

Master in Education (MEd) Program
Semester System

Scheme of Studies
and
Course Outlines



2011
Department of Education
University of Sargodha
Pakistan

Med Program

This program is aimed at the comprehensive development of prospective teachers and strengthening their background on conceptual and practical issues related to improvement in education. It also focuses on the continuous professional development of the trainee teachers. Our scheme of studies for Med contains a variety of courses reflecting the interdisciplinary approach. It consists of about nine core courses and courses about many areas of specialization. It also involves a great deal of research work in the form of assignments, term papers, seminars, projects and thesis. Emphasis on the courses of functional English and communication skills is our major distinction because all works (teaching –learning activities) are done in English. Moreover, we focus on developing the skills of practical applications of computers in different fields of education like searching, entering, and analyzing data while doing research. We also provide training in using various multipurpose software like SPSS etc. So professionalization and entrepreneurship in teaching are our major focuses.

Salient Features of M. Ed Program

- ✦ Along with strengthening the knowledge base emphasis is on making students independent learners.
- ✦ Focus is on imparting knowledge, skills and attitudes pertinent with the field.
- ✦ Emphasis is on imparting pedagogical & communication skills.
- ✦ Practical training of presentation and demonstration skills through classroom presentation, seminars, symposia and conferences.
- ✦ A detailed analysis of students' teaching skills through microteaching approach to bring about sophistication and refinement in their styles and methods of teaching.
- ✦ A full fledged course on “communication skills” in order to sharpen students English communication skills of reading, writing, speaking and listening.
- ✦ A dynamic, interactive and creative teaching and learning environment.
- ✦ Special emphasis on the comprehensive personality development of the learners.
- ✦ Character formation of students through curricular and co-curricular activities in the light of Islamic values and principles
- ✦ Development of the competencies and skills of searching, identifying, selecting and developing teaching and instructional materials as per demand of the subject.
- ✦ Emphasis on professionalism and entrepreneurship.
- ✦ Development of critical thinking, scientific attitude, creativity and innovation.
- ✦ Highlighting the importance of learning as a continuous and life-long process.
- ✦ Introducing teaching as a life-style and way of living.
- ✦ Constructivist approach towards teachings and learning.



Mission Statement

To render services in the field of education by preparing well-educated, trained, competent and effective teachers and teacher educators; making them independent learners and contributing members of society, providing a dynamic, creative and efficient learning environment in order to improve the quality of education in particular and standard of living in general.

Objectives of Med Program

- To produce trained and effective teachers and teacher educators.
 - To prepare skilled manpower that can contribute towards the essential psychological, social, moral, economic and spiritual growth and development of children.
 - To produce a teachers' wrought having the skills dealing with the educational and social problems through better analytical thinking and problem solving techniques.
 - To produce competent teachers* and teacher educators at elementary, secondary, college and universities level
 - To train teachers who can meet the demands of society in both public and private enterprises.
 - To develop personality of prospective teachers through curricular and co-curricular activities.
 - To provide quality education to trainee teachers by ensuring the provision of highly qualified faculty and better teaching-learning facilities.
 - To provide multi-dimensional and multipurpose training related to co-curricular activities to the trainee teachers.
 - To create liking, interest, association and commitment to teaching profession among the prospective teachers through model behavior of teacher educators.
 - To create awareness among the prospective teachers about the national and global issues, problems and trends.
 - To develop the ability to solve their local educational and social problems.
 - To inculcate values of tolerance, peace and amity among the students through provision of literature, co-curricular activities, print and electronic media.
- ✚ Here competency means content mastery in relevant field, communication skills, research oriented and professional attitude, developing interpersonal relationships logical reasoning, administrative and leadership traits.

Scheme of Studies for Med Program

Duration of the Program: Two Semesters (one academic year)

Credit Hours Distribution:

	Courses	Credit Hours
Core Courses (7)	7	21
Area of Specialization Courses (2)	2	6
Option A (Thesis)	1	6
Option B (1 course + 1 seminar)	2	6
Total	11	33

Core Courses

S.#	Code (New)	Course Title	Credit Hrs
01	Edu-601	Curriculum Development	(3-0)
02	Edu-603	Child Development and Learning	(3-0)
03	Edu-604	Comparative Education	(3-0)
04	Edu-605	Education in Pakistan	(3-0)
05	Edu-606	Research Methods in Education	(3-0)
06	Edu-607	Sociology of Education	(3-0)
07	Edu-608	Advance communication skills in English	(3-0)

Note: Students are required to take 7 core courses (of three credit hours each), 2 courses (of three credit hours each) from the area of specialization of their choice among those offered by the department

Areas of Specialization in Education

Area-I: Educational Leadership and Management			
1	Edu-611	Organizational Behaviour	(3-0)
2	Edu-612	Economics & Financing of education	(3-0)
3	Edu-613	Human Resource Management	(3-0)
4	Edu-602	Educational Planning and Management	(3-0)

Area -II: Educational Research			
1	Edu-614	Qualitative Research Methods in Education	(3-0)
2	Edu-615	Designing & Reporting Research in Education	(3-0)
3	Edu-616	Analysis and Interpretation of Data	(3-0)

Note: Students will have to opt thesis (Option – A) or two courses of option –B. Each option is of 6 credits.

Option A

S. #	Code	Course Title	Credit Hrs
01	Edu-620	Thesis	(6-0)

Option B

S. #	Code	Course Title	Credit Hrs
01	Edu-618	Institutional improvement	(3-0)
02	Edu-619	Seminars on Trends and Issues in Education	(3-0)

N. B. Students, who will take seminar as an alternate course, are required to submit empirical or theoretical based research report at the end of the course. The presentation of the seminar will be evaluated by a panel of teachers.

The evaluation criteria for seminars:

Research Report	30%
Presentation	30%
Final paper	40%

Semester Wise Distribution of Courses

Semester I

S.#	Code (New)	Course Title	Credit Hrs
01	Edu-601	Curriculum Development	(3-0)
02	Edu-605	Education in Pakistan	(3-0)
03	Edu-606	Research Methods in Education	(3-0)
04	Edu-607	Sociology of Education	(3-0)
05	Edu-608	Advance communication skills in English	(3-0)

Semester II

S. No.	Code	Course Title	Credit Hrs
02	Edu-603	Child Development and Learning	(3-0)
03	Edu-604	Comparative Education	(3-0)
03		Area Course 1	(3-0)
03		Area Course 2	(3-0)
03		Option A/ Option B	(6-0)

Note: Students will take 2 courses (of three credit hours each) from any of the following area of specialization.

Areas of Specialization in Education

Area-I: Educational Leadership and Management			
1	Edu-611	Organizational Behaviour	(3-0)
2	Edu-612	Economics & Financing of education	(3-0)
3	Edu-613	Human Resource Management	(3-0)
4	Edu-602	Educational Planning and Management	(3-0)

Area -II: Educational Research			
1	Edu-614	Qualitative Research Methods in Education	(3-0)
2	Edu-615	Designing & Reporting Research in Education	(3-0)
3	Edu-616	Analysis and Interpretation of Data	(3-0)

Note: Students will have to opt thesis (Option – A) or two courses of option –B. Each option is of 6 credits.

Option A

S. #	Code	Course Title	Credit Hrs
01	Edu-620	Thesis	(6-0)

Option B

S. #	Code	Course Title	Credit Hrs
01	Edu-618	Institutional improvement	(3-0)
02	Edu-619	Seminars on Trends and Issues in Education	(3-0)

N. B. Students, who will take seminar as an alternate course, are required to submit empirical or theoretical based research report at the end of the course. The presentation of the seminar will be evaluated by a panel of teachers.

