: 3(3+0)**

Course objectives: Objectives of this course include familiarizing students with use of application in education generally and research specifically. Students will be enabled to ensure the application of computer and relevant software in teaching and instruction for ensuring maximum learning outcomes. Students will also not only be able to understand benefits of the digital technologies within classroom but also for accessing different teaching and learning resources. They will also be familiarized with use of computer and different programs for research purposes.

Learning outcomes

At the end of the course the students will be able:
- To apply the most Common Productivity Software Applications in Education;
- To explore new Digital Technologies including Digital Audio, Digital Video and Digital Photograph and;
- To use Net and World Wide Web.
- To Apply new Educational Technology in Education;
- To Enhance the Teaching Capacity with the help of Technology;
- To Integrate the Technologies in Teaching Learning Process and;
- To use all kind of Technologies in Actual Classroom Situation
- To use different computer programs for and during research.

Course outline and Weekly Class Plan

Week	Details of the Topics
Week 1	Education Technology in Context, Planning and Implementation for Effective Teaching
Week 2	Learning Theories and Integration mode
Week3	Using Instructional Software in Teaching and Learning
Week 4	Use of Multimedia and Hypermedia for Teaching Purpose
Week 5	Distance Learning Option/Virtual Instruction/Use of Skype
Week 6	Utalization of Web Sources/Internet in Education
Week 7	The Internet and downloading, uploading, Data Transfer Rate, Internet Connection, services.
Week 8	Information & Communication Technology, E-learning, Electronic Mail, Instant Messaging, On line Communication
Week 9	Word Processing, document handling. Creating a document, composing Educational Document, Internet Browsing, Locating and Searching the Materials, References/Managing Reference Sources in MS Word
Week 10	Spread Sheet (Excel) and Power Point. Charts & Graphs, Sorting and Handling Data Base, simulating and modeling change.
Week 11	Power point uses, Composing Presentation, Delivering Presentation, Plagiarism

Week 12	Using Excell in Data Analysis
Week 13	Using MS word features in Report Writing
Week 14	Introduction to SPSS/Data Entry into SPSS
Week 15	Data Coding/Data Transforming
Week 16	Porting Data From Excel to SPSS/Running SPSS on Different Types of Data

Recommended Books

- Norton, P. (2003). Introduction to Computer, 5th edition, New York, Mcgraw Hill Book Co.
- Norton, P. And Spragu, D. (2000). Technology for Teaching Allyin & Bacon, Boston.
- Faden, P.D., and Vogel, RM, (2003). Methods of Teaching, MC-Graw, Hills Boston.
- Joyce, B., Weil M., and Calhoun, E. (2000). Models of Teaching, 6th Ed, Allyin and Bacon Boston.
- Sharma, A, (1999). Modern, Educational Technology, Prentice-Hall, Columbia, Boston, New York.
- Sharma, SR, (2000). Effective Classro0om Teaching Modern Methods Tools a Techniques, Mangal Deep Publications, Juaipur.
- Norton, P. (2000). Introduction to Computers 5th Edition, New York, McGraw Hill Book Co.

Course   Educational Testing, Measurement and Evaluation

Code: EDU 756   **Credit hours:** 3(3+0)

Course objectives: Objectives of the course include enabling students to understand importance of evaluation in teaching and learning. They will be able to differentiate different kinds of tests and learn its application according to the purpose and contents. Moreover, the course will also focus on test construction, application and content analysis and benefits and draw backs of various types of tests.

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

- To describe how measurement and evaluation are used to improve instruction;
- To describe the characteristics of various measurement scales;
- To understand differences between various types of test;
- To describe how test and other measurement instrument are used for various purposes;
- To be able to construct various types of objectives types test and;
- To develop skill how to make graphical presentation of test data.

