SCHEME OF STUDIES FOR
DOCTOR OF PHILOSOPHY IN EDUCATION
(Ph.D)

DEPARTMENT OF EDUCATION

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

2014

All Codes for complete program are classified as:

S. No	Major Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Human Resource Management	1	EDU	8	1
2	Curriculum Process and Practice, Leadership in Education	1	EDU	8	2

S. No	Minor Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Trends and Issues of Education in Pakistan, Educational Technology, Ph.D Seminars	2	EDU	8	1
2	Techniques of Students Appraisal, Sociology of Education	2	EDU	8	2

S. No	Advanced Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Educational Research Methodologies	9	EDU	8	1
2	Research Thesis	9	EDU	8	2

Contents

Doctor of Philosophy in Education
3 Year Program
Semester wise Break

Course Work:	2 Semesters (18 Credit Hours)
Course Work: (Credit Course)	(18 Credit Hours)
Course Work: (Non- Credit Course)	---------------------
Thesis:	4 Semesters (06 Credit Hours)
Total:	6 Semesters (24 Credit Hours)

First Semester

S. No.	Course Code #	Course Titles	Credit hrs
(a) Core Subjects			
1.	EDU-891	Educational Research Methodologies	03
2.	EDU-811	Human Resource Management	03
(b) Elective Subjects Candidates will choose any one course from the following subjects to their availability and the approval of the University.			
3.	EDU-821	Trends and Issues of Education in Pakistan	03
4.	EDU-822	Educational Technology	03
5.	EDU-823	Ph.D. Seminars	03

B. Second Semester

S. No.	Course Code #	Course Titles	Credit hrs
(a) Core Subjects			
1.	EDU-812	Curriculum Process and practices	03
2.	EDU-813	Leadership in Education	03
(b) Elective Subjects Candidates will choose any one course from the following subjects to their availability and the approval of the University.			
3.	EDU-824	Techniques of Students Appraisal	03
4.	EDU-825	Sociology of Education	03

5.	**EDU-826**	Advanced courses in Educational Statistics	03

C.	**Third Semester**		
S. No.	**Course Code #**	**Course Titles**	**Credit hrs**
1.	**EDU-899**	Research Thesis	06

D.	**Fourth Semester**		
S. No.	**Course Code #**	**Course Titles**	**Credit hrs**
1.	**EDU-899**	Research Thesis	06

E.	**Fifth Semester**		
S. No.	**Course Code #**	**Course Titles**	**Credit hrs**
1.	**EDU-899**	Research Thesis	06

F.	**Sixth Semester**		
S. No.	**Course Code #**	**Course Titles**	**Credit hrs**
1.	**EDU-899**	Research Thesis	06

Doctor of Philosophy in Education - 3 Year Program

Scheme of Studies

Credit Hours

S. No.	Course Code #	Course Title	Credit Hrs.	Total Marks
Semester I				
1.	EDU-891	Educational Research Methodologies (C)	3	30+20+50=100
2.	EDU-811	Human Resource Management (C)	3	30+20+50=100
3.	EDU-821	Trends and Issues of Education in Pakistan (E)	3	30+20+50=100
4.	EDU-822	Educational Technology (E)	3	30+20+50=100
5.	EDU-823	Ph.D. Seminars (E)	3	30+20+50=100
Semester II				
6.	EDU-812	Curriculum Process and practices (C)	3	30+20+50=100
7.	EDU-813	Leadership in Education (C)	3	30+20+50=100
8.	EDU-824	Techniques of Students Appraisal (E)	3	30+20+50=100
9.	EDU-825	Sociology of Education (E)	3	30+20+50=100
10.	EDU-826	Advanced courses in Educational Statistics (E)	3	30+20+50=100
Semester III				
11.		Comprehensive Examination (Oral/Written)	Non-Credit	Pass

