

**SCHEME AND COURSES OF STUDIES FOR  
M.S/M. Phil IN EDUCATION**



**DEPARTMENT OF EDUCATION**

**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

**2014**

**All Codes for complete program are classified as:**

<b>S. No</b>	<b>Major Courses</b>	<b>Symbol of Code</b>	<b>Alphabetical Code</b>	<b>Level of Study/Year</b>	<b>Semester</b>
1	Educational Studies(Philosophical, Sociological and Economical Perspectives)	1	EDU	7	1
2	Educational Measurement and Evaluation, Curriculum Instruction and Design	1	EDU	7	2

<b>S. No</b>	<b>Minor Courses</b>	<b>Symbol of Code</b>	<b>Alphabetical Code</b>	<b>Level of Study/Year</b>	<b>Semester</b>
1	School Effectiveness, Critical Thinking, Teaching and Learning Strategies, Classroom Assessment, Educational Psychology	2	EDU	7	1
2	Educational Planning, Management and Administration, Educational Technology, Higher Education in Pakistan, Academic Writing	2	EDU	7	2

<b>S. No</b>	<b>Advanced Courses</b>	<b>Symbol of Code</b>	<b>Alphabetical Code</b>	<b>Level of Study/Year</b>	<b>Semester</b>
1	Research Methodology Psychology	9	EDU	7	1
2	Research Thesis	9	EDU	7	3

## Contents

S.No			Page No.
1.	<b>M. S Education (Scheme of Studies)</b>		03
2.	<b>Semester wise Break</b>		04
3.	<b>Scheme of Studies Credit Hours</b>		06
	<b>Course Code</b>	<b>Course Title</b>	
4.	<b>EDU-791</b>	Research Methodology	08
5.	<b>EDU-711</b>	Educational Studies (Philosophical, Sociological and Economical Perspectives)	11
6.	<b>EDU-721</b>	School Effectiveness	13
7.	<b>EDU-722</b>	Critical Thinking	15
8.	<b>EDU-723</b>	Teaching and Learning Strategies	17
9.	<b>EDU-724</b>	Classroom Assessment	19
10.	<b>EDU-725</b>	Educational Psychology	21
11.	<b>EDU-712</b>	Educational Measurement and Evaluation	24
12.	<b>EDU-713</b>	Curriculum Instruction and Design	26
13.	<b>EDU-726</b>	Educational Planning, Management and Administration	28
14.	<b>EDU-714</b>	Statistics in Education	30
15.	<b>EDU-727</b>	Educational Technology	32
16.	<b>EDU-728</b>	Higher Education in Pakistan	35
17.	<b>EDU-729</b>	Academic Writing	37
18.	<b>EDU-799</b>	Research Thesis	

## M.S (Education) 02 Years Program

### Semester wise Break

<b>Course Work:</b>		<b>2 Semesters (24 Credit Hours)</b>	
<b>Thesis:</b>		<b>2 Semesters (06 Credit Hours)</b>	
<b>Total:</b>		<b>4 Semesters (30 Credit Hours)</b>	
<b>A. First Semester</b>			
<b>S. No.</b>	<b>Course Code #</b>	<b>Course Titles</b>	<b>Credit hrs</b>
<b>(a) Core Subjects</b>			
1.	EDU-791	Research Methodology	03
2.	EDU-711	Educational Studies (Philosophical, Sociological and Economical Perspectives)	03
<b>(b) Elective Subjects</b>			
Candidates will choose two courses from the following subject to their availability and the approval of the University.			
3.	EDU-721	School Effectiveness	03
4.	EDU-722	Critical Thinking	03
5.	EDU-723	Teaching and Learning Strategies	03
6.	EDU-724	Classroom Assessment	03
7.	EDU-725	Educational Psychology	03

<b>B. Second Semester</b>			
<b>S. No.</b>	<b>Course Code #</b>	<b>Course Titles</b>	<b>Credit hrs</b>
<b>(a) Core Subjects</b>			
1.	EDU-712	Educational Measurement and Evaluation	03
2.	EDU-713	Curriculum Instruction and Design	03
<b>(b) Elective Subjects</b>			
Candidates will choose two courses from the following subject to their availability and the approval of the University.			

3.	EDU-726	Educational Planning, Management and Administration	03
4.	EDU-714	Statistics in Education	03
5.	EDU-727	Educational Technology	03
6.	EDU-728	Higher Education in Pakistan	03
7.	EDU-729	Academic Writing	03

<b>C. Third Semester</b>			
<b>S. No.</b>	<b>Course Code #</b>	<b>Course Titles</b>	<b>Credit hrs</b>
9	EDU-799	Research Thesis	06

<b>D. Fourth Semester</b>			
<b>S. No.</b>	<b>Course Code #</b>	<b>Course Titles</b>	<b>Credit hrs</b>
10	EDU-799	Research Thesis	06

## M.S (Education) 02 Years Program

### Scheme of Studies

#### Credit Hours

Sr #	Code #	Course Title	Credits	Total Marks
<b>Semester I</b>				
1.	EDU-791	Research Methodology (C)	3	30+20+50=100
2.	EDU-711	Educational Studies (Philosophical, Sociological and Economical Perspectives) (C)	3	30+20+50=100
3.	EDU-721	School Effectiveness (E)	3	30+20+50=100
4.	EDU-722	Critical Thinking (E)	3	30+20+50=100
5.	EDU-723	Teaching & Learning Strategies (E)	3	30+20+50=100
6.	EDU-724	Classroom Assessment (E)	3	30+20+50=100
7.	EDU-725	Educational Psychology (E)	3	30+20+50=100
<b>Semester II</b>				
8.	EDU-712	Educational Measurement and Evaluation (C)	3	30+20+50=100
9.	EDU-713	Curriculum Instruction and Design (C)	3	30+20+50=100
10.	EDU-726	Educational Planning, Management and Administration (E)	3	30+20+50=100
11.	EDU-714	Statistics in Education (E)	3	30+20+50=100
12.	EDU-727	Educational Technology (E)	3	30+20+50=100

<b>13.</b>	<b>EDU-728</b>	Higher Education in Pakistan (E)	<b>3</b>	<b>30+20+50=100</b>
<b>14.</b>	<b>EDU-729</b>	Academic Writing	<b>3</b>	<b>30+20+50=100</b>
<b>Semester III</b>				
<b>15.</b>	<b>EDU-799</b>	Research Thesis	<b>6</b>	<b>Pass</b>
<b>Semester IV</b>				
<b>16.</b>	<b>EDU-799</b>	Research Thesis	<b>6</b>	<b>Pass</b>
<b>Total Credits (24+6)</b>			<b>30 Credit Hrs.</b>	

**Objectives:**

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

1. differentiate between research and criticism
2. explain the different patterns of research
3. select a research problem and provide a justification for it
4. identify the stages of research proposal and outline

**Course Outline:****UNIT- 1: Introduction to Research:**

- 1.1 Different Definitions of Research
- 1.2 Characteristics of Research
- 1.3 Necessary & importance of Research
- 1.4 The Difference between Research and Criticism