Course outline and Weekly class plan

Week	Details of the Topics
Week1	**The role of measurement, testing and evaluation** The importance of evaluation in teaching, relationship between teaching and evaluation.
Week2	The concepts of measurement, various scales of measurement.
Week3	**Testing (Classification)** Individual and group tests, objective and subjective tests.
Week4	Power and subjective tests, performance and pencil and papers test, standardized tests.
Week5	**Reasons for using tests and other measurement instruments** Selection and placement, diagnosis and remediation, feedback: norm referenced and criterion referenced interpretation.
Week6	Formative and summative evaluation, theory development.
Week7	**Principles of test construction** Constructing true-false test, constructing multiple choice items.
Week8	Constructing matching tests, constructing essay tests.
Week9	**Item Analysis and interpretation** Reasons for analysis items, interpreting items analysis data.
Week10	Use of item analysis for various purposes, development of items.
Week11	**Summarizing measurement (Graphs)** Rules for constructing graphics, line graphs, the histogram.
Week12	The bar graphs, the pile-chart and histogram etc.
Week13	**Measures of central tendency**

Week	Details of the Topics
	Common measures of central tendency, the mean, the median.
Week14	The mode, Relationship among the above measures, standard score (Z and T).
Week15	**Criteria for measuring test and measurements** The reliability of measurement, the validly of measurement
Week16	Standardized tests, intelligences tests, aptitude tests, academic achieve mental tests, interest attitude and value tests, personality traits.

Recommended Books

- Sax, (1980). Principles of educational and psychological measurement and evaluation, California Wadsworth Inc.
- Anstasia Anne (1976). Psychological testing. New York Macmillan.
- Cronleach L. J. (1970). Essential of psychological testing .new York harper & row publishers.
- David Frederick B. (1964). Educational measurement and their interpretation Walworth publishing Co.
- Thomolike R. L. (1969). Measurement and evaluation in psychology and education. New York Macmillan publishing Co.
- Allama Iqbal Open University educational measurement and evaluation (Course 841) AIOU Islamabad.

Course **Trends and Issues in Education**

Code: EDU 757   **Credit hours:** 3(3+0)

Course objectives: This course will help the students to understand different trends and issues in education in the modern times. Students will be taught to understand the concept of futurology, futuristic transformation, globalization and its impact on education in developing and developed countries. Further impact of science and technology and the resultant change that science and technology leave on curriculum planning, educational policies and classroom environment. Diverse issues and challenges that the field of education faces locally and internationally, problems like universalization of education, literacy, population education, environmental education, female education etc. will be discussed and analyzed.

Learning Outcomes:

At the end of the course the students will be able:
- To understand of the implications of futurology on education;
- To describe the impact of science and technology on education;
- To understand population pressure and socio-economic development in Pakistan;
- To know the education curriculum, human resource development education and;
- To understand different problems and issues in Pakistani education system.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Futurology and Education:** Emergence of futurology, implication for education, future challenges.
Week 2	Futuristic transformation, globalization & futurology, impact of education on controlling the future hazards.
Week 3	**Impact of Science and Technology on Education** Definition of science and technology, role of science and technology in life.
Week 4	Challenges of science and technology, population dynamics and socio-economic development, social issues related to technological development.
Week 5	**Population dynamics and socio economic development** Future population situation and resource constraints, educational implication of population trends, increasing demand for education, population pressure and socio-economic development in Pakistan.
Week 6	New trends in Pakistani education, education curriculum, human resource development education.
Week 7	**Technological Development and Education,** Education of world for work, problems and issues in Pakistani education: foreign language, education and politics.
Week 8	Universalization of primary education, literacy, population education, environmental education, drug education, female education, islamization of education, special education.
Week 9	Mind mapping: what is mind mapping? Mind mapping techniques, how to develop mind maps in different subjects, communication skills: what is

Week	Details of the Topics
	communication? Hindrances in communication and how to eradicate them, listening effectively.
Week 10	**Problems and issues and issues in Pakistani educational system** Education and politics, UPE, literacy, population education.
Week 11	Problem in primary sector, secondary sector, higher education.
Week 12	**Medium of instruction, mother tongue vs English** Introduction to medium of education, benefits of mother tongue, benefits of English as medium of instruction.
Week 13	**Semester vs annual system of education** Problems and issues regarding examination system.
Week 14	**Brain based learning** Suggesttopedia, super learning, mind mapping and its technique, development of mind maps in different subjects.
Week 15	Brainiology, structure of brain, brain functions, left and right brain, brain waves, some facts about brain, accelerated learning methods: importance, suggestopedia, and super-learning.
Week 16	Quality vs quantity of education coeducation vs single gender education, parameters of quality.