Semester IV				
12.	**EDU-899**	Research Thesis	**6**	**Pass**
Semester V				
13.	**EDU-899**	Research Thesis	**6**	**Pass**
Semester VI				
14.	**EDU-899**	Research Thesis	**6**	**Pass**
Total Credits		**(18+6)**	**30 Credit Hrs.**	

EDU 891   Educational Research Methodologies   Credit Hrs. 03

Objectives:

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

1) distinguish between qualitative and quantitative research methodologies
2) understand and conduct mixed-methods research in Education
3) design different types of sampling
4) conduct research in Education and other interdisciplinary discipline

Contents:

Unit 1: Introduction to Educational Research

     1.1   Meaning and definition of education research
            The scientific method
     1.2   Research process

Unit 2: Selection of Research Problem

     2.1   **Identification of Research Problem**
       2.1.1   What is a research problem?
       2.1.2   Characteristics of a good educational research problem
     2.2   **Research Hypothesis or Questions**
       2.2.1   Definition of hypotheses
       2.2.2   Types of hypotheses
     2.3   **Variables**
       2.3.1   Definition of variable and constant
       2.3.2   Types of variables

Unit 3   Preparing a Research Proposal

     3.1   The Research Proposal or Synopsis
     3.2   Format of the Research Proposal

Unit 4   Review of Related Literature

     4.1 Definition, purpose, and scope
     4.2 Steps of literature review
     4.3 Writing the literature review report

Unit 5   Sampling and Instruments

     5.1 Population
     5.1.1   Target population
     5.1.2   Accessible population
     5.2 Sample & sampling
       5.2.1   Sample size
       5.2.2   Types of sampling
     5.3 Instruments
       5.3.1   Characteristics of instruments
       5.3.2   Types of instruments

Unit 6: Basic Research
     6.1 The contents of research in domain of Education

6.2   Types and Applicability of research in Education
6.3   Elements of Educational Research (Hypothesis, Framing Research Question)
6.4   Instrumentation (Subject centered, Researcher Centered)

Unit 7: Qualitative Research
7.1   The salient features of qualitative research
7.2   Ground approaches to qualitative research
7.3   Designing and conducting qualitative research
7.4   Data analysis and reporting results

Unit 8: Quantitative Research
8.1   The salient features of quantitative research
8.2   Designing and conducting quantitative research
8.3   The application of statistics and data analysis
8.4   Techniques for reporting research results

Unit 9: Validity and Reliability
9.1   Concept of validity
9.2   Types of validity in research
9.3   Concept of reliability
9.4   Methods of measuring reliability

Unit 10: Writing a Research Report Proposal (Practicum / Seminar Presentation)
10.1 The Preliminary pages
10.2 The main body
10.3 References and Bibliography

Reference Books:

1. Cohen, L. Manion, L. and Morrison, K, (2007) Research methods in education (5th edition). London: Routledge
2. Field, A. and Hole C. (2007) How to design and report experiments. London: Sage Publication
3. Fraenknlen, J, R and Wallen, N.E. (2000), How to design and evaluate research in education (4th edition). New York: Mc Graw Hill Book Co.
4. Alliage, M and Gunderson, B. (2002), Interactive statistics. Thousand Oaks: Sage Publications.
5. Bogdan, R.C. and Biklen, S.K. (1998), Qualitative Research for education. An introduction to theory and methods (3rd edition). Boston: Allyn and Bacon
6. Bogdan, R and Biklen, S. K. (1994) Qualitative Research for education. Boston: M.A. Allyn and Bacon
7. Freguson, G. A. and Y. (1998), Statistical analysis in psychology and education (6th edition) Singapore: Mc Graw Hill Books Co.
8. Gay L. R. (2002) Educational Research: Competencies for analysis and applications (6th edition). New Jersey: Prentice Hall Inc.

EDU 811   Human Resource Management   Credit Hrs. 03

Objectives:

The effective managers need to process understanding of the factors influencing the behavior of groups and individuals within organizations: concept of organizational culture and structure of models of management, leadership, influence and power. The basic objective of this course is to integrate HRM practices in the educational context. To produces the skilled manpower and education leadership in order to keep pace with the global phenomenon.