The evaluation criteria for seminars:

Research Report	30%
Presentation	30%
Final paper	40%

Advance Communication Skills in English

Course Code: Edu-608

Credit Hours: 3-0

Introduction:

Communication skills are extremely important for teachers because all teaching is after all is communication knowledge skills and attitudes affectivity. Similarly language plays a pivotal role in improving ones communication skills. Hence a teacher must have mastery over various aspects of language and well developed communication skills for better teaching. At present, the medium of instruction in most of the disciplines is English at higher education level. So, fluency in speaking, creativity and innovation in writing, efficiency in listening and fluency and efficiency in reading skills are well-appreciated and demanded from individuals. In order to improve these four communication skills of (reading, writing, listing & speaking) of our prospective teachers and teacher educators .we have designed this course to fulfill these requirements. It addition to discussing numerous basics concepts our major focus is to develop the oral and written expression as well as presentation skills of students. They will be introduced with a variety of methods, techniques and approaches to polish their communication skills. After studying selves efficiently & effectively in both oral as well as written forum .They must have fluency and flexibility in their thought, reasoning and logic their argumentation, originality and flow in their ideas and clarity and brevity and flow in their ideas and clarity and brevity in their expressions / explanations. Furthermore, there should not be any interruption or block in their communication (whether oral or written).They must be spontaneous training) practice and full-alien guidance / coaching and counseling. We are intended to provide our students all this through this lucid course.

Objectives: after studying this course the students must be able to:

- Read different academic & non-academic materials fluently & efficiently.
- Write clearly and effectively in the discourse of the discipline
- Use these skills for meaningful communication
- Listen with maximum comprehension
- Identify different speech segments
- Speak fluently and accurately
- Communicate naturally in different situations
- Express themselves orally as well as in written form.

Course Outline

Part I – Introduction

1. Introduction:

1.1. Communication: Meaning , nature , process & importance

1.2. Communication Skills: Need & importance

2. Functional English:

2.1. Review of grammar

2.2. Tenses and common errors in usage

Part II – Reading & Writing

3. Reading Skills:

3.1. Reading strategies

3.2. Skimming

3.3. Scanning

3.4. Finding the main idea

3.5. Reading large texts

3.6. Reading short texts

3.7. Intensive reading

3.8. Extensive reading

3.9. Fast and effective reading

3.10. Concept making

3.11. Making notes from written texts

3.12. Answering short questions on a text

3.13. Controlling faulty reading habits

3.14. Reading in chunks

3.15. Making sense group

3.16. Tackling a book

3.17. Using dictionary

4. Writing Skills:

4.1. Grammar skills & mechanics of writing

4.2. Sentence and parts of sentence

4.3. Paragraph writing

4.4. Narrative paragraph

4.5. Descriptive paragraph

4.6. Expository and opinionative paragraph

4.7. Creative & imaginative writing

4.8. Essay writing

4.9. Notes taking

- 4.10. Notes making
- 4.11. Letter writing
- 4.12. Personal letters
- 4.13. Formal letters
- 4.14. CV writing
- 4.15. Job application
- 4.16. Report writing

Part III – Listening & Speaking

5. Listening Skills:

- 5.1. Listening to recognize basic speech sounds in English
- 5.2. Listening of native and non-native discourses
- 5.3. Real-life listening
- 5.4. Formal listening
- 5.5. Understanding stress and intonation
- 5.6. Coping with redundancy and noise
- 5.7. Predicting
- 5.8. Using visual and aural environmental clues
- 5.9. Intensive listening
- 5.10. Extensive listening

6. Speaking Skills:

- 6.1. Producing English phonemes
- 6.2. Pronunciation for isolated words
- 6.3. Stress and intonation patterns
- 6.4. Real life dialogues
- 6.5. Role play
- 6.6. Presentation skills
- 6.7. Informative presentations
- 6.8. Descriptive presentations
- 6.9. Persuasive presentations
- 6.10. Seminar skills
- 6.11. Description skills
- 6.12. Group discussions
- 6.13. Interview techniques

Recommended Books

- Beconhouse Kindergarten.(1999). *A Teachers' collection of traditional verse Class7.Karachi:* Peramount Publishers.
- Beconhouse K. (1999). *A teachers collection of traditional Verses.* Karachi: Paramount Publishers.
- Brezina, Thomas .(1999) *A mystery for you and the tiger team , curse of the Pharaohs* London: Egmont Childern's books Ltd.
- Elliot, L. S. (1994). *Contemporary vocabulary.* London: OUP
- Foulds , D .(1993) . *Othello and quter stories from shakespeare's plays* Oxford: Oxford university press.
- Gravin, Jamila .(2000) *The magic orange tree* London: Mammoth
- Hughes, Ted. (1999) . *The Iron Gaint* New York: ICnop& Paperbacks
- James ,healher . mamn , Robyn (2003) *Stepping Forward I* Singapore : SNP panpace.
- James ,Healher . Mamn , Robyn (2003) *Stepping Forward 2* Singapore : SNP Panpace.
- James ,Healher . Mamn , Robyn (2003) *Stepping forward 3* Singapore : SNP Panpace.
- James ,Healher . Mamn , Robyn (2003) *Stepping forward 4* Normal (academic) Singapore : SNP Panpace.
- Jordon, J.D. (1988). *Active listening.* Oxford: Oxford University Press.
- McDonough, J. and Shaw, C. (1993). *Materials and methods in ELT.* Oxford: Blackwell.
- Michael, W. (1997). *Study skills in English.* London: OUP

Education in Pakistan

Course Code: Edu-605

Credit Hours: 3-0

Introduction:

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different stages like preprimary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied. Teacher educator will ensure that different components of education like management etc., and statistical awareness, major issues and challenges are also taken into account during the enactment of the course.

Learning outcomes

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

- understand schooling structure at different levels in Pakistan
- decipher the nature and purposes of education in the pre- and post-independence period
- delineate the historic roots and subsequent development of pre-service Teacher Education in Pakistan
- evaluate education in Pakistan in the light of current education policy
- critically analyze educational development at different levels of education i.e. pre-primary education, primary education, elementary education, secondary education and higher education
- evaluate the issues and challenges in educational scenario

Outline

Unit 1: Schooling Structure

- 1.1 Pre School Education
- 1.2 Elementary Education
- 1.3 Secondary Education
- 1.4 Higher Secondary Education
- 1.5 Tertiary Education
- 1.6 Religious Education
- 1.7 Technical and Vocational Education

Unit 2: Administration of Education

- 2.1 Federal, Provincial, District

Unit 3: Management

- 3.1 Curriculum Wing
- 3.2 Ministry of Education
- 3.3 Provincial Curriculum Bureaus
- 3.4 Textbook Boards
- 3.5 Staff Development Centers
- 3.6 Examinations (BISE, Board of Technical Education)
- 3.7 School Management Committees

- 3.8 Model of Curriculum in Pakistan
- Unit 4: Education in Pakistan pre- and post-independence**
- 4.1 Pre-independence
- 4.2 Post-independence
- 4.3 National Education Policies
- Unit 5: Policy Formulation in Pakistan**
- 5.1 Major objectives and Progress of education with reference to Current National Education Policy
- Unit 6: Technical and vocational Education in Pakistan**
- 6.1 Status
- 6.2 Key Issues and Challenges
- Unit 7: Pre-service Teacher Education in Pakistan**
- 7.1 Policy perspectives from 1947 to recent
- 7.2 Teacher Training Institutions and Programs
- 7.3 New Trends in Teacher Education in Pakistan
- 7.4 Major Issues and Challenges
- Unit 8: Statistical Overview of Education in Pakistan**
- 8.1 Primary
- 8.2 Secondary
- 8.3 Tertiary
- 8.4 Gender Parity
- 8.5 Quality and Expenditures
- 8.6 Globalization
- 8.7 Decentralization
- 8.8 Population Growth
- 8.9 Low enrollment and Dropout
- 8.10 Illiteracy
- 8.11 Discipline
- 8.12 Female Education
- 8.13 Economic and Social Conditions
- 8.14 Physical condition of Social Educational Institutions
- 8.15 Quality Education
- 8.16 Investment of Education
- 8.17 General Attitude towards Education
- Unit 9: Major Issues and Challenges**

Recommending Books

- Al-Naqib-al-Attas, Syed Muhammad (1979). *Aims and Objectives of Education*. Jeddah: King Abdul Aziz University.
- Iqbal Muhammad, (1999). *The Reconstruction of Religious Thought in Islam*. Lahore: Sheikh Muhammad Ashraf
- John, S. Brubacher (1987). *Modern Philosophies of Education*. New Delhi: TATA McGraw Hill Publication Co.
- Mansoor, A. Qureshi, (1983). *Some Aspects of Muslim Education*. Lahore: Universal Books.
- Shami, P.A. (2011). *Education in Pakistan*. Under Print

Research Methods in Education

Course Code: Edu-606

Credit Hours: 3-0

Introduction:

This is an introductory course in research methods. Educational research is the formal and systematic application of the scientific method to the study of educational problems. The purpose of this course is to make students familiar with research, and to enable the students to acquire the body of knowledge and competencies for application and analysis related to research. The overall strategy of this course is to promote attainment of a level of expertise in research through the acquisition of skills and by involving of the students in the research process. It is due to the fact that all professional teachers and researchers should be familiar with the methods of research and the analysis of data so that can find out the valid solutions of their educational problems.