**UNIT- 2: Pattern of Research:**

- 2.1 Descriptive Method
- 2.2 Historical Background Method
- 2.3 Experimental Method
- 2.4 Method of Research and its Difficulties

**UNIT- 3: Selection of the Topic of Research:**

- 3.1 Introduction of the Topic
- 3.2 Essential contents of the Research Topic
- 3.3 Importance of the Research Topic
- 3.4 Relation of the Researcher and The Topic of Research

**UNIT- 4: Extent of Research Problem:**

- 4.1 Introduction of Research Problem
- 4.2 Background of Research Problem
- 4.3 Selection of Research Problem
- 4.4 Description of the Statement of Problem

**UNIT- 5: Hypothesis:**

- 5.1 Introduction of Hypothesis
- 5.2 Importance of Hypothesis
- 5.3 Characteristics of Hypothesis
- 5.4 Test of Hypothesis

**UNIT- 6: Research Proposal and Outline:**

- 6.1 Stages of Research Proposal and Outline



- 6.2 Extent of Research Proposal and Outline
- 6.3 Common Method of Research Proposal and Outline
- 6.4 Sample of Research Proposal and Outline

**UNIT- 7: Stages of Research Methodology:**

- 7.1 Fixing of Related Material
- 7.2 Survey Reports
- 7.3 List of Books and Related Sources

**UNIT- 8: Collection of Research Material:**

- 8.1 Resources of Research
  - I. Questionnaire
  - II. Interviews
- 8.2 Collection of Material from Library
- 8.3 Collection of Material from Internet
- 8.4 Relevancy of Collected Material
- 8.5 Analytical Review of Collected Material
- 8.6 Section Out of the Collected Material
  - a. Knowledge about Terminologies
  - b. Knowledge about Pattern and Method of Writing
  - c. Selection of the Appropriate Methodology

**UNIT- 9: Pattern of Thesis:**

- 9.1 Introduction of Original Source
- 9.2 Difference between Original Text and Compilation of material
- 9.3 Essential contents of Thesis
- 9.4 Preface
- 9.5 Chapters
- 9.6 Results
- 9.7 Glory
- 9.8 Appendix

**UNIT- 10: Thesis Writing:**

**(A) Basics**

- 1. Introductory Paragraph
- 2. Concluding Paragraph
- 3. Paragraph
- 4. Reference
- 5. Basic and Secondary Topics

**(B) Marginal and References**

- 1. Introduction of Marginal References
- 2. Method of Explanation of Marginal References
- 3. Introduction of References

**(C) Elements of Concluding Ending of Thesis:**

- 1. Completion
- 2. Simplicity
- 3. Relevant Writing
- 4. First Draft
- 5. Composing of Thesis
- 6. Description of References

**Evolution of Thesis / Viva Voce**

## Reference Books:

1. Tariq H. Malik, Research Methodologies, Melliorium, 1998
2. Parl D. Leedy, Practical Research planning and Design, Macmillan Publishing
3. Sheridan, The Practical Stylist, Thomas Y. Crowell New York, 1970.
4. Clifford Hawking Marco Sorgi, Research How to plan, speck and write about it, Narosa publishing House, 1987
5. Prof. Dr. Saeedullah Qazi, Methods of Research in Islamic Perspective, Idara Taleemi Tehqeeq Tanzeem Asatiza Pakistan, Lahore, 1992

6. ایم سلطانه بخش، اردو میں اصول تحقیق
7. اعجاز راہی، تحقیق اور اصول وضع اصطلاحات، مقتدرہ قومی زبان، اسلام آباد
8. سید جمیل احمد رضوی، لائبریری سائنس اور اصول تحقیق، مقتدرہ قومی زبان
9. احسان اللہ خان، تعلیمی تحقیق، لاہور
10. ڈاکٹر گیان چند، تحقیق کا فن، ایجوکیشن پبلشنگ ہائوس، دہلی
11. رفاقت علی شاہد، تحقیق شناسی، القمر انٹرنیٹرز، لاہور
12. ڈاکٹر قاصی عبدالقادر، تصنیف و تحقیق کے اصول، مقتدرہ قومی زبان، اسلام آباد
13. اعجاز راہی، روداد سیمینار، اصول تحقیق، مقتدرہ قومی زبان، اسلام آباد
14. ڈاکٹر تبسم کاشمیری، مقتدرہ قومی زبان، اسلام آباد
15. ڈاکٹر ایم سلطانه بخش، اصول تحقیق، علامہ اقبال اوپن یونیورسٹی، اسلام آباد
16. ڈاکٹر محمد طفیل ہاشمی، تحقیق نگاری، علامہ اقبال اوپن یونیورسٹی، اسلام آباد
17. محمد عجاج الخطیب، لمحات فی المکتبۃ والبیث والمصادر، مؤسسۃ الرسالۃ، بیروت
18. احمد شبلی، کیف تکتب بحثاً او رسالۃ، مکتبۃ النہیۃ القاہرہ
19. ڈاکٹر عبدالرشید، تعلیم اور تحقیق، کاروان ادب، ملتان
20. ڈاکٹر طفیل ہاشمی، اسلام میں تحقیق کے اصول و مبادی، علامہ اقبال اوپن یونیورسٹی، اسلام آباد
21. ڈاکٹر طفیل ہاشمی، طلاق تحقیق، علامہ اقبال اوپن یونیورسٹی، اسلام آباد

## **EDU 711 Educational Studies (Philosophical, Sociological and Economical Perspective)**

### **Credit Hrs. 03**

#### **Objectives:**

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

1. analyze the applications of philosophical methods in resolving educational problems
2. compare and contrast the ideas of modern psychologists and the application of their ideas in education
3. describe the modern concept of development with reference to education
4. examine sociology as a basis for education with reference to curriculum development

#### **Course Outline:**

##### **Unit 1: Philosophy as basis of Education**

- 1.1 Application of Methods of Philosophy in resolving educational issues
- 1.2 Modern trends in philosophy of Education with special reference to Paulo Freire, E. D Harish and Analytical Philosophies
- 1.3 Philosophy as the new paradigm in Educational Research

##### **Unit 2: Philosophical Foundations of Education - I**

- 2.1 Meaning of Philosophy
- 2.2 Study of the following philosophical schools
  - (a) Idealism
  - (b) Realism
  - (c) Naturalism
  - (d) Pragmatism

##### **Unit 3: The study of these schools will focus the following**

- 3.1 Branches of Philosophy
  - (a) Ontology
  - (b) Epistemology
  - (c) Axiology

##### **Unit 4: Philosophical Foundations of Education – II**

Relevance of the following philosophies to education. The major focus is on curriculum instruction and evaluation.