Recommended Books

- Coombs, Philips H. (1985). The Worlds Crises in Education. Oxford University Press, NY.
- IBE, UNESCO, (1981). The Future of Education" IBE, UN ESCO, Paris (pp5-10)
- UNESCO, APIED, (1983) Future and Education. Report of a regional meeting held in Bangkok from 2nd – 8th Nov, (pp 31-54)
- Traverso A. (1997). The Scientific Enterprise: Today and tomorrow. UNESCO, Paris.
- Rukunuddin, R. and Nazim I.F. "The State of Population in Pakistan", NIPS, Islamabad. (pp 125149, 151-163, 169-173, 223-225, 237-242, 247-252)
- Demeny, P. (1984). And After" Quartly PEOPLE, IPPF. London, Vol: II No. I, IUCN-IPPF Population Trends-Resource Challenges. Quartly PEOPLE, IPPF, London, Vol: II No. I.
- Rose, C and Malcolm L N. (1997). Accelerated for the 21st Century" Bantam and Doubleday Dell Publishing Group. NY
- Institute of Social Sciences, (2001). Module for Participatory Development Cooperation with Family Planning Association of Pakistan,
- Buzan T. The Power of Creative Intelligence" Harper Collins Publishers, London.
- Government of Pakistan, (2009). National Education Policy, Ministry of Education, Islamabad.
- Government of Pakistan. (1992). National Education Policy, Ministry of Education Islamabad, Pakistan

Course   **Human Resource Management in Education**

Code: EDU 758   `   **Credit hours:** 3(3+0)

Course objectives: The course is focused on developing students understanding about nature of human resource management, functions, roles and responsibilities of human resource management. The students will also be made to develop critical understanding of human resource management and of different model relating to it. Further students will be required to learn different theories of motivation, job analysis, job satisfaction and performance. Students will be required to know and understand different organizational cultures, work commitment and organizational effectiveness.

Learning Outcomes:

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

- To demonstrate strategic nature of human resource management in education;
- To describe the role of human resource planning with an emphasis on maintaining organizational competitiveness and global perspective;
- To differentiate the various components of the labor market;
- To explain the critical importance of job analysis as a foundation for various human resource activities;
- To state the several recruiting opportunities and selection activities emphasizing several interview methods and;
- To summarize the factors essential in evaluating human resource management.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**The Nature of Human Resource Management** The nature of, definition, issues in HRM
Week 2	**Functions and Activities of Human Resource Management** Functions of H R M, staffing, reward, employee development, employee maintenance, employee relations, activities of HRM
Week3	**Models of Human Resource Management** The Fombrun, Tichy and Devanna model of HRM, Harvard model of HRM Warwick model of HRM, Storey model of HRM.
Week 4	**Recruitment and selection processes** the recruitment process, short listing, preliminary interview, employment interview ,principles of interviewing, preparation, setting, conduct of the interview, closure, evaluation, selection.
Week 5	**Induction of Personnel** Induction of personnel, nature and scope of the induction program, nature of the induction program, scope of the induction program, objectives of the induction process.
Week 6	**Reward System in Organizations** Reward system, wage and salary administration aspects of wage and salary administration, how to determine the over-all wage, salary level & job evaluation.
Week 7	**Staff Development** Staff development in organization, meaning of staff development, types of