Objectives:

At the end of the course, the learners will be able to

- Discuss the meaning, nature & scope of research in education
- Situate themselves as researching professionals
- Conduct research in different educational settings
- Write research report and present it effectively

Course Outline

1. The Nature of Educational Research

- 1.1. Definitions of Educational Research
- 1.2. Scope and importance
- 1.3. Scientific method
- 1.4. Research problem and topic
- 1.5. Characteristics of research problem

2. Concepts, Constructs and Variables

- 2.1. Concepts and constructs : Definition and examples
- 2.2. Operationally defining a construct.
- 2.3. Variables: Definition, types and control Variables, Independent, dependent, moderating, intervening, categorical, continuous, active, attributive

3. Hypotheses and Research Questions

- 3.1. Hypothesis and Types of hypotheses
- 3.2. Testing the Hypothesis
- 3.3. Objectives and hypotheses
- 3.4. Research questions

4. Data Collection Tools

- 4.1. Development of Research tools: Questionnaire, observation schedule, interview, and rating scales
- 4.2. Validity and Reliability
- 4.3. Data collection procedure
- 4.4. Pilot testing

5. Types of Educational Research

- 5.1. Types of Research: Qualitative and quantitative
- 5.2. Descriptive Research
- 5.3. Correlation Research
- 5.4. Experimental Research
- 5.5. Historical Research
- 5.6. Action Research

6. Literature Review

- 6.1. Need and Importance
- 6.2. Primary sources
- 6.3. Secondary sources

7. Methodology

- 7.1. Population
- 7.2. Sampling and its Types
- 7.3. Instrument
- 7.4. Data collection procedure

8. Data Analysis

- 8.1. Descriptive
- 8.2. Inferential

9. Research Proposal

10. Report Writing

- 10.1. Writing formats & Presentation
- 10.2. Referencing

Recommended Books:

Crtswell, J. W (2009). *Research Design*”, London: Sage Publications.

Fraenkel, J. & Norman, E. (2005) *How to Design and Evaluate Research* (8th edition) London: SAGE Publications.

Block, T.R. (2002.) *Understanding social science research*. London: SAGE Publications.

Cohen, L. & Manion, L. (1991). *Research methods in education*. London: Routledge.

Gay, L.R.(1998). *Educational research: Competencies for analysis and applications* . (5th ed.) N.Y: Merrill- Prentice Hall.

Goode, W.J. and Halt, P.K. (1981). *Methods in social research*. Auckland: McGraw-Hill.

Murray, R. (2002). *How to write a thesis*. Buckingham: Open University Press.

Wiersma, W. (1995). *Research methods in education: An introduction*. Boston: Allyn and Bacon.

Curriculum Development

Course Code: Edu-601

Credit Hours: 3-0

Introduction:

Curriculum is one of the four basic components of education i.e., teacher, student, curriculum and school. Curriculum is the pathway through which the objectives of education are attained whereas instruction is how this curriculum (content) is communicated to the students. It is essential for a teacher as well as a teacher educator to have an in-depth knowledge and understanding of the curriculum theory, design of the curriculum and procedures of developing and changing curriculum in both national and international perspectives. This course is aimed at dealing with all these things mentioned above. It also covers the interrelationship and interdependence of curriculum and instruction as well as their contribution in the improvement of each other.

Objectives:

After studying this course, the students will be able to:

- Understand basic concepts of curriculum and instruction
- Comprehend and evaluate the process of curriculum development and change in general and in Pakistani context in particular
- Review and evaluate the curriculum reforms that have taken place in Pakistan so far
- Understand and evaluate the basic principles, models and approaches to the curriculum organization and design
- Review and understand the critical issues, problems and trends in curriculum development and instruction
- Describe the process of curriculum evaluation both in national and international context
- Evaluate the quality and worth of our local text books, curricula and syllabi

Course Outline

1. Introduction:

- 1.1. Elements of curriculum: Objectives, content, teaching methods and evaluation
- 1.2. Basic components of curriculum and instruction, and their inter-relationship
- 1.3. Role of school leaders and teachers in curriculum development

2. Foundations of Curriculum:

- 2.1. Philosophical foundations
- 2.2. Historical foundations

- 2.3. Psychological foundations
- 2.4. Socio-cultural foundations
- 2.5. Economic foundations
- 3. Curriculum Goals, Aims and Objective:**
 - 3.1. Taxonomies of educational objectives
 - 3.2. Cognitive domain
 - 3.3. Affective domain
 - 3.4. Psychomotor domain
- 4. Curriculum Theory and Practice: Various models:**
 - 4.1. Objective Model
 - 4.2. Contents model
 - 4.3. Process model
 - 4.4. Integration vs. differentiated curriculum
 - 4.5. Teacher vs. student centered curriculum
 - 4.6. Top down vs. bottom up curriculum
- 5. Curriculum Development Process**
 - 5.1. Curriculum development: Basic concepts
 - 5.2. Steps in Curriculum development process
 - 5.3. Procedures of curriculum development: Judgmental, experimental, analytical and consensual
 - 5.4. Curriculum change and innovation
 - 5.5. Curriculum development process in Pakistan
- 6. Curriculum Reforms in Pakistan**
 - 6.1. Curriculum reforms in the light of national educational policies
 - 6.2. Issues of curriculum change
- 7. Curriculum Evaluation**
 - 7.1. Definition, components, and kinds of evaluation, (Summative, formative, diagnostic etc.)
 - 7.2. Traditional and progressive notions of curriculum monitoring and evaluation
 - 7.3. Role of evaluation in curriculum improvement
 - 7.4. Process and practices of curriculum evaluation
 - 7.5. Curriculum evaluation in Pakistan and its implications
 - 7.6. Contemporary issues of curriculum evaluation

Recommended Books:

- Kelly, A.V. (1999). *The Curriculum: Theory and practice*. London: Paul Chapman
- Neill, J. & Kitson, N. (2001). *Effective Curriculum Management*. Taylor & Francis. NY.
- Null, W. (2011). *Curriculum: From theory to practice*. Rowman & Little field Publication, UK.
- Oliva, P.F. (1997). *Developing the curriculum*. (4th ed.). New Yark: Longman.
- Rashid, M. (2000). *Allied material of curriculum development and instruction*. Islamabad: AIOU.
- Sharma, R. C. (2002). *Modern methods of curriculum organization*. New Delhi: Commonwealth.
- Taba, Hilda (1962). *Curriculum development; theory and practice*. Harcourt, Brace & World
- Thijs, Annette and Akker, Jan van den (2009). *Curriculum in development* Netherlands Institute for Curriculum Development (SLO), Enschede, the Netherlands
- Limon E. Kattington, (2010). *Handbook of Curriculum Development*.
<http://www.pdfbook.co.ke>

Sociology of Education

Course Code: Edu-607

Credit Hours: 3-0

Learning Outcomes:

After Completion of the course, the students will be expected to:

- Discuss relation between school and community
- Know the process of linkage among the school community and teacher for effective education
- Identify the social factors affecting education and how it can support the development of education
- Know the role of teachers and school in socialization of students and development of society
- Enable prospective teachers to contribute in community work, health promotion activities and endorsement of healthy environment.