- 4.1 Progressivism
- 4.2 Essentialism
- 4.3 Perennials
- 4.4 Reconstructions

##### **Unit 5: Modern Psychologists and Applications of their Ideas in Education**

- 5.1 Sigmund Freud
- 5.2 B. F. Skinner
- 5.3 Maslow and Rogers
- 5.4 New Trends in Testing and Measurement

**Unit 6: Economics and Education**

- 6.1 Modern concept of development
- 6.2 Education and changing theories of development
- 6.3 Planning Education and new trends in development
- 6.4 Education and Human Resource development (Public and Private sector in Education)

**Unit 7: Education and Sociological Perspective**

- 7.1 Sociology as basis for Education with special reference to Curriculum Development
- 7.2 Multiculturalism and Education
- 7.3 Education for Culture / Ethnic and Ideological minorities

**Unit 8: Education and the Special Children, Inclusive Education**

**Reference Books:**

- 1. M. D. Shipman. The Sociology of School, Longmans Publishers, 1969
- 2. Ann Parker Parelius. The Sociology of Education, Pearson Education Canada, 1987
- 3. Stephen J. Ball. The Routledge Falmer Reader in Sociology of Education, RoutledgeFalmer, 2004
- 4. Ronald Meighan and Iram Siraj- Blatchford. A Sociology of Education, Continuum International Publishing Group, 5th Revised edition 2007
- 5. Amelia O Rorty, Philosophies of Education, New Educational Perspective, Routledge, 1998
- 6. Peter Roberts. Education, Literacy and Humanization: Exploring the work of Paulo Friere, Amazon.com, 2000
- 7. Anita Woolfolk. Educational Psychology, The Ohio State University Pearson Publishers, 2010
- 8. Srinibas Bhattacharya, Foundations Of Education, Atlantic Publishers and Distributors, 2006

**Objectives:**

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

1. explain individual and organizational change
2. identify the features of an effective school
3. examine the factors involved in planning school improvement
4. discuss leadership in schools

**Course Outline:****Unit 1: Concept and Process of Change**

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

**Unit 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 Teachers

**Unit 3: Planning School Improvement**

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

**Unit 4: Leadership Development**

- 4.1 Understanding leadership in schools
- 4.2 Teacher as a leader
- 4.3 Shared leadership

**Unit 5: School culture**

- 5.1 Understanding school culture
- 5.2 Promoting school culture
- 5.3 Positive changing in school culture

**Unit 6: School as a community of learners**

- 6.1 School role as a community aspect
- 6.2 Awareness about community needs through school

**Unit 7: Changing for good**

- 7.1 Sustaining comprehensive school reform
- 7.2 Sustaining with fund
- 7.3 Commitment to Sustainability without funding
- 7.4 Sustained momentum for improvement and innovation

**Unit 8: Supporting change in schools**

- 8.1 By teachers
- 8.2 By administrator
- 8.3 By community
- 8.4 By Government

**Reference Books:**

1. Gaoncola, Joseph A. Transforming the culture of School Leadership, Sage Publications, 2005
2. Clarke, Paul. Improving School Difficulty, Bloomsbury Publishers, 2005
3. Ruddock, Jean & Julia Flutter. How to improve your school, Continuum Publishing Company London, 2004
4. Gybers, Norman C. Developing and Managing your School Guide Program, Amazon Com, 2012
5. Richard Sagor, Guiding School Improvement with Action Research, ASCD Publishers, 2000
6. Alma Harris, Building Leadership Capacity for School Improvement, Bell & Bain Ltd Glasgow, 2003
7. Zijian Li, Michael Williams, School Improvement: International Perspectives, Nova Science Publishers, 2006
8. Brown, Sally (Educational Development Advisor, University of Northumbria), Horne, Helen, 500 Tips for School Improvement, Taylor & Francis Groups, 2007
9. Melissa Evans, Change for Good Sustaining School Improvement, Sage Publications, 2009

**Objectives:**

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

1. recognize the importance of critical thinking
2. compare and contrast the strategies and techniques used to develop critical thinking
3. discuss critical thinking and the art of questioning
4. explain critical thinking and its application

**Course Outline****Unit 1: Introduction**

- 1.1 Introduction to the fundamentals of critical thinking
- 1.2 Why critical thinking matters?
- 1.3 Critical thinking and the process of Analysis.
- 1.4 Teaching students to think Theoretically
- 1.5 Teaching students to think Empirically

**Unit 2: Strategies and Techniques to develop critical thinking**

- 2.1 Brain Storming
- 2.2 Concept mapping
- 2.3 Generalization and testing the limits
- 2.4 Venn Diagram
- 2.5 Logical Reasoning

**Unit 3: Critical thinking and Art of Questioning**

- 3.1 Critical thinking and Socratic questioning
- 3.2 Teaching students to ask Good question and Follow up the implications of thought
- 3.3 Teaching students to narrate, analyze and evaluate their own "Points" View and of others
- 3.4 Open and Close ended questions

**Unit 4: Critically thinking and its Application**

- 4.1 Interrogating the text
- 4.2 Primary and secondary sources
- 4.3 Characteristics of Academic Text
- 4.4 Status of Evidence
- 4.5 Status of the Author
- 4.6 Comparing and Contrasting Different sources

**Unit 5: Reasoning and critical thinking**

- 5.1 Reasoning
- 5.2 The concept of logical strength

### 5.3 Critical thinking skills

#### **Unit 6: Meaning and Definitions**

- 6.1 The complexity of language
- 6.2 The meaning of language
- 6.3 The main functions of language

#### **Unit 7: Deductive Reasoning**

- 7.1 The nature of deductive reasoning
- 7.2 Truth functional statements
- 7.3 Formal validity and soundness
- 7.4 Valid argument forms

#### **Unit 8: Inductive Reasoning**

- 8.1 The nature of Inductive reasoning
- 8.2 Inductive generalization

#### **Reference Books:**

1. Barrow R, Understanding Skills Thinking, feeling and caring, Althouse Press London, 1990
2. Bayer, B. K., Practical strategies for the teaching if thinking, Allyn & Bacon Publishers, 1987
3. Brookfield. S. D, developing critically thinkers, Ossey-Bass Publishers, 1991
4. Judith W. Segal, Susan F. Chipman, Robert Glaser, Thinking and Learning Skills, Taylor & Francis, 1985
5. Costa, A. L. Lowery, L. F. Techniques for teaching thinking Costa, A. L. Lowery, L. F. Techniques for teaching thinking (Practitioner Guide to Teaching Thinking Series), Midwest Publications , 1989
6. Ennis, R.H. Millman J and Tomko, Critical thinking tests level x and level, Critical Thinking Company, 1985
7. Finn, B. Young, People’s participation in post compulsory education and report of the Australian education council review, Canberra, Australian Capital Territory: Australian Government Publishing Service, 1991
8. Hager, P. Are the skills of critical thinking / logical reasoning transferable cross Discipline?, Shell House Spring street Publishers, 2002
9. Hager, P. The critically thinking Debate: Editorial Introduction, UNIVERSITY OF TECHNOLOGY, SYDNEY, 1991
10. William Hughes & Jonathan Lavery, Critical Thinking, An introduction to basic skills, library & Archive cataloging in Publication Canada, 2004.