Unit 1: Introduction to HRM / Personal Management
     1.1   Genesis of human resource management
     1.2   Definition, significance of human resource management
     1.3   Role of human resource department

Unit 2: Human Resource System
     2.1 Models of human resource management
     2.2 Aims of human resource management
     2.3 Policy goals of human resource management
     2.4 Characteristics of human resource management
     2.5 reservations about human resource management

Unit 3: Human Capital Management
     3.1 Introduction of human Capital Management
     3.2 Human resource management and human Capital Management
     3.3 The concept of human Capital Management
     3.4 Human Capital Management; practice and strategies
     3.5 Human Capital Management measurements

Unit 4: Role of Human Resource function
     4.1 The overall of the human resource function
     4.2 The role of human resource in facilitating and managing change
     4.3 Variations in practicing human resource
     4.4 Organizing the human resource function
     4.5 Marketing in human resource function
     4.6 Human resource development

Unit 5: Human Resource Development
     5.1 Managing human resource
     5.2 Training and developing a competitive work force
     5.3 Conducting performance management

Unit 6: Selection process and Orientation
     6.1   Aims and objectives of selection process
     6.2   Selection process
     6.3   Constraints and challenges in selection process
     6.4   Purpose of orientation
     6.5   Benefits of orientation

6.6   Authorities involved in orientation

Unit 7: Recruitment and Job Analysis
7.1   Aims of recruitment
7.2   Challenges in recruitment function
7.3   Recruitment Channels
7.4   Job Design
7.5   Job Analysis
7.6   Job description and specification
7.7   Internal external labor

Unit 8: Training and Development
8.1   Pre and Post training
8.2   Payment system
8.3   Job evaluation scheme
8.4   Different payment scheme
8.5   Employee relations
8.6   Role of HR Departments
8.7   Union Management Relation

Reference Books:

1. Rollinson, D., Boradfield, A. and Edwards, E (2002) Organizational behavior and Analysis: An integrated approach, Addison Wasley: California
2. Beardwell, I and Holden, I., (2002) Human Resource Management: A contemporary Perspective, Pitman: Lonodn
3. Dawson, S. (2003) Analyzing Organizations (3rd edition) Macmillan: N.Y.
4. Gross, D. (1994) Principles of Human Resource Management, Routledge: London.
5. Guidham, M. (2003) Interpersonal Skills work, Prentice Hall: London
6. Legge, K. (2002) Human Resource Management: Rhetories and Realities, Macmillan: London
7. Mc Keena, E. (2003) Business Psychology and organizational behavior, Lawrence: London
8. Gome, Z. Meija, L.R., (2006) Managing Human Resource (LPE): Person, New Dehli, India
9. Henryl, Tosi, (1990). Organizational Behavior and Management PWS-KENT. Pub. Co., Boston
10. Ediger, M. and Bhaskara, D.R, (2003) Improving School Administration, Discovery Publishing House, New Dehli
11. Walker, A and Dimmocle, (2002). School Leadership and Administration Routledge Fulmer, New York and London
12. Michael Armstrong, A Hand Book of Human Resource Management Practice, British Library Cataloging in Publication Data, 2006
13. Jackson & Warner(2012), Managing Human Resource, South-Western Cengage Press, 2012

EDU 821 Trends and Issues of Education in Pakistan Credit Hrs. 03

Objectives:
It is expected that at the end of course the students will be able to:
1) enhance the education in Pakistan in Historical Perspective
2) be familiar with proceeding of the educational conferences
3) understand the different educational problems, issue and trends on education in Pakistan
4) understand practice and transmit the concept of different perspective of education in the light of Islamic values and the ideology of Pakistan
5) develop insight into our society and be aware of the resultant needs and requirements of Higher Education in Pakistan
6) face the challenges and issues of present time
7) understand contemporary issues of female education
8) apprehend the impact of science and technology on education
9) solve the Problems being faced in curriculum development