Course Outline

1. SOCIETY , COMMUNITY AND CULTURE

- 1.1. Definition
- 1.2. Individual status and his/her role in the society
- 1.3. societal interaction
- 1.4. cultural diversity
- 1.5. cultural and cultural elements of Pakistani community
- 1.6. role of education in strengthening Pakistan

2. GROUP and GROUP DYNAMICS

- 2.1. Meaning OF A Group
- 2.2. Group dynamics
- 2.3. Types of Social Groups
- 2.4. Individual Behavior and group behavior
- 2.5. Role of School teacher in molding individual and group behavior

3. Socialization

- 3.1. Meaning and aims of socialization
- 3.2. Agencies of socialization
- 3.3. Stages of social development
- 3.4. Role of school in socialization
- 3.5. Teachers as role model, participating in community and health activities

4. Social Institutions

- 4.1. Definition
- 4.2. Types of social institutions
- 4.3. The family
- 4.4. Economic institutions
- 4.5. Religious institutions
- 4.6. Educational institutions
- 4.7. Play and recreational institutions

5. School and Community

- 5.1. Relationship between school and community
- 5.2. Effects of school on community
- 5.3. Effects of community on schools
- 5.4. A critical analyses of effective role of schools and teachers in Pakistani community

6. Social Control

- 6.1. Definition
- 6.2. Social deviation, peace, harmony and tolerance
- 6.3. Methods of social control
- 6.4. Role of community, school and teacher in peace development, harmony and tolerance

7. Teacher, School and Students

- 7.1. Are teachers born or made
- 7.2. Effective and reflective teaching
- 7.3. creative and critical teaching
- 7.4. teacher effectiveness
- 7.5. Academic Learning Time(ALT)
- 7.6. Class room Management
- 7.7. Co-Curricular activities
- 7.8. Reflection or productive feed back

8. Technological Change

- 8.1. Technological change and its impact
- 8.2. Sources/forces of technological change
- 8.3. Technology and Jobs
- 8.4. Technology and Ethical Values
- 8.5. Utilitarian view of technology

Recommended Books:

- Alias, N. (2009). *Educational Sociology and Philosophy*. Malaysia: Open university of Malaysia.
- Anwar, Alam (2003). *Principle of Sociology*. Saif Printing Press, Peshawar,
- Chandra, S. S & Sharma, R. K. (2004). *Sociology of Education*. India: Atlantic Publishers and Distributor New Delhi.
- Chandra, S.S. (2002). *Sociology of education*. New Delhi: ATLANTIC.
- Chaudhry, M.I. (2008). *A Textbook of General Sociology*. Pakistan: Aziz Publishers Lahore.
- Hallinian, M.T. (2006). *Handbook of the Sociology of Education*. USA: Springer.
- Iqbal, Chaudhry, M. (2000). *Sociology*, Aziz publishers, Lahore; Urdu Bazar
- Mannheim, K. (2001). *Education and Society*.UK: Routledge London
- Sharma, Y.K. (2008). *Foundations in Sociology of Education*. India: Kanishka Publishers Distributors New Delhi

Child Development and Learning

Course Code: Edu-603

Credit Hours: 3-0

Introduction:

Although certain concepts of child development can be traced back many centuries yet the systematic and scientific study of the child development is about a hundred and few years old, starting in the last quarter of the nineteenth century. Today the child development has emerged as a separate discipline because of its peculiar body of knowledge, well-defined methodology and sufficient number of experts (professionals). Currently child development is being taught as a core course in many programs like psychology, education, medical sciences etc. in many foreign universities.

Objectives: -

After studying the course the student teachers would be able to:

- Understand and describe the basic terminology, history, research methodology, stages and issues in child development
- Evaluate various theories and approaches to the study of child development
- Explain the role and contribution of various theories of child development in teaching and learning process
- Relate different domains of development like physical, cognitive, moral, emotional and social
- Elaborate the development of children at infancy, childhood and adolescence in the domains of physical, cognitive, moral ,emotional and social development
- Understand and explain the benchmarks of each stage of child development

Course Outline

1. Introduction.

- 1.1.** Difference between growth and development
- 1.2.** Some critical issues in the study of child development: Controversies
- 1.3.** Historical roots of the child development
- 1.4.** A framework for studying child development: Major domains and processes of development
- 1.5.** Developmental stages and benchmarks of the stages of child development

- 2. Understanding Development: A Brief Review of Developmental Theories**
 - 2.1. Classification of developmental theories
 - 2.2. Major Biology-based theories of child development
 - 2.3. Major psychoanalytical theories of development
 - 2.4. Freud's theory and stages of development
 - 2.5. Eriksson's psychosocial theory
 - 2.6. Kohlberg moral development theory
- 3. Emotional development:**
 - 3.1. Development of emotions, nature, characteristics
 - 3.2. Some basic Emotions
 - 3.3. Emotional development: infancy to adolescence
 - 3.4. Causes of emotional disturbances
 - 3.5. Role of school and family in treating emotional disturbances
- 4. Social Development**
 - 4.1. Self-concept during early adolescence
 - 4.2. Self-esteem and its development
 - 4.3. Influence of parents' behaviour on young children's development: Parenting styles
 - 4.4. Role of family in Social development
- 5. Physical Development**
 - 5.1. Physical development at Infancy
 - 5.2. Physical development at Childhood
 - 5.3. Physical development at Adolescence
- 6. Moral Development**
 - 6.1. Piaget and Kohlberg's theories.
 - 6.2. Culture and morality : Impact Of culture on morality
 - 6.3. Activities and applications related to children
 - 6.4. Benchmarks in moral development
- 7. Introduction to Learning.**
 - 7.1. Significance & scope
 - 7.2. The views of classical thinkers about learning Plato, Aristotle, Descartes, Thomas Hobbes, John Locke, Berkley, David Hume, Immanuel Kant, John S. Mill.

8. Modern Classification of Learning Theories.

8.1. Various categorizations or classifications of learning theories

8.2. Different paradigms of learning theories

8.2.1. Predominantly functionalistic paradigm

8.2.2. Predominantly associationistic paradigm

8.2.3. Predominantly cognitive paradigm

8.2.4. Predominantly physiological paradigm

8.3. Eclectic learning theory / eclectic approach to learning

8.4. Contemporary directions for learning theories.

9. Theories of Learning

9.1. Thorndike's Connectionism

9.2. B.F. Skinner's Operant Conditioning

9.3. I.P. Pavlov's Classical Conditioning

9.4. Vygotsky's social learning theory

9.5. Jean Piaget's Cognitive Learning Theory

Recommended Books:

Hergenhahn, B. R., & Olson, M.H. (1998). *An introduction to theories of learning* NJ: Prentice-Hall.

Klein, S.B. (2002). *Learning: Principles and applications*. Boston: McGraw- Hill.

Woolfolk, A. E. (1998). *Educational psychology*. Boston: Allyn & Bacon.

Berk, L. E. (1999). *Child development*. New Delhi: Prentice-Hall of India Pvt. Ltd.

Bee, H. (2002). *Life-span development* . N.Y: McGraw-Hill.

Fabes, R. and Martin, C. L. (2000). *Exploring child development---- Transactions and transformations*. Boston: Allyn and Bacon

Feldman C.R. (2002). *Child's world*. New York: McGraw Hill.

Mohanty J. N. (1998). *Child development and education today*. New Delhi: Deep and Deep Publications.

Woolfolk, A. E. (1998) *Education psychology*. Boston: Allyn and Bacon

Zanden, J. W. (1997). *Human development*. New York: McGraw-Hill companies.

Comparative Education

Course Code: Edu-604

Credit Hours: 3-0

Objectives:

After studying this course, the students will be able to:

- Describe the meaning and significance of comparative education
- Compare the education systems of selected developed countries
- Compare the education systems of selected developing countries
- Analyze critically the education system of Pakistan

Course Outline

1. Introduction to Comparative Education

- 1.1. Concept of comparative education, meaning, need and scope
- 1.2. Purpose of comparative education
- 1.3. Methods & Comparative Education

2. Elements of Comparative Education (Both qualitative and quantitative dimensions)

- 2.1. Objectives
- 2.2. Curricula
- 2.3. Teaching methodology
- 2.4. Assessment and evaluation (student achievement, examination system)
- 2.5. Facilities
- 2.6. Educational structure
- 2.7. Administrative and financial set up
- 2.8. Teacher education

3. Comparative View of Systems of Education in Pakistan

- 3.1. Private and Public
- 3.2. Madrassah and formal education
- 3.3. Formal vs. Distance and non-formal education

4. Comparative Education in Developed Countries

- 4.1. USA
- 4.2. UK
- 4.3. Japan
- 4.4. Singapore

5. Comparative Education in Developing Countries

5.1. India

5.2. China

5.3. Malaysia

5.4. Pakistan

6. Global Issues in Comparative Perspective (focusing developing countries)

6.1. Quality Education

6.2. Education For All

6.3. Recruitment of teachers at elementary and secondary levels

6.4. Admission procedure at higher education level.

Recommended Books:

Arnove, R.F. & Torres, C.A (1999). *Comparative Education. The Dialectic of the Global and the Local*. Rowman & Littlefield, New York.