**Objectives:**

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

1. explain teacher's role in learning
2. compare and contrast the different teaching approaches
3. discuss lesson planning and effective lesson presentation strategies
4. identify the various teaching aids and their use

**Course Outline****Unit 1: Teacher's role in conductive learning environment**

- 1.1 Facilitator
- 1.2 Guide / Counselor
- 1.3 Instructor
- 1.4 Leader

**Unit 2: Approaches and Teaching**

- 2.1 Teacher-led Approaches
- 2.2 Lecture
- 2.3 Demonstration
- 2.4 Lectures cum Demonstration
- 2.5 Child centered Approaches
- 2.6 Group work/Discussion
- 2.7 Inquiry (Problem solving, Discovery)
- 2.8 Use of ICT
- 2.9 Questioning

**Unit 3: Planning and Managing Teaching**

- 3.1 Need for planning
- 3.2 Daily, Weekly and Yearly plans
- 3.3 Lesson planning
- 3.4 Effective lesson presentation strategies

**Unit 4: Use of Teaching Aids**

- 4.1 Role of teaching aids in class room teaching learning process
- 4.2 Selection and use of appropriate teaching aids
- 4.3 Kinds of teaching aids
  - a) Electronic (Radio, T.V. Projects and Computer)
  - b) Non Electronic (Boards, Charts, Models, Posters etc.)
  - c) Print (Books, Journals, Newspapers, Magazines etc)

**Unit 5: Techniques of Assessing Student's learning**

- 5.1 Classroom observation's (Checklist / Rating Scales)
- 5.2 Portfolio
- 5.3 Anecdotal Record

**Unit 6: Methods**

- 6.1 Methods and teaching
- 6.2 Importance of methods
- 6.3 Criteria for method selection
- 6.4 Evaluating the method used

**Unit 7: Individualized and Group Based Teaching Strategies**

- 7.1 Individualized instruction
- 7.2 Independent study
- 7.3 Field trips
- 7.4 Cooperative teaching approach
- 7.5 Microteaching

**Unit 8: Class room Based Teaching Strategies**

- 8.1 Constructive approach
- 8.2 Discussion
- 8.3 Lecture
- 8.4 Simulation
- 8.5 Concept teaching

**Reference Books:**

1. Ornstein, A.C., Strategies for effective teaching, McGraw-Hill Humanities/Social Sciences/Languages; 3 edition (September 3, 1999)
2. Child centered curriculum (unit III) Children Resource Int. ISB.
3. Assessing Children's Developing through observations, Children Resource Int. ISB
4. Alan Crawford, Teaching And Learning Strategies For The Thinking Classroom, International Debate Education Association, 2005
5. By Donald Orlich, Robert Harder, Richard Callahan, Teaching Strategies: A Guide to Effective Instruction, Amazon Com, 2012
6. Roy Killen, Teaching Strategies for Outcomes-based Education, Amazon Com, 2013
7. Roy Killen, Effective Teaching Strategies: Lessons from Research and Practice, Thomson Social Science Press, 2006
8. Donald Orlich, Robert Harder, Richard Callahan, Michael Trevisan, Abbie Brown, Teaching Strategies: A Guide to Effective Instruction, Cengage Learning Press, 2011
9. Salandanan & Gloria G. Teaching Approaches and Strategies, KATHA Publishing Company

**Objectives:**

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

1. differentiate between assessment, evaluation, measurement and test.
2. design learning outcomes with reference to the three domains.
3. discuss the characteristics of a good test.
4. explain the different methods used for interpretation of test scores.

**Course Outline****Unit 1: Concept of Classroom Assessment**

- 1.1 Distinction b/w Assessment, Evaluation, Measurement and Test
- 1.2 Purpose of Assessment and Evaluation
- 1.3 Comparison between Standardization and Classroom Test
- 1.4 Individual and group Assessment

**Unit 2: Designing Learning Outcomes**

- 2.1 Cognitive domain
- 2.2 Affective domain
- 2.3 Psychomotor domain

**Unit 3: Achievement Tests**

- 3.1 Characteristics of a good test
- 3.2 General guidelines for test construction (rules, table of specification etc)
- 3.3 Types of test items
  - a) Selection type test items
  - b) Supply type test items

**Unit 4: Test Administration and Analysis**

- 4.1 Assembling and Administrating the test
- 4.2 Issues of cheating
- 4.3 Scoring objective type and subjective type items
- 4.4 Item analysis

**Unit 5: Interpreting Test Scores**

- 5.1 Percentile
- 5.2 Percentage
- 5.3 Ordering and ranking
- 5.4 Frequently distribution
- 5.5 Measures of central tendency (Mean, Median, Mode)
- 5.6 Pictorial form (Graph, Polygon, Histogram)

**Unit 6: Grading and Reporting Results**

- 6.1 Concept of grading-need and importance
- 6.2 Types of grading
- 6.3 Reporting results to different stakeholders

**Unit 7: Class room Assessment: Every Student a Winner**

- 7.1 Keys to class room assessment
- 7.2 Some students are not lucky
- 7.3 What are the keys to quality class room assessment?

**Unit 8: Class room Assessment as Inquiry**

- 8.1 Teacher as assessor
- 8.2 Teacher-based assessment of student achievement
- 8.3 Assessment as inquiry

**Reference Books:**

1. Kubiszyn. Tom, Educational Testing and Measurement: Classroom Application and Practice, WILEY Publishers, 2013
2. James William. Evolution and Development of School Education, Anmol Publications Pvt Ltd (De 2004
3. Smith, D. History of Measurement and Evaluation, Commonwealth Publishers, 2005
4. D.S. Srivastava, Sarita Kumari, Education Assessment Evaluation, Isha Books, 2005
5. George, David, Trends in Measurement and Evaluation Techniques, Gyan Books, 2005
6. Robert J. Marzano, Classroom Assessment & Grading that Work, ASCD Publications, 2006
7. Anne Davies, Making Class room Assessment Work, Solution Tree Press, 2011
8. Lorna M. Earl, Assessment As Learning: Using Classroom Assessment to Maximize Student Learning, Corwin Press, 2003
9. Richard J. Stiggins, Class room Assessment for Student's Learning, Assessment training Institute, Portland, 2004
10. Gary D. Hand book of Class room assessment, ACADEMIC Press USA, 1997

**Objectives:**

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

1. indicate the boundaries of educational psychology as a discipline in terms of content in behavioral sciences.
2. explain the various methods of inquiry in educational psychology.
3. define concept of learning and indicate the list of various theoretical explanations given to this concept.
4. define the concept of motivation as reflected in contemporary trends through different theories of learning.
5. indicate the teacher and student variables related to factors of learning and explain the use of techniques to enhance these factors.
6. explain how attitudes may be developed, modified and measured.
7. relate different models and concepts of intelligence to the work of teacher and school curricula
8. outline briefly different theories of personality and conduct simple test of personality measurement
9. trace the development of an individual in physical, social, intellectual and emotional aspects from birth to maturity.