Week	Details of the Topics
	staff development (training), training process, evaluation of training, advantages of training.
Week 8	**Transfer and Promotion of Staff in School Organization** Transfer in school organization, meaning and scope of transfer, conditions for transfer, reasons why transfers are made, meaning of promotion, conditions for promotion of staff, principles of merit performance.
Week 9	**Keeping Personnel Records in School Organization** Keeping staff records in school organization, types of staff records, staff record book, staff movement book, staff attendance register book, personal file, confidential file, class attendance register, staff absenteeism book, staff academic evaluation record, purposes of keeping staff records, classification of staff records.
Week 10	**Morale, Motivation and Performance in the School Organization** Morale, motivation and performance in the school organization, morale of teachers and the teaching profession, boosting the morale of staff, staff morale and motivation.
Week 11	**Principles and Theories of Motivation** Principles of motivation, theory of human needs, theory X and theory Y, implications of motivation for staff.
Week 12	**Job Analysis, Job Satisfaction and Performance** Job analysis, job satisfaction and performance, job performance appraisal.
Week 13	**Staff Services: Safety, Security and Health Services in School Organization.** Staff Services: safety, security and health services in school, organization Safety and security services. health services.
Week 14	**Personnel and Human Relations** Meaning of human relations, personnel and human relations, principles of human relations.
Week 15	**Staff Conduct and Discipline in Schools** Staff conduct and discipline in school organizations, staff conduct, staff discipline, approaches in maintaining discipline among staff
Week 16	**Organizational Culture, Personnel Commitment to Work and Organizational Effectiveness** What is an organization, organizational culture, personnel commitment to work in organization, organizational effectiveness?

Recommended Books

- Kelly D. (2001). Dual Perceptions of HRD: Issues for Policy: SME's, Other Constituencies, and the Contested Definitions of Human Resource Development, http://ro.uow.edu.au/artspapers/26
- Kelly D. (2006). Human Resource Development: For Enterprise and Human Development, http://ro.uow.edu.au/artspapers/114.
- Swanson, Richard A., Elwood F. Holton III (2011). "Foundations of Human Resource Development"
- Woodall, J. (2001). HRDI special issue: defining HRD. Human Resource Development International, 4(3), 287. Retrieved from EBSCOhost.

Course   **Comparative Education**

Code: EDU 759   **Credit hours:** 3(3+0)

Course objectives:
The course has been designed to enable students to understand the nature of comparative education and its background. Further different methods and approaches of comparative education will also be discussed so that students can develop critical understanding about it. Students will be required to study and independently do comparisons of the education systems of different countries.

Learning Outcomes
At the end of the course the students will be able:
- To describe the meaning and significance of comparative education;
- To compare the education systems of selected development countries;
- To compare the education systems of selected developing countries and;
- To analyze critically the education system of Pakistan.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Introduction to Comparative Education** Concept of comparative education meaning objectives, need and scope, purpose of comparative education, historical development of comparative education.
Week 2	Factors responsible for increased interest in the study of comparative education, phases in the development of comparative education, problems & advantages of comparative education.
Week 3	**Method of Comparative Education** Descriptive methods, historical approach, social approach, psychological methods.
Week 4	Problem solving approach, case study approach, area study approach, philosophical approach, international approach, gastronomic approach.
Week 5	Determinants of national education system, the geographical factor, the economic factor, the historical factor, the religious factor.
Week 6	The political factor, the social factor, the ethnic or racial factor, the academic or professional associations.
Week 7	**Comparative Education in Developed Countries** USA, UK, Australia.
Week 8	Japan, France, Canada.
Week 9	**Comparative Education in Developing Countries** Pakistan, China, Malaysia.
Week 10	India, Sri Lanka, Bangla Desh.
Week 11	**Distance Education in Various Countries** Distance education in UK, distance education in USA, distance education in Sri Lanka.
Week 12	Distance education in Malaysia, distance education in Pakistan, distance education in India.
Week 13	**Examination System**

Week	Details of the Topics
	Examination system in UK, examination system in USA, examination system in France.
Week 14	Examination system in China, examination system in Pakistan, examination system in India.
	Teacher Education in Various Countries
Week 15	Teacher Education in UK, teacher education in USA, Russia.
Week 16	Teacher education in France, Pakistan, India.