Noah, H. and Eckstein, M. (1998) *Doing Comparative Education: Three Decades of Collaboration*. Comparative Education Research Centre, University of Hong Kong.

Hans, N. (1949). *Comparative education*. London: Routledge & Kogan Paul Limited

Isani, and Virk, M.L. (2006) *Higher Education in Pakistan*. Islamabad: National Book Foundation.

Manzon, Maria (2011). *Comparative Education: The Construction of a Field*. SPRINGER

Sodhi, T.S. (1983). *A textbook of comparative education*. (5th Ed.). New Delhi: Vikas Publishing, Co.

Thomas, R. M. (1991). *International comparative education: Practices, Issues and prospects*. Oxford: Pergamon Press.



*Areas of
Specialization*



Organizational Behavior

Course Code: Edu-611

Credit Hours: 3-0

Introduction:

The purpose of one part of this course is to provide a strong conceptual framework for studying, understanding, and applying theory and practice of organization behavior. While the other portion explores the nature of organization and organization theory. This course on organization theory and behavior thus provides knowledge that helps people understand, diagnose, and respond to emerging organizational needs and problems of our educational institutions.

Objectives

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of organizational theory
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory
- Review and evaluate the specific organizational conditions
- Understand and analyze organizational behavior of employees in work place conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.
- Understand and narrate the basic concepts and principles of organization
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organization
- Review and evaluate the specific organizational conditions
- Understand and analyze organizational behavior of employees in work place conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.

Course Outline

1. Introduction

1.1. What Managers Do?

1.1.1. What is management

1.1.2. Management Functions

1.1.3. Management Roles

1.1.4. Management Skills

- 1.1.5. Effective Vs Successful Managerial Activities
- 1.2. What is Organizational Behavior
- 1.3. The Evolution of Organizational Behaviour
- 1.4. Contributing disciplines to the OB field
- 1.5. Basic OB Model
- 1.6. Organizational System Level
- 1.7. Individual Level
- 1.8. Group Level
- 1.9. Challenges and Opportunities for study of OB
- 2. Fundamentals of Organizational Behavior**
 - 2.1. What is an Organizations
 - 2.1.1. Types of Organizations
 - 2.2. Components of Organization
 - 2.2.1. Task
 - 2.2.2. People
 - 2.2.3. Structure
 - 2.2.4. Technology
 - 2.3. The Basic System View of an Organization
 - 2.4. Factors Affecting Organizations
- 3. Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability**
 - 3.1. Define the key biographical characteristics.
 - 3.2. Explain the factors that determine an individual's personality.
 - 3.3. Describe the Meyers-Briggs Type Indicator personality framework
 - 3.4. Identify the key traits in the Big Five personality model.
 - 3.5. Explain how Locus of Control, Self-Monitoring, Self Esteem, Type A & B Behavior and Need for Achievement, Affiliation, & Power are relevant to the organization.
 - 3.6. Describe ability and how it is managed in an organization.
- 4. Perception and Individual Decision Making**
 - 4.1. What is Perception
 - 4.2. Factors influencing on perception
 - 4.3. Person Perception: Making Judgment about Others
 - 4.3.1. Attribution theory
 - 4.3.2. Frequently used shortcuts to judging others
 - 4.4. The link between perception and individual decision making
 - 4.5. How should decision be made?
 - 4.5.1. The Rational decision making process
 - 4.5.2. Creativity in decision making
 - 4.5.3. Decision making styles
 - 4.6. How are decision actually made in Organizations?
 - 4.6.1. Bounded rationality
 - 4.6.2. Common biases and errors
 - 4.6.3. Intuition

- 4.7.What about Ethics in Decision Making: Three ethical decision criteria
- 5. Basic Motivation Concepts**
 - 5.1.Defining Motivation
 - 5.2. Early Theories of Motivation
 - 5.2.1. Hierarchy of Needs theory
 - 5.2.2. Theory X and Y
 - 5.2.3. Two factor theory
 - 5.3.Contemporary Theories of Motivation
 - 5.3.1.ERG theory
 - 5.3.2.McClelland’s Theory of needs
 - 5.3.3.Cognitive Evaluation theory
 - 5.3.4. Goal-setting theory
 - 5.3.5.Reinforcement theory
 - 5.3.6.Job design theory
 - 5.3.7.Equity theory
 - 5.3.8.Expectancy theory
- 6. Foundation of Group Behaviour**
 - 6.1.Definition of group and team
 - 6.2.Why do people joins groups
 - 6.3.Stages of group development
 - 6.4.Describe the characteristics of a Work Group
 - 6.5.Describe Group Effectiveness
 - 6.6.Define Social Loafing
 - 6.7.Explain how the nature of the groups tasks can affect the group’s performance
 - 6.8.Define group cohesiveness and its effect on performance.
- 7. Basic Approaches to Leadership**
 - 7.1.What is Leadership
 - 7.2.Trait theories
 - 7.3.Behavioral theories
 - 7.4.Contingency theories: Fiedler Model
 - 7.5.Contemporary Issues in leadership
 - 7.5.1.Trust: The foundation of leadership
 - 7.5.1.1. What is trust
 - 7.5.1.2. Trust and leadership
 - 7.5.1.3. Three types of leadership
 - 7.5.1.4. Basic principles of trust
 - 7.5.2.Framing: Using words to shape meaning and inspire others
 - 7.5.3.Inspirational approaches to leadership
 - 7.5.3.1. Charismatic leadership
 - 7.5.3.2. Transformational leadership
 - 7.5.4.Emotional intelligence and leadership Effectiveness
 - 7.5.5.Contemporary leadership roles
 - 7.5.5.1. Providing team leadership

7.5.5.2. Mentoring

8. Organization Change and Stress Management

8.1. Approaches to managing organizational change

8.2. Creating a culture for change

8.3. Work stress and its management

9. Conflict and Negotiations

9.1. Conflict process

9.2. Negotiation process

9.3. Bargaining strategies

9.4. Global Implications

Recommended Books:

Daft, R. L. (2001). *Organizational theory and design*. NY: West Publishing, Co.

Gray, J. L., & Stark, F. A. (1997). *Organizational behavior: Concepts and applications*. (7th ed.). Toronto: Charles E. Merrill Publishing, Co.

Kreitner, R. & Kinicki, A. (2001). *Organizational behavior*. (5th ed.). Boston: McGRAW-HILL, Inc.

Luthans, F. (1995). *Organizational behavior*. (7th ed.) New York: McGraw-HILL

Owens, R.L. (1998). *Organizational behavior in education*. NY: McGraw-HILL

Robins, S. P. (2002). *Organizational behavior* (5th ed.). Boston: IRWIN McGraw-HILL

Economics and Financing of Education

Course Code: Edu -612

Credit Hours: 3-0

Introduction:

Economics plays a key role in our daily life. It depicts the financial position of any country or organization as well as any individual. Economics and financing of education is a very important part of the educational system. Recently various new trends have emerged in the field of financing in education at various levels. Unfortunately our all financing of education so far has been in the hands of experts of economics and financing who were not experts in the educational matters. So there is a dire need of experts in educational economics and financing. Furthermore, our educational administrators (from headmasters to EDO Edu.) do not have any professional education and training in economics and financing of education. This course is intended to provide the foundation for this purpose. The basic aim is to introduce the students with the concepts, theories and principles of economics and financing and their application in our educational setup.