**Course Outline:****Unit 1: Introduction**

- 1.1 Preview
- 1.2 Meaning of Psychology
- 1.3 Nature of Psychology
- 1.4 Branches of Psychology
- 1.5 Meaning of Educational Psychology
- 1.6 Nature of Educational Psychology
- 1.7 Aims of Educational Psychology
- 1.8 Teaching Profession and Psychology of Education

**Unit 2: Methods of Educational Psychology**

- 2.1 Methods of Educational Psychology
  - 2.1.1 Introspection method
  - 2.1.2 Observation Method
  - 2.1.3 Questionnaires
  - 2.1.4 Interviews
  - 2.1.5 Experimental Method
  - 2.1.6 Correlational
  - 2.1.7 Case Study
  - 2.1.8 Clinical Method

### **Unit 3: Psychological Development and Growth**

- 3.1 Development
- 3.2 Growth or Maturation
- 3.3 Factors of Human Development
- 3.4 General Principles of Development
- 3.5 Aspects of Human Development
- 3.6 Social Development
  - 3.6.1 Stages of Social Development
  - 3.6.2 Educational Implications of Social Development
- 3.7 Moral Development
  - 3.7.1 Piaget's Theory of Moral Development
  - 3.7.2 Kohlberg's Stages of Moral Development

### **Unit 4: Intellectual development**

- 4.1 Cognitive development
- 4.2 Piaget's Stages of Cognitive development
  - 4.2.1 Sensorimotor Stage
  - 4.2.2 Pre-operations Stage
  - 4.2.3 Concrete Stage
  - 4.2.4 Formal Operation Stage
- 4.3 Process of development
  - 4.3.1 Adaptation
  - 4.3.2 Accommodation
  - 4.3.3 Equilibration

### **Unit 5: Learning**

- 5.1 Definition
- 5.2 Theories: Classical Conditions
- 5.3 Classical Conditions and Classroom learning
- 5.4 Operant Conditioning
- 5.5 Basic Principles of Operant Conditioning
  - 5.5.1 Positive Reinforcement
  - 5.5.2 Negative Reinforcement
  - 5.5.3 Punishment
  - 5.5.4 Extinction
  - 5.5.5 Shaping
- 5.6 Educational Applications of Operant Conditioning
  - 5.6.1 Programmed Instruction (PI)
  - 5.6.2 Computer Assisted Instruction (CAI)
- 5.7 Cognitive development and the classroom learning
- 5.8 Information Processing of Learning

- 5.8.1 Short term memory
- 5.8.2 Long term memory

### **Unit 6: Personality**

- 6.1 Meanings of personality/personality development
- 6.2 Theories of personality: (i) Psychoanalytic theory (ii) Trait theories
- 6.3 Personality traits, learning and academic success
- 6.4 Erikson's Theory of Personality Development
- 6.5 Personality Assessment Techniques
- 6.6 Measurement of Interest
- 6.7 Measurement of Attitudes, opinions and values

### **Unit 7: Intelligence**

- 7.1 Definition of Intelligence
- 7.2 Theories of Intelligence
- 7.3 Measurement of Intelligence
- 7.4 Intelligence, Heredity and Environment

### **Unit 8: Motivation for Learning**

- 8.1 Meanings and Definition of Motivation
- 8.2 Nature of Motivation
- 8.3 Types of Motivation
- 8.4 Factor Related to Motivation
- 8.5 Theories of Motivation
  - 8.5.1 Maslow's Needs theory
  - 8.5.2 Herzberg two factor theory
  - 8.5.3 Achievement theory
  - 8.5.4 Alderfer's ERG need theory
  - 8.5.5 Attribution theory
  - 8.5.6 Theory of efficacy expectation
- 8.6 Teacher Motivation
- 8.7 How can Teacher increase Student Motivation

### **Reference Books:**

1. *Biehler, R.F. 1998. Psychology Applied to Teaching New York: Houghton Mifflin.*
2. *Blair, G.N., R.S. Jones and R.H. Simpson.1968. educational Psychology, New Torks: MacMillan Co.*
3. *Gage, N.L. and D.C. Berliner. 2006. Educational Psychology. Boston: Mifflin Co.*
4. *Mouly, G.J. 2001. Psychology for Efficient Teaching. New York: Holt. Rinehart and Winstn Inc.*
5. *Pandy, K/P 2002. Advanced educational Psychology. New Delhi: Konark Publishers.*
6. *Papalin, D.E. and S.W. Olds.2002. A Child's World: infancy through Adolescence. New York: MacGraw-Hill*
7. *Sperinthal, N.A. and R.C. Sprinthal, 2003. Educational Psychology: A Development Approach. New York: MacGraw-Hill.*

**Objectives:**

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

1. identify the importance and scope of educational testing, management and evaluation
2. use the various tools of evaluation
3. differentiate between educational and psychological tests
4. explain the characteristics of a good test

**Course Outline:****Unit 1: Introduction**

- |     |   |            |
|-----|---|------------|
| 1.1 | Nature and meaning of test, assessment, measurement and | evaluation |
| 1.2 | Distinction between test, assessment, measurement and   | evaluation |
| 1.3 | Role of assessment in education                         |            |
| 1.4 | Role of evaluation in education                         |            |

**Unit 2: Different types of test**

- |     |   |
|-----|---|
| 2.1 | Concept of standardized and non standardized test |
| 2.2 | Norm-referenced test                              |
| 2.3 | Criterion-referenced test                         |
| 2.4 | Performance assessment                            |
| 2.5 | Individual and group tests                        |

**Unit 3: Educational Testing, Management and Evaluation**

- |     |                      |
|-----|----------------------|
| 3.1 | Definitions          |
| 3.2 | Concepts             |
| 3.3 | Importance and Scope |

**Unit 4: Tools of Evaluation**

- |     |  |
|-----|--|
| 4.1 | Measuring Tools (Rating Scale, Ranking Scale, Socio Metric Scale and Test)       |
| 4.2 | Non Measuring Tools (Cumulative record, Anecdotal record, Interview, Case study, |
| 4.3 | Questionnaire, Observation, Checklist, Situation, Technique and Psychodrama)     |

**Unit 5: Educational and Psychological Test**

- |     |   |
|-----|---|
| 5.1 | Ability Test. Need, Importance and uses     |
| 5.2 | Personality Test. Need, Importance and uses |

**Unit 6: Types of Ability Test**

- |     |   |
|-----|---|
| 6.1 | Intelligence Test (Individual and Group)    |
|     | i) Definition   ii) Importance   iii) Types |
| 6.2 | Aptitude Test (Individual and Group)        |
|     | i) Definition   ii) Importance   iii) Types |
| 6.3 | Achievement Test (Individual and Group)     |
|     | i) Definition   ii) Importance   iii) Types |



## **Unit 7: Making Class Room Test**

- 7.1 Planning
- 7.2 Preparation
- 7.3 Tryout
- 7.4 Item Writing and Analysis
- 7.5 Preparation a Final Form of Test
- 7.6 Making of answer key and Scoring key

## **Unit 8: Characteristics of a Good Test**

- 8.1 Reliability
  - i) Test re-tests                      ii) Equivalent                      iii) Split-Half Method
  - iv) Calculation of reliability co-efficient
- 8.2 Validity
- 8.3 Rational
  - a) Content Validity                      b) Face Validity
  - i) Empirical                      ii) Concurrent                      iii) Congruent                      iv) Calculation of reliability co-efficient
  - v) Objectivity                      vi) Usability                      vi) Interpretability