Recommended Books:

- Adeyinka, A. A. (1994). Popular Topics in Comparative Education for Nigerian Tertiary Education Students, Ilorin, Success Education Services.
- Aaibi, I.O. *et al* (1998). Comparative Education. A handbook for Teachers: Oyo, Odumat Press and Publishers.
- Anyanwu, C. N. (1983). An Approach to Comparative Adult Education. Owerri, African Educational Services Ltd.
- Awolola, A. (1986). Readings in Comparative Education. Ibadan. Stevelola Educational Publishers.
- Lawal, B. O. (2004). Comparative Education, Osogbo, Swift Publishers Nig. Ltd.
- Fafunwa, A. B. (1982). Education in Africa. A Comparative Survey, London, George Allen and Unwin.

Course   **Educational Management and Administration**

Code: EDU 760   **Credit hours:** 3(3+0)

Course objectives: Students in this course will be required be required to study and understand different concepts relating to educational management, basic elements of educational management and relationship among organization, administration and management. Students will also be required to develop critical understanding of different models of human resource management along with various leadership styles.

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

- To determine the administrative theories in global perspective;
- To show similarity to the organizational structure;
- To express the nature of leadership; its different traits, behaviors and styles;
- To show similarity with the nature and importance of communication and;
- To demonstrate strategic nature of human resource management in education;
- To explore barriers to communication and the way to overcome these barriers.

Course outline and Weekly class plan

Week	Topics Details of the Topcis
1.	**Unit 1**
Week 1	Educational Management, Meaning of Basic Elements of Management, Relationship Among Organization, Administration and Management
Week 2	Basic Elements/Functions of Management Process, Levels of Management, Concept of Management in broader sense (i. Objectives of Educational Management, ii. Aspects of Educational Management and Related Issues, iii. Principles of School Management)
2.	**Unit 2**
Week 3	**The Nature of Human Resource Management** Meaning and Nature of Human Resource Management, Issues in HRM
Week 4	**Functions and Activities of Human Resource Management** Functions of HRM, Staffing, Reward, Employee Development, Employee Maintenance, Employee Relations, Activities of HRM
Week 5	**Models of Human Resource Management** The Fombrun, Tichy and Devanna Model of HRM, Harvard Model of HRM Warwick Model of HRM, Storey Model of HRM
3.	**Unit 3**
Week 6	**Administration & Leadership, Major Concepts in Administration**
Week 7	**Decision making** The Nature of Decision Making, Methods of Decision Making
Week 8	Benefits of Shared Decision Making, Problem in Shared Decision Making, Shared Decision Making Theories
Week 9	**Communication** Communication: The Administrator's Role (i. As a Communicator, ii. As a

	Recipient of Communication, iii. As a Monitor of Comuunication, iv. As a Seeker of Communication)
Week 10	**Authority, Power and Influence** Sources that Grant and Limit Authority, Factors to Consider in Exercising Authority, Administrative Power, Types of Influence, Referent Influence, Reward Influence, Expert Influence
4.	**Unit 4**
Week 11	**Development of Administration Theory** Functions of Theory, Classical Organizational Theory, Human Relation Approach
Week 12	System theory, Basic Concepts of Organizational Structure, The Bureaucratic Model
Week 13	The Participatory Model, the Alternative Models of Organization Structure
5.	**Unit 5**
Week 14	**Motivation (Content Theories)** Need Hierarchy Theory, Hygiene Theory, Existence Relatedness Growth Theory, Theory X & Theory Y
6.	**Unit 6**
Week 15	**Motivation (Process Theories)** Expectancy Theory, Equity Theory, Goal Setting Theory
7.	**Unit 7**
Week 16	**Leadership** The Nature of Leadership, Leadership Traits, Leadership Behaviors, Contingency Leadership, Leadership Styles, Leadership Models

Recommended Books:
- Petra E. Snowden & Ricahrd A. Gorton (1998). *School Leadership & Administration,* McGraw Hill Companies United States of America
- Fred C. Lunenburg and Allan C. Ornstein (1996). Educational Administration, New York :Wadsworth publishing company
- Reference Books
- Androilo, Stephen J. (1994). Handbook of decision support system,corwin press
- Bass bernrd (1993) improving Organizational Effectiveness Through transformational leadership, west view press
- Filson brent L (1994) defining moment motivation people to take action William lowin publishers
- Widen marvin F (1994) the struggle for change fulmar prdess