Objectives:

The general objectives of the course are to enable the prospective teachers and teacher educators to:

- Understand and explain the relationship between economics and education
- Review and evaluate the demand and supply of education both at individual and social level
- Explain the social and private returns of the education
- Understand and evaluate manpower planning in Pakistan and compare it with that of the advanced countries
- Analyze various educational costs like cost benefit, cost effectiveness etc.
- Calculate and report the costing of educational projects
- Understand and evaluate the process of financing and budgeting in Pakistan
- Understand and describe the role of vocational and technical education in the economic growth of a country and compare it with that of academic one

Course Outline

1. An Introduction to the Economics of Education

1.1. Basic concepts of economics

1.2. Four factors of production

1.3. Economics of education

- 1.4. The economic value of education
- 1.5. Investment mechanisms
- 2. Concepts and Assumptions in the Economics**
 - 2.1. Human capital theory
 - 2.2. Major themes (efficiency, equity etc.)
 - 2.3. Macro economics of education
 - 2.4. Micro economics of education
 - 2.5. Education a black box
 - 2.6. Opportunity cost
 - 2.7. Rate of return on educational investment: Objections and implications
 - 2.8. Cost-benefit and cost effectiveness analysis
 - 2.9. Demand and supply for education
- 3. Individual Demand for Education**
 - 3.1. Forecasting the demand for compulsory education
 - 3.2. The demand for non-compulsory education
 - 3.3. Cost benefit analysis
 - 3.4. Measuring the costs and benefits
- 4. The Social Rate of Return Approach**
 - 4.1. Social rate of return as a guide to policy making
 - 4.2. Identifying and analyzing the costs and benefits
 - 4.3. Results of social rate of return
 - 4.4. Criticism of S.R.O.R. as policy indicator
- 5. Manpower Planning**
 - 5.1. The manpower requirement approach
 - 5.2. Methods of evaluation
 - 5.3. Productivity change
 - 5.4. Supply effects
 - 5.5. Employers opinion
 - 5.6. International comparison
- 6. Educational Outputs**
 - 6.1. Educational outputs of school education
 - 6.2. Outputs of higher education
- 7. Educational Costs**
 - 7.1. The meaning of costs (public and private costs, social costs)
 - 7.2. Cost function interpretations
 - 7.3. Cost effectiveness analysis
 - 7.4. Comparing public and private costs ; social and individual costs

- 8. The costing of educational projects**
 - 8.1. Techniques for costing educational projects
 - 8.2. Costing projects in Pakistan
 - 8.3. Future strategies for costing projects in Pakistan
- 9. Financing Education in Pakistan**
 - 9.1. Budgeting and financing
 - 9.2. Who pays for education?
 - 9.3. Who benefits from education?
 - 9.4. Students' financing through loans
 - 9.5. Alternative strategies for financing education in Pakistan
- 10. Economics of Life Long Education**
 - 10.1. Meaning of life-long education
 - 10.2. Arguments for and against lifelong education
 - 10.3. Lifelong education and its cost benefit analysis
 - 10.4. Lifelong education in Pakistan

Recommended Books

- Siddiqui, S.A. (Compiler). (2000). *Trends and issues in education*. Islamabad: AIOU.
- Beckford, J. (2001). *Quality: A critical introduction*. London: Routledge.
- Nataranjan, S. (1993). *Introduction to economics of education*. New Delhi : Sterling Publishers.
- Saeed, K.A. (2003). *Economy of Pakistan*. Karachi: Oxford University Press.
- Nasir, M.S. and Hyder, S.K. (2003). *Economics of Pakistan For B.Com & B.A*. Lahore: Intiaz Book Depot.
- Monk, D.H. and Underwood, J. (1988). *Micro level school Finance- Issues and implications for policy*. Cambridge: Ballinger Publishing Co.

Human Resource Management

Course Code: Edu-613

Credit Hours: 3-0

Introduction:

Managing human resources effectively has become the key challenge not only to compete, but to survive. Managers must understand and be able to apply innovative techniques to better manage their human resources. This is why the study of conceptual framework about managing the human resources is utmost need for educational manager.

Course Outline

1. Introduction:

- 1.1. What is management
- 1.2. What is human resource management?
- 1.3. Development of theoretical basis for HRM.
- 1.4. Activities of HR. Department
- 1.5. Skills for HR. Professionals
- 1.6. Challenges for HR department

2. Strategic Human resource Management

- 2.1. What is strategic management?
- 2.2. Strategy formulation
- 2.3. Strategy implementation
- 2.4. Issues of strategic Management

3. Building Human Resource Management

- 3.1. Work flow analysis
- 3.2. Organizational structure
- 3.3. Job analysis: Elements, Methods
- 3.4. Job Design: approaches
- 3.5. Job enrichment

4. Human Resource Planning

- 4.1. What is planning
- 4.2. The Human Resource Planning process
- 4.3. Human Resource Information system
- 4.4. Issues related to Planning
- 4.5. Issues related to HRIS
- 4.6. Software available for HRIS

5. Recruitment Selection and Placement

- 5.1. Recruitment process

- 5.2. Selection process
- 5.3. Placement process
- 5.4. Issues related to recruitment, selection and placement
- 6. Employee development and Learning**
 - 6.1. What is development in Human Resource Management
 - 6.2. Designing effective training systems
 - 6.3. Socialization and orientation
 - 6.4. Training and pay systems
 - 6.5. High leverage training strategy: a systematic approach
- 7. Performance management**
 - 7.1. An organizational model of performance management
 - 7.2. Purposes of performance management
 - 7.3. Performance measured criterion
 - 7.4. Approaches to measure performance
 - 7.5. Managing the performance of teens
 - 7.6. Performance feed back
 - 7.7. Developing and implementing system that follows legal guide lines
 - 7.8. Use of technology for performance management
 - 7.9. Electronic monitoring
- 8. Rewarding people**
 - 8.1. Introduction
 - 8.2. Equity theory and fairness
 - 8.3. Developing pay level
 - 8.4. Current challenges
 - 8.5. Government regulation of compensation
 - 8.6. Issues related to compensation in education sector
 - 8.7. How does pay influence individual employee
- 9. Managing employee retention and turn over**
 - 9.1. Managing involuntary turnover
 - 9.2. Managing voluntary turnover
 - 9.3. Managing employee retention
- 10. Evaluation and improving human resource function**
 - 10.1. Strategic approach to measuring HR effectiveness
 - 10.2. Activities of HR
 - 10.3. Approaches for evaluating effective HR
 - 10.4. Improving Hr Effectiveness

Recommended Books

Vida Gulbina Scrpello (Editor) (2008). *The handbook of human resource management education: Promoting an effective and efficient curriculum*. Sage Publication InC

Ezenne A. N. (2012). *Human Resource Man agent in Education (Developing Courtiers Perspectives)* Kingston: UWIDEC.

Mercer, Justime., Barker, Banart.,& Bird, Richard (2010). *Human Resource Management in Education Contests, Themes and Impact*. New York: Rutledge

Riches, Colin R. & Morgan, Colin (1990). *Human Resource Management in Education* Open University Press

Educational Planning & Management

Course Code: Edu-602

Credit Hours: 3-0

Introduction:

This course covers all aspects needed for managing a class or a school. It also includes historical background of educational administration and supervision. Administration plays a pivotal role in any organization. Administrators are the single most important ingredient in determining an organization's success or failure. The following famous proverb which states that "like the headmaster, like the school" is an indicative proof of it. Whether in business, government, education, medicine, or religion, the quality of an organization's administration determines the quality of the organization itself. A successful administrator anticipates change, vigorously exploits opportunities, rectifies poor performance, and leads the organization towards its objectives. Administrators can turn straw to gold or the reverse. This course also encompasses all aspects needed for managing and supervising a school.

Objectives:

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

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

Course Outline

1. Introduction

- 1.1. Difference between administration, supervision & management
- 1.2. Educational administration and school administration
- 1.3. Nature, aims, objectives and principles of school Administration
- 1.4. Definitions of Planning and Management
- 1.5. Difference between leadership and management

- 2. Supervision and Inspection**
 - 2.1. Concept of supervision
 - 2.2. Need, importance and aims of supervision and inspection.
 - 2.3. Types of supervision
 - 2.4. Techniques of supervision
 - 2.5. Factors affecting educational supervision
- 3. Nature and Scope of Educational Management**
 - 3.1. Concept of management
 - 3.2. Historical background of management
 - 3.3. Evolution of management thought in education
- 4. Process of Management**
 - 4.1. Planning
 - 4.2. Organizing
 - 4.3. Leading
 - 4.4. Communicating
 - 4.5. Controlling
 - 4.6. Budgeting
- 5. Decision Making.**
 - 5.1. Meaning & importance
 - 5.2. The decision making process
 - 5.3. Types of decisions and decision-making problems
 - 5.4. Programmed and non-programmed decisions; group and individual decisions
- 6. The School Discipline.**
 - 6.1. Definition, purpose and types of school discipline
 - 6.2. Three stages of discipline
 - 6.3. Factors affecting school discipline
- 7. Rules and Regulations**
 - 7.1. Rules regarding appointment, leaves, pay and allowances.
 - 7.2. Efficiency & Discipline rules
 - 7.3. Terms of reference of various personals in the school
 - 7.4. Code of ethics
- 8. Key Issues in Educational Management**
 - 8.1. Pre-service and in-service training
 - 8.2. Punishment and reward system
 - 8.3. Management of school time-table
 - 8.4. Management of school library
 - 8.5. Efficiency and effectiveness

8.6.Productivity vs human relations

8.7.Training vs development

8.8.Co-curricular activities

9. Records in Educational Institutions

9.1.Attendance register

9.2.Leave register

9.3.Stock register

9.4.Cash register (fee, different kind of funds)

9.5.Personal files of teachers and other staff

9.6.Other academic record (students result, staff meetings etc.)