## **Reference Books:**

1. Norman E. Grediund, Measurement and Evaluation in testing, Oxford University Press, 1992
2. W. James pophan, Modern Educational Management, Amazon Com. 1999
3. Gitbert Sax. Principles of Educational and Psychological Measurement, Amazon Com, 2010
4. Azhar Rizvi, Classroom Testing in Theory and Practice, Amazon Com, 1973
5. Guilford J. P, Fundamental Statistics in Psychology, McGraw-Hill Companies, 1973
6. K.S. Sidhu, New Approaches To Measurement And Evaluation, Sterling Publishers, 2007
7. Suzanne Wegener Soled, Assessment, Testing, and Evaluation in Teacher Education, Ablex Publishing Corporation, 1995
8. Dominic F. Gullo, Understanding Assessment and Evaluation in Early Childhood Education, Teacher College Press, 2005

**Objectives:**

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

1. describe the basic considerations in curriculum planning
2. review the curriculum planning process
3. explain curriculum planning and socio cultural analysis
4. compare and contrast the various forms of instruction

**Course Outline:****Unit 1: Introduction to Curriculum**

- 1.1 Nature of Curriculum
- 1.2 Characteristics of Curriculum
- 1.3 Hidden Curriculum
- 1.4 School-based Curriculum
- 1.5 Curriculum Development in Pakistan
  - a) HEC
  - b) Curriculum Wing
- 1.6 Role of Teacher in Curriculum Development

**Unit 2: Foundations of Curriculum**

- 2.1 Philosophical Sources
- 2.2 Sociological Sources
- 2.3 Psychological Sources
- 2.4 Conceptions of Curriculum

**Unit 3: Curriculum Process**

- 3.1 Curriculum Practice
- 3.2 Models, Algorithms and Theories
- 3.3 Rational Model
- 3.4 Cyclical Model
- 3.5 Dynamic Model
- 3.6 Contemporary issues of curriculum development process.

**Unit 4: Basic Considerations in Curriculum Planning**

- 4.1 Introduction the Ideas
- 4.2 Definitions
- 4.3 Components
- 4.4 Ideologies
- 4.5 Concepts
- 4.6 Models

**Unit 5: Curriculum Planning Process**

- 5.1 Basis of Curriculum Planning

- 5.2 Need of Curriculum Planning
- 5.3 Need of setting Goals / Aims / Objectives
- 5.4 Fundamental Operations in Curriculum Planning

**Unit 6:** Curriculum Planning and Socio-Cultural Analysis

- 6.1 Definitions of Society / Cultural Analysis
- 6.2 Socio-Cultural Analysis with reference to following system
- 6.3 Political System
- 6.4 Economic System
- 6.5 Communication System
- 6.6 Technological System
- 6.7 Morality System
- 6.8 Religion / Belief System
- 6.9 Aesthetic System

**Unit 7:** Curriculum Designation

- 7.1 SWOT (Strength, Weakness, Opportunities and Threats) Analysis of existing Curriculum
- 7.2 Need and Importance of text books in Curriculum Development
- 7.3 Criteria for the selection of the content of the Text Books
- 7.4 Implementation of Curriculum in Schools and feedback

**Unit 8:** Instruction

- 8.1 Need and Importance of Instruction
- 8.2 Various Forms of Instruction
- 8.3 Element involved in Instruction
- 8.4 Distinction and Correlation between Curriculum, Instruction and Design

**Reference Books:**

1. Robert McCormick, Mary James, Curriculum Evaluation in Schools, Croom Helm Publishers, 1983
2. Daniel Tanner and Laurel W. Tanner. Curriculum Development theory in to Practice, Amazon.com, 2006
3. R. Nacino Brown and Festus E. Oke Desmond. Curriculum and Instruction
4. Lawton. Denis. Curriculum Studies and Educational Planning, Hodder and Stoughton, 1983
5. Publication of Govt. of Pakistan. Ministry of Education, National Textbook and Learning Materials Policy and Plan of Action in pursuance of the decisions taken in the Inter-Provincial Education, 2007
6. Larry Ainsworth, Rigorous Curriculum Design, Lead & Le4arn Press, 2011
7. Norbert M. Seel, Sanne Dijkstra, Curriculum, Plans, and Processes in Instructional Design, Taylor & Francis Library Routledge Press, 2004
8. D.S. Instruction, Mehra Offset Press Dehli, 2005

**Objectives:**

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

1. compare and contrast the different management theories
2. discuss the functions of management
3. examine the educational reforms in Pakistan
4. analyze the characteristics of administrative leadership

**Course Outline:****Unit 1: Development of Administration / Management Theories**

- 1.1 Historical Background
- 1.2 Classical Period (1900-1930)
- 1.3 Behavioral Period (1930-1960)
- 1.4 Integrated Period (1960-Onwards)

**Unit 2: Manager and Management**

- 2.1 Definition and Scope
- 2.2 Organizational level, Efficiency, Effectiveness
- 2.3 Management Functions
- 2.4 Management Roles
- 2.5 Management Skills

**Unit 3: Educational Reforms in Pakistan**

- 3.1 Educational Policy 2010
- 3.2 Decentralization of Authority
- 3.3 Role and Responsibility of Higher Education Commission
- 3.4 Administrator as an Effective Leader

**Unit 4: Management Functions**

- 4.1 Objectives
- 4.2 Planning
- 4.3 Motivation
- 4.4 Organization
- 4.5 Controlling

**Unit 5: Administrative Leadership**

- 5.1 Characteristics of Leadership. Authoritarian and Democratic
- 5.2 Principles of Co-operative action

**Unit 6: Introduction to Planning**

- 6.1 Definition of Planning & Management
- 6.2 The Concept of National Planning
- 6.3 Planning in Pakistan
- 6.4 Plan Implementation
- 6.5 Importance and nature of Planning
- 6.6 Elements of Planning

## **Unit 7: Educational Planning**

- 7.1 Introduction
- 7.2 Objective of the Plan
- 7.3 Planning for planning
- 7.4 The planning Organization
- 7.5 Data Gathering and Processing
- 7.6 Planning Begins
- 7.7 Plan Implementation

## **Unit 8: Educational Planning Process in Pakistan**

- 8.1 Stages for planning
- 8.2 Types of Plan
- 8.3 Process of Educational Planning in Pakistan
- 8.4 Major Activities at different stages
- 8.5 Financial Powers of various bodies

## **Reference Books:**

1. Harotz Koontz. Management (Edu VIII), Published by McGraw-Hill Companies, 1990
2. Dr. Captain U.A.G Isami, Higher Edu. In Pakistan (Historical and Futuristic Perspective)
3. Dr. Rajab A. Memon, An introduction to Educational planning and Management
4. Romesh Vemra, Educational Administration, Anmol Publications, 2005
5. S. M. Shahid, Educational Administration, Paramount Publishing Enterprise, 2001
6. S.L. Goel Aruna Goel, Educational Administration And Management: An Integrated Approach, Deep & Deep Publications, 2009
7. J. Mohanty, Educational Administration, Supervision and School Management, Deep Publications, 2006
8. B. Mohanty, School Administration and Supervision, Deep & Deep Publications, 2007
9. Farrukh Saleem Ansari, Educational Planning & Management, Majeed Bood Depot. Lahore.
10. Joseph L. Massie, Essential of Management, New Delhi, 2003.