Course   **Test and Scale Construction**
Code: EDU   **Credit hours: 3(3+0)**

Course objectives: Objectives of this course are that students during this course will be required to understand different types of tests, purpose of the each test. Students will also need to understand and independently practice different steps involved in test construction and also to choose correct test types and items for a certain test along with the sequence required for the items needed in a particular test. Moreover students will also be required to identify various learning outcome and appropriate test application for the same.

Learning Outcomes

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

- To construct different research tools and the application of these tools;
- To know the characteristics of a good research tools;
- To learn how to validate the research tools;
- To find the reliability of research tools and;
- To practice for developing different research tools.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	**Introduction of different research tools** Tests, types of test, what are the objectives of different test, questionnaire and interview.
Week 2	**Introduction of different research tools** Rating scales/ checklist, observation sheet, portfolio and sociogram.
Week 3	**Test construction** Planning for the test, outline subject-matter content to be considered as the basic for the test.
Week 4	Test construction, identify learning outcomes to be measured by the test preparation (table of specifications).
Week 5	**Test construction** Chose appropriate types (s) of test items for evaluation of learning outcomes as summarized in the table of specification, preparing the test.
Week 6	**Test construction** Writing test items according to rules of construction for the types (s), choosing and selecting the items to be included in the test according to table of speciation, Review and edit items according to guidance's.
Week 7	**Test construction** Arranged items decide on grouping of items, sequence of items within groups, sequence of groupings.

Week	Details of the Topics
Week 8	**Test construction continued………** Prepare direction for the test, if necessary, prepare directions for individual items (matching types) or for sections (negative from of one best response types), and decide on method of scoring, analyzing and reviling the test.
Week 9	**Test construction** Performed test analysis to determine difficulty, discrimination and reliability, retain, edit as necessary, or discard items on basic of analysis outcomes, Revise the test as a whole if necessary.
Week 10	**Developing Questionnaire design and Interview protocol** Questionnaire design, introduction, deciding what to measure, deciding how to measure the area of interest, deciding how to present the results, planning and logistics of questionnaire design , layout, forms of items, content of items, the covering letter, piloting, distribution and return.
Week 11	**Developing Questionnaire Design and Interview protocol** Interview design, developing the structured interview, the interview panel, interview questions, developing questions form critical incidents, follow up question, questions that indicate legal discrimination, rating scales and benchmarks, training interviewers.
Week 12	**Developing Questionnaire Design and Interview protocol** The interview process, setting, seating arrangements, conducting the interview, taking notes, asking questions, controlling the interview, evaluating the candidate, final rating.
Week 13	**Designing Rating Scales, Port – Folios and sociograms** Developing rating scales, deciding the types of scales (the likert scales. the thurston scales, the q-sort scale the semantic differential), defining the aspect to be measured, determination of related areas, writing statement and creaming a pool of items ,formatting the scale writing instructions, scoring the liker scale.
Week 14	**Designing Rating Scales. Port-Folios and Sociograms** Developing port-folio, preparing observation sheet, designing checklist.
Week 15	**Designing Rating Scales. Port-Folios and Sociograms** Designing sociogram, Designing activity for rating social relation, Presenting social interaction/ relations.
Week 16	**Designing Rating Scales, Port-Folios and Sociograms** Presenting social interaction/relation in sociogram, interpreting sociogram, Each student will have to develop at least two sample tools for each type of test/ scale (or as assigned by classroom teacher).

Recommended Books:

- Gay, L. R. (1985). Educational evaluation and Measurement: Competencies for analysis and Application (2nd Ed). Charles and Merrill Publishing company ,USA
- Rothwell, A. (1998), Questionnaire design. De Montfort University.
- Urbina, S. (2004). Essentials of Psychological Testing. John Wiley & Sons, Inc., Hoboken, New Jersey, USA.