Recommended Books:

Bell, L. and Bush, T. (2002). *The principals and practices of educational management*.
London: Paul Chapman Publishing.

Griffin, R..W. (1997). *Management*. New Delhi: AITBS Publishers.

Hoy, W. K., & Miskel, C.G. (1998). *Educational administration: Theory, research and practice*. New York: McGraw-HILL.

Robbins, S. P. (1997). *The administrative process*. Sandiego: SanDiego State University.

Sidhu, S.K. (2001). *School organization and administration*. New Delhi: Sterling Publishers.



Area. II
Educational
Research

Qualitative Research Methods in Education

Course code: Edu-611

Credit Hours: 3-0

Introduction:

Qualitative research typically deals with the study of many variables intensely, over an extended period of time. Its basic purpose is to find out the way things are or were, how and why they come to be that way, and what this entire means. Qualitative approaches are not value free and involve inductive inquiry. These are usually aimed at generating hypotheses rather than testing them. Moreover, these approaches are practically more holistic and process oriented. Such approaches involve collection of extensive “narrative data in order to gain insight into phenomena of interest. Qualitative research methods are now-a-days gaining popularity and importance in the field of social sciences. Even in the education, ethnographic research is very common. The reason is the recent shift from positivistic paradigm to interpretive and critical paradigms in research which mostly involve qualitative research methods. Qualitative research is diverse not only in the form but also in its theoretical framework, and at least six domains of qualitative methodologies have been identified. This course is intended to introduce our students with various principles, methodologies, distinctions and applications of these methodologies of qualitative research in education as well as the recent developments in this field.

OBJECTIVES:

After the completion of these courses the students will be able to:

- Prepare research designs and proposals on the topics related to educational issues and problems in our local context
- Differentiate qualitative research from the other types of research especially the quantitative one
- Classify and categorize various approaches and methods of qualitative research about problems in education
- Develop a research proposal on a topic to conduct a qualitative research in education
- Understand and explain the steps or phases of a qualitative research
- Collect, categories analyze and interpret qualitative data
- Understand and explain pedagogical uses of the qualitative research
- Develop a research proposal on the topic to conduct a qualitative research in education
- Evaluate a qualitative research conducted on an educational issue problem

Course Outline

1. Introduction

- 1.1. Qualitative research: Definitions and concepts
- 1.2. Differences between qualitative and quantitative research
- 1.3. Characteristics of qualitative research
- 1.4. Qualitative research in education

2. Some Theoretical Affiliations and Classifications of Qualitative Inquiry

- 2.1. Anthropology
- 2.2. Phenomenology
- 2.3. Symbolic interactions
- 2.4. Ethnography: Ethnographic Research
- 2.5. Feminist research
- 2.6. Postmodern research
- 2.7. Ethno-methodology
- 2.8. Some common questions about qualitative research

3. Some Important Concepts in Qualitative Research

- 3.1. Material as data
- 3.2. Human as instrument
- 3.3. Grounded theory
- 3.4. Complex theory and idiographic interpretation
- 3.5. Sampling: Theoretical, purposive, time sampling and snow ball sampling
- 3.6. Idea saturation
- 3.7. Triangulation

4. Stages in Qualitative Research

- 4.1. Various stages of qualitative research (steps or phases) from selecting a research topic to analysis and interpretation of data

5. Techniques of Data Collection in Qualitative Research

- 5.1. Interviewing:
 - 5.2. Individual and group interview
 - 5.2.1. Focused group
- 5.3. Observation / Watching:
 - 5.3.1. Participative observation
 - 5.3.2. Non-participative observation / natural observation

- 5.4. Archival research study
 - 5.4.1. Document analysis.
- 6. **Field Work**
 - 6.1. Gaining access to the field
 - 6.2. First days in the field
 - 6.3. Photography and field work
 - 6.4. Leaving the field
- 7. **Evaluation and Pedagogical Uses of Qualitative Research**
 - 7.1. **Evaluation of qualitative research:** Trustworthiness in qualitative research
 - 7.2. **Evaluation and policy research in qualitative perspective:** Planning and getting funds.
 - 7.3. **Relations between the researcher and contractor :** Research site; feedback; working in teams; the audience; time tables
 - 7.4. **Future** of the qualitative evaluation and policy research
 - 7.5. **Pedagogical uses of qualitative research (QR)**
 - 7.5.1. Use of QR in effective teaching
 - 7.5.2. QR-approach of and teacher education
 - 7.5.3. QR-methods of curriculum improvement in schools

Recommended Books:

- Bell, J. and Opie, C. (2002). *Learning form research*. Buckingham: Open University Press.
- Best, J.W, and Kahn, J.V. (1993). *Research in education*. New Delhi: Prentice-Hall of India.
- Bogdan, R. and Taylor, S. I. (1975). *Introduction to qualitative research methods: A phenomenological approach to the social sciences*. New York: John Willey and Sons.
- Bogdan, R. C. and Bicklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon, Inc.
- Bordens , K.S.and Abbot , B.B.(2002). *Research design and methods : A process approach* . (5th ed.) . Boston: McGraw-Hill.
- Cohen, L. & Manion, L. (1991). *Research methods in education*. London: Routledge.
- Flick, U. (2002). *An introduction to qualitative research*. London: SAGE Publications.
- Merriam, S.B. et al (2002). *Qualitative research in practice*. San Francisco: Jossey-Bass

Designing and Reporting Research in Education

Course Code: Edu-612

Credit Hours: 3-0

Course Outline

1. Conceptual Foundations of a Research Design in Quantitative Research

- 1.1. Concept of research design
- 1.2. The purposes of research design
- 1.3. Elements of a research design
- 1.4. Criteria / characteristics of a good research design

2. Research Design and Writing a Research Proposal

- 2.1. Controlling variance
- 2.2. What is a synopsis or a research proposal?
- 2.3. Components and prerequisites of a research proposal (Introduction, problem, review, budget, time frame, procedures etc.)

3. Quantitative Research Designs

- 3.1. Constructing research designs
- 3.2. Experimental designs
- 3.3. Factorial designs
- 3.4. Ex-Post Facto designs

4. Qualitative Research Designs

- 4.1. Choosing a qualitative study
- 4.2. Types of Qualitative Research Designs
 - 4.2.1. Case study
 - 4.2.2. Field studies

5. Development of a Research Plan / Proposal.

- 1 Need and Significance of research proposal

N.B. Each student will have to prepare one research proposal on each type or methodology of research and submit it to the teacher before the final term exam.

6. Report Writing in Quantitative Research

- 6.1. Introduction
- 6.2. Need and Significance of research proposal
- 6.3. Major sections of a research report (Abstract, Introduction, problem, methods & procedures, discussion, bibliography/reference list and appendices)
- 6.4. APA Manual 6th Edition

7. Report Writing in Qualitative Research

7.1. Writing a report of qualitative research project

7.2. Getting started

7.3. A good manuscript

7.4. The introduction

7.5. The core and the conclusion

7.6. Summary **N.B.** Students must have to prepare at least one research report of a qualitative and a quantitative research.

Recommended Books:

American Psychological Association. (2010) *Publication Manual of the American Psychological Association, 6th Edition*, Washington DC: American Psychological Association.

Best, J.W, and Kahn, J.V. (1993). *Research in education*. New Delhi: Prentice-Hall of India.

Bogdan, R. C. and Bicklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon, Inc.