**Objectives:**

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

1. comprehend the basic concepts of statistics;
2. understand the statistical concepts more frequently applied in Education and other social sciences
3. apply various statistical techniques in analyzing research data in Education and other social sciences
4. apply appropriate statistics in qualitative and quantitative researches

**Course Outline:****Part - I Descriptive Statistics****Unit 1: Statistics – Meaning and Use**

- 1.1 Meaning of Statistics
- 1.2 Need and Importance of Statistics In Education
- 1.3 Essential Mathematical Fundamentals
- 1.4 Types of Variables Employed in Statistical measurement
- 1.5 Scales of Measurement

**Unit 2: Organizations of and Graphical Representation Data**

- 2.1 Tabulation of Data
- 2.2 Statistical Tables
- 2.3 Rank Order
- 2.4 Frequency Distribution
- 2.5 Cumulative Frequency and Cumulative Percentage Frequency Distributions
- 2.6 Graphing Data
- 2.7 Modes of Graphical Representation of Data
- 2.8 Graphical Representation of Ungrouped and Grouped Data

**Unit 3: Measures of Central Tendency**

- 3.1 Measures of Central Tendency**
  - 3.1.1 Mean
  - 3.1.2 Median
  - 3.1.3 Mode
  - 3.1.4 Percentiles Rank
  - 3.1.5 Quartiles
- 3.2 Measures of Variability**
  - 3.2.1 Range
  - 3.2.2 Quartile Deviation(Q)
  - 3.2.3 Mean Deviation or Average Deviation
  - 3.2.4 Standard Deviation
  - 3.2.5 Coefficient of Variation
- 3.3 Measures of Relationship**
  - 3.3.1 Computing the Coefficient of Correlation
  - 3.3.2 The product – Moment Method

### **3.4 The Normal Curve And Its Application**

- 3.4.1 What is a Normal Curve?
- 3.4.2 In Terms of Skewness
- 3.4.3 In terms of Kurtosis
- 3.4.4 Characteristics and Properties of a Normal Curve
- 3.4.5 Application of the Normal Curve

## **Part - II Inferential Statistics**

### **Unit 4: Inferential Statistics**

- 4.1 Concept of Inferential Statistics
- 4.2 Parametric versus Non-parametric Tests
- 4.3 Hypothesis Testing
- 4.4 Concept Null Hypothesis
- 4.5 Level of Confidence
- 4.6 Level of Significance

### **Unit 5: Comparing Measures of Central Tendency between Groups**

- 5.1 Differences between Groups
- 5.2 Comparing a Single Group
- 5.3 Comparing Two Groups
- 5.4 Comparing Two or More Groups
- 5.5 Paired or Dependent Measures
- 5.6 One way ANOVA
- 5.7 Two way ANOVA
- 5.8 Factorial Analysis of Variance
- 5.9

### **Unit 6: Chi Square and Contingency**

- 6.1 Use of Chi-Square as a test of "Goodness of Fit"
- 6.2 Procedure of Chi-Square Testing
- 6.3 Computation of the Value of  $X^2$
- 6.4 Use of Chi-Square as a test of Independence between two variables
- 6.5 Contingency Coefficient

### **Reference Books:**

1. Best, J.W. (2004) *Research in Education*, New Delhi: Prentice-Hall of India.
2. Garrett, Henry, E (2006). *Statistics in Psychology and Education*, National Book Foundation Islamabad.
3. Gay, L.R. (2007) *Educational research: Competencies for Analysis and Application*, New York: Macmillan Publishing Company.
4. Gravetter, F. J. and Wallnau, L. B. (2004) *Statistics for the behavioural sciences* (6<sup>th</sup> edition). USA: Thomson and Wadsworth.
5. Greenacre, M. (2007) *Correspondence analysis in practice* (2<sup>nd</sup> edition). Chapman and Hall/CR.
6. Howell, D. C. (2007) *Statistical methods for psychology* (6<sup>th</sup> edition). USA: Thomson and Wadsworth.
7. Lomax, R. G. (2007). *An introduction to statistical concepts* (2<sup>nd</sup> edition). Lawrence Erlbaum Associates

**Objectives:**

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

1. Define Computer
2. Understand the basics of computer
3. Discuss the functions of various kinds' computers.
4. Describe the system working of computer
5. Apply Computer Assistant Instruction (CAI) to teaching-learning process.
6. Select appropriate for use in CAL.
7. Send and receive emails
8. Upload and download internet files
9. Use MS Words, Excel and Power Point
10. Use some computer software in research

**Course Outline:****Unit 1: Introduction**

- 1.1 Computer and Computing
- 1.2 Nature of information Technology
- 1.3 The concept of Information Technology
- 1.4 Characteristics of Information Technology
- 1.5 Scope of Information Technology

**Unit 2: Need of Instructional / Educational Technology**

- 2.1 Changing concept of education
- 2.2 Educational Technology in learning
- 2.3 Domains and Levels of Instructional
- 2.4 Cognitive Domain
- 2.5 Affective Domain
- 2.6 Psycho Motor Domain

**Unit 3: Information seeking and sharing**

- 3.1 Sources of Information
- 3.2 The internet
- 3.3 Accessing a known web site
- 3.4 Searching for information
- 3.5 Storing information
- 3.6 CD-ROMs
- 3.7 Books, news
- 3.8 papers, & Magazines, People
- 3.9 Acknowledging your sources
- 3.10 Sharing information via e-mail
- 3.11 On – Line Collaboration



## **Unit 4: Introduction to Windows**

- 4.1 Exploring the desktop
- 4.2 Shutting down the computer
- 4.3 Manipulating windows
- 4.4 Files & folders
- 4.5 Introducing windows explorer
- 4.6 Creating a new folder
- 4.7 Saving documents in a folder
- 4.8 Moving documents and folders
- 4.9 Making backups
- 4.10 Searching for files
- 4.11 Deleting documents and folder
- 4.12 The recycle bin.

## **Unit 5: Introductions to Word Processing**

- 5.1 Finding the information for your brochure
- 5.2 Opening word & displaying selected menus
- 5.3 Selecting & formatting text
- 5.4 Editing a document & inserting graphics
- 5.5 Inserting a table into a document
- 5.6 Margins & tabs
- 5.7 Bulleted & numbered lists.

## **Unit 6: Power Point Presentation**

- 6.1 Finding the information & planning the presentation
- 6.2 Starting power point
- 6.3 Changing the view
- 6.4 Adding a new slide
- 6.5 Viewing the presentation
- 6.6 Saving, closing, and opening your presentation
- 6.7 Adding slide transitions and animation to text & objects
- 6.8 Changing the design template or color scheme
- 6.9 Inserting clip art, text boxes, sounds and animations
- 6.10 Changing slide layout, copy, duplicate, moving and deleting slides
- 6.11 Printings your slides.
- 6.12 Delivery and group presentation.

## **Unit 7: Introduction to Excel**

- 7.1 Using Standard and Formatting Toolbar
- 7.2 Editing in Cells
- 7.3 Using different formula
- 7.4 Using Pie chart, bar chart
- 7.5 Works within Different Worksheet

## **Unit 8: Using Internet Technology**

- 8.1 Files Saving
- 8.2 Web sources – opening websites

- 8.3 Networking
- 8.4 Sending and Receiving E-mails
- 8.5 Uploading and downloading file

### **Reference Books**

1. Asia Nudrat Ali "IT concept", Peshawar 2006.
2. Doja, M. N. (2005). Fundamentals of computers and information technology. India: Deep & Deep Publications.
3. H.L. Keprin (2007). "Computer tool for an information age" (7<sup>th</sup> edition) New Dehli.
4. Rajaraman, V. (2004). Fundamentals of computers. New Dehli: Prentice Hall of India Pvt. Ltd.
5. Shelly, G. B., Cashman, T. J. and Vermaat, M. E. (2007). Discovering computers: Fundamentals. (4<sup>th</sup> Edition).
6. Sinha, P. K. (2004) Computer fundamentals. India: BPB Publications.
7. Singh, Y. K. (2006) Fundamentals of Computers, New Dehli: Shree Publishers & Distributers.

**Objectives:**

At the end of the course the students are expected to be able to:-

- 1) study the Higher education in Pakistan in historical perspective
- 2) link the education system with that prevalent during the British period
- 3) be familiar with the proceedings of First Educational Conference 1974:
- 4) study the recommendations of the Commission on National education 1959 for the development of Higher education in the country:
- 5) study the salient features of education policies 1970, 1972-80, 1979 and 1992 with references to Higher education in Pakistan:
- 6) analyze the salient features of the education policies mentioned above: and

**Course Outline:****Unit 1: Higher Education in Historical Perspective**

- 1.1 Pre-British period
- 1.2 Continuation of the system inherited from the British
- 1.3 Substitute Model of Sergeant Scheme of Studies
- 1.4 Status of education at the time of Independence

**Unit 2: Higher Education in Pakistan**

- 2.1 First Educational Conference 1947
- 2.2 Report of the Commission on National Education 1959
- 2.3 Salient features of the Education Policy 1972-80

**Unit 3: National Education Policy 1979**

- 3.1 Main objectives of the Policy and national goals
- 3.2 Salient features
- 3.3 Islamization Process
- 3.4 Emphasis on Science & Technical Education and Creativity
- 3.5

**Unit 4: National Education Policy 1992**

- 4.1 National objectives
- 4.2 Salient of the Policy
- 4.3 Areas of national and suggested strategies

### **Unit 5: Comparative Analysis of education Polices**

- 5.1 Objectives
- 5.2 Salient features
- 5.3 Achievement of targets
- 5.4 Strong and weak areas

### **Unit 6: Comparison of Higher Education in Pakistan with South Asian Countries Development Countries.**

- |     |           |      |            |
|-----|-----------|------|------------|
| 6.1 | Japan     | 6.2  | Malaysia   |
| 6.3 | Korea     | 6.4. | Bangladesh |
| 6.5 | Sir Lanka | 6.6  | USA        |
| 6.7 | UK        | 6.8  | Australia  |

### **Unit 7: Financial and Manpower Planning for Higher Education in Pakistan**

- 7.1 Resources and resource mobilization
- 7.2 Financial allocation and utilization
- 7.3 Wastage in education
- 7.4 Planning strategies and implementation mechanism

### **Unit 8: Challenges to the Higher Education in Pakistan**

- 8.1 Resource constraints
- 8.2 Resource mobilization
- 8.3 Population growth
- 8.4 Environmental Pollution

### **Reference Books:**

1. *Farooq, R.A. 2004. Education system in Pakistan: Issues and Problems, London: Minerva Press Publishers*
2. *King, Edmond 2001. Other Schools and ours, London: Routldge and Kegan Paul*
3. *Government of Pakistan. 1999. report of the Commission on National Education `959. Karachi: Ministry of Education*
4. *Government of Pakistan, 1992. The education Policy 1972-80. Islamabad Ministry of Education.*
5. *Government of Pakistan. 1979. National educational Policy1979. Islamabad Ministry of Education.*
6. *Government of Pakistan, 1992, National Educational Policy 1992. Islamabad: Ministry of Education.*
7. *Zaki, W.M. 2004. Pakistan's Educational Quagmire, Islamabad: Allama Iqbal Open University.*

**Objectives:**

At the end of the course the students are expected to be able to:

1. understand how to choose a topic for doing research
2. discuss the different ways of writing in certain disciplines
3. choose a suitable advisor for their research studies
4. apply the techniques to prepare a zero draft
5. use the useful revision strategies in academic writing

**Course Outline:****Unit 1: Introduction/ Beginning**

- 1.1 Choosing a topic
- 1.2 Doing research
- 1.3 About maxims

**Unit 2: What is an academic Writing/ Essay**

- 2.1 Writing for social sciences
- 2.2 Writing for sciences
- 2.3 Writing for Humanities
- 2.4 Writing for business
- 2.5 Writing for technology

**Unit 3: Choosing an advisor and Committee**

- 3.1 Your advisor
- 3.2 Your committee
- 3.3 Using your advisor's will on dissertation paranoia
- 3.4 Troubles with your advisor

**Unit 4: Getting Student writing**

- 4.1 Thoughts on writing process
- 4.2 Using behavioral principles
- 4.3 About creating a writing addiction

4.4 Setting the daily writing goals

### **Unit 5: From Zero to First Draft**

5.1 The zero draft

5.2 The first draft

5.3 Asking questions

5.4 More strategies for writing on your first draft

### **Unit 6: Getting to the Mid Point/ Reviewing your Progress**

6.1 Taking stock of your dissertation

6.2 Your writing process

6.3 Your writing progress

6.4 On deadlines

### **Unit 7: You, Your Research and dissertation support group**

7.1 Writing for yourself and for others

7.2 You and your readers

7.3 The dissertation support group

### **Unit 8: Revising; the Second Draft and Beyond**

8.1 Thinking about the revision process

8.3 Useful revision strategies

8.3 Revision and truth telling

### **Unit 9: The Best Dissertation is the Done Dissertation**

9.1 Hitting the wall

9.2 The thesis defense

9.3 Afterward

### **Unit 10: Life after the Dissertation**

10.1 Publishing the dissertation

10.2 Publishing the dissertation as an article

10.3 Transferring the dissertation into a book

10.4 Becoming a writer

### **Reference Books:**

1. William Germano, *From Dissertation to Book*, The University of Chicago Press, 2005
2. Llon Leki, *Academic writing; Explaining Process and Strategies*, Cambridge University Press USA, 1998
3. Joan Bolker, *Writing your Dissertation in Fifteen Minutes a Day, A Guide to Starting, Revising and Finishing your Doctoral Thesis*, Henry Holt & Company, 1998
4. Derek Soles, *The Essentials of Academic Writing*, ELM Street Publishing Services, 2008
5. Stephen Bialy, *Academic Writing; A Practical Guide for Students*, Amazon Publishing Press
6. Janet Giltrow, *Academic Reading and Writing*, National Library of Canada, Cataloging in Publication Data, 2002
7. Helen Sword, *Smart Academic Writing*, Jill Breitbarth Publications, 2012
8. Anthony Haynes, *Writing Successful Academic Books*, Cambridge University Press