Cohen, L. & Manion, L. (1991). *Research methods in education*. London: Routledge.

Frankel, J. R. & Wallen, N.E. (1993). *How to design and evaluate research in education*. NY: McGraw-Hill.

Murray, R. (2002). *How to write a thesis*. Buckingham: Open University Press.

Taylor, W.(Ed). (1973). *Research perspectives in education*. London: Routledge

Analysis and Interpretation of Data

Course Code: Edu-613

Credit Hours: 3-0

Course Outline

1. Data Analysis

1.1. Data and its types

2. Analysis of Quantitative data through SPSS

2.1. Statistical concepts

2.2. Descriptive statistics

2.3. Measures of central tendency and variability

2.4. Measures of relationship

2.5. Inferential statistics (correlation + regression)

2.6. Hypothesis testing ; the null hypothesis; one and two tailed tests ; use of null hypotheses

2.7. Parametric vs. nonparametric techniques

2.8. Carrying out parametric statistical tests: t-distribution, z-test, ANOVA and ANCOVA.

2.9. Carrying out non-parametric statistical tests: Chi Square test

2.10. The role of statistical analysis

2.11. Selecting an appropriate statistical analysis

2.12. Coding, rostering and inputting data

3. Qualitative Data: Types and Forms

3.1. **Field Notes:** The basic concepts; the content of field notes; the form of field notes; the process of writing field notes; transcription from the taped interviews

3.2. **The subject's written words:** Personal documents; official documents / records

3.3. **Montage / photography:** Found photographs; researcher-produced photographs; photographs as analysis; technique and equipment

3.4. **Accounts and videos**

3.5. **Official statistics** and other quantitative data

3.6. Concluding remarks

4. Data Analysis in Qualitative Research

4.1. Analysis of data in the field:

4.1.1. Field memos

4.1.2. Discovering themes and hypotheses

4.1.3. More about analysis in the field

4.1.4. Analysis after data collection:

4.1.5. Coding and coding categories

4.1.6. Developing coding categories

- 4.1.7. Influence on coding and analysis
- 4.1.8. Data displays etc
- 4.1.9. Mechanics of working with data
- 4.1.10. Using a computer for analysis

Recommended Books:

- Bogdan, R. C. and Bicklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon, Inc.
- Bordens, K.S. and Abbot, B.B. (2002). *Research design and methods : A process approach* . (5th ed.) . Boston: McGraw-Hill.
- Cohen, L. & Manion, L. (1991). *Research methods in education*. London: Routledge.
- Flick, U. (2002). *An introduction to qualitative research*. London: SAGE Publications.
- Frankel, J. R. & Wallen, N.E. (1993). *How to design and evaluate research in education*. NY: McGraw-Hill.
- Julie Pallant (2001) *SPSS Survival Manual A step by step guide to data analysis using SPSS for Windows (Version 10)* Open University Press Buckingham: Philadelphia
- Lecompte, M. D. , Milroy, W. L. and Preissle, J. (Ed). (1992). *The handbook of qualitative research in education*. San Diago: Academic Press.

Institutional Improvement

Course code: Edu-602

Credit Hours: 3-0

Learning outcomes:

By the end of the course student will be able to:

- understand the concept of change and school improvement
- Recognize that change can be a slow and complex process
- Identify the role of school leaders as change agents

Course Outline

1. Concept and Process of Change

- 1.1. Understanding the change process
- 1.2. Role of change facilitator
- 1.3. Individual and organizational change

2. Features of Effective School

- 2.1. Leadership
- 2.2. Within school relationships
- 2.3. School Community Relationships
- 2.4. Proper utilization of Resources
- 2.5. Students' Academic Performance
- 2.6. Professional Commitment of Teacher

3. Planning School Improvement

- 3.1. Needs Assessment
- 3.2. Survey of Human Resources
- 3.3. Survey of Material Resources
- 3.4. Targets and Strategies
- 3.5. Assignments and Tasks
- 3.6. Coordination and Implementation of plan
- 3.7. Supervising and Monitoring

4. Leadership Development

- 4.1. Understanding Leadership in Schools
- 4.2. Teacher as a Leader
- 4.3. Shared Leadership

5. School Culture

- 5.1. Understanding school culture
- 5.2. School as a community of learners

Recommended Books

Giancola, Joseph A. and Hutchison, Janice K. (2005). *Transforming the Culture of School Leadership: Humanizing Our Practice*. Corwin

Clarke, Paul. (2005). *Improving School in Difficulty* London: Continuum International Publishing Group

Ruddock, Jean. & Flutter, J. (2004). *How to Improve your School: Giving Pupils a Voice*, Continuum Press.

Rudduck, J., Chaplain, R. and Wallace, G. (eds.) (1996) *School Improvement: What Can Pupils Tell Us?*, London: David Fulton.

Seminars on Trends and Issues in Education

Course code: Edu-619

Credit Hours: 3-0

Introduction:

Competent teachers are usually knowledgeable in their respective content areas. Being part of the education system, teachers need to be aware of the contemporary issues and trends in education. Issues such as population explosion, HIV/AIDS, Gender Development, sustainable development require a broad based knowledge approach for teacher preparation. Therefore, a course on contemporary issues and trends in education is considered significant to develop an insight among teachers.

Learning Outcomes

- At the end of this course, the students will be able to:
- argue on the positive and negative impact of the information explosion
- explore the gap between madrassah and mainstream education and identify appropriate government responses
- identify barriers to the achievement of universal literacy and how these may be removed at the local level
- discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- analyze the relationship between national curriculum structure and career opportunities
- consider how best environmental awareness can be enhanced through schools
- consider the consequence of the growing privatization of education

Course Outline

1. Education as a Complex Enterprise

- 1.1. Diversity of aims and approaches in education.
- 1.2. Variety of philosophical approaches to education.
- 1.3. Education in different periods and societies

2. Madrassah Education

- 2.1. Madrassah: origin, aims and objectives
- 2.2. Role of madrassah in 21st century
- 2.3. System of education in madrassah
- 2.4. Madrassah reforms in Pakistan

3. Universal Literacy

- 3.1. Literacy and individual rights
- 3.2. Factors affecting program for universal literacy: medium of instruction
- 3.3. Formal and Non formal education: Advantages and disadvantages

4. Gender Disparity

- 4.1. Concept of gender equality
- 4.2. Factors affecting the status and role of women
- 4.3. Steps towards reducing gender disparity.

5. Population Education:

- 5.1. Concept of Population Education.
- 5.2. Factors affecting Population Education.
- 5.3. Impact of Population Growth on National Development.
- 5.4. Roles and responsibilities of family, school, mosque and community in population education.
- 5.5. Steps towards population planning and welfare.

6. Environmental Awareness

- 6.1. Types of pollution
- 6.2. Causes of pollution
- 6.3. Environmental education

7. Privatization of Education

- 7.1. Government resources and multiple demands
- 7.2. Need of private sector education
- 7.3. Challenges of quality education

8. Information in Education

- 8.1. New concept of information explosion
- 8.2. Expanding learning resources
- 8.3. Information and communication technology (ICT) literacy
- 8.4. Technology in education

Recommended Books:

- AIOU (2006) *Population Education Course MA EPM 584*, Islamabad: AIOU.
- Haltak, J. (1990). *Investing in the Future, Setting Educational Priorities in the Developing World*, Paris, UNESCO. McGraw-Hill Kogakusha.
- Ministry of Education, Curriculum Wing (2010), *13 Modules on Various Core Themes of Population Education*, Islamabad.
- Modhukar Indira (2003). *Changing Demands of Technical and Vocational Education*, Annual Publication New Delhi.
- Pakistan, Govt. (2003). *Education for All, Ministry of Education Curriculum Wing* Islamabad.
- Rao, V. K. (2004). *Population Education* Efficient Printer, New Delhi.
- Sylvester, C. (1994). *Feminist Theory and International Relation, in Post Modern Era*, Cambridge University Press.
- UNESCO, Pakistan (2004). *Quality of education in Pakistan*, UNESCO Office, Islamabad.
- Usmani, B. D. (2004). *Women Education in 21st Century* Annual publication, New Delhi.
- W. H. O. (2005). *Emerging Issues in Water and Infections*, U.N.O. Publishers, Philadelphia.
- Walt, S. (1992). *The Renaissance of Security Students*, New York. Colombi Press.