Course Contents:

Unit 1: Historical Background:
1.1 Ideology of Pakistan
1.2 A review and analysis of education policies and commission on Higher Education in Pakistan.
1.3 Policies
- Process, implementation and Institutional support
- Education Sector Reforms

Unit 2: The Structure / System of Education:
2.1 Curriculum and Textbooks
2.2 Educational Administration
2.3 Quality of teacher education
2.4 Science and Technology
2.5 Higher Education
2.6 Student in Higher Education and Future demands of Higher Education

Unit 3: Issues of the system of Education in Pakistan
3.1 Medium of Instruction
3.2 Uniformity of Textbooks / Curriculum
3.3 Quality of Higher Education in Pakistan
- Faculty Development
- Role and Performance of teachers
3.4 The examination system of Universities
3.5 The role of the private sector
- Self finance in Universities of Pakistan
3.6 Illiteracy: Causes and effects

3.7   Basic Education

Unit 4: Trends of Education in Pakistan
4.1 Community Education
4.2 Adult Education
4.3 Female Education
4.4 Inclusive Education Futuristic: Challenges and Opportunities

Unit 5: General topics related to trends and issues
5.1 Futurology and Education

5.2 Social Change and Education

5.3 Impact of Science and Technology on Education

5.4 Education and Development

5.5 Curriculum Development - Problems and Issues

5.6 Methods, Media and Materials in Education

5.7 Study of the National Education Policies

5.8 Study of the Education and Training Sectors of the Five-Year Development Plans

5.9 Literacy and Adult Education

5.10   Problems and Issues in Education

Reference Books:

1. Naseem Jaffar Quddus, (2002)Problems of Education in Pakistan
2. Dr. Captain U.A.G. Isani. (1999)Higher Education in Pakistan
3. Dr. Muhammad Latif Virk. (1998), (A Historical and Futuristic perspective)
4. Dr. Pevez Aslam Shami (2004)Education in Pakistan (Policies and Policies Formulation)
5. Allama Iqbal Open Univesity, (2001) Trends and Issues in Education, Allied Material.
6. Dr. Ikram Azam, (2005), Pakistan and 21st century (New Human Order)
7. Dr. Saeed Rasool Malk, (2000)The System of Education in Pakistan, publishing press Lahore
8. Adam Curle, (2003), Planning for Education in Pakistan: A personal case study (Hardcover)Amazon Publishing Company
9. Mueen Zafar Nasir,(2000)Education and Earnings in Pakistan (Research Report), Islamabad
10. Farooq, R.A, (2004), Education System in Pakistan: Issues and Problems. London: Minerva Press Publisher.

EDU 822   **Educational Technology**   **Credit Hrs. 03**

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, new papers, & Magazines, People
3.8   Acknowledging your sources
3.9   Sharing information via e-mail
3.10   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 files

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" (7th 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. (4th Edition)
6. Sinha, P. K. ,(2004) Computer fundamentals. India: BPB Publications
7. Singh, Y. K. ,(2006)Fundamentals of Computers, New Delhi: Shree Publishers & Distributers

EDU 823   Ph.D. Seminars   Credit Hrs. 03

Objectives:

After completion of the course, the students will be able to:

1) review the conceptual frameworks and theoretical perspectives of various trends and issues in education
2) examine the pros and cons of issues that emerge from each major trend
3) examine the ways these trends and issues affect education at the school level
4) examine the impact of these trends on social development of the children and on the professional work of education
5) review some important books which influenced international education

Course Outline:

Part A: General Topics

The students may also select any significant issue / trend, in addition to the topics listed below in consultation with the teacher.

- Reflection and Critical Thinking
- Life and Learning
- Educational Futurism
- Quality Assurance
- Gender Education
- Inclusive Education
- Global Issues and their Linkage with Education
  - Human rights

  - Environmental pollution

  - Ignorance

  - Disease

  - Poverty

- Education in Emergencies
- Information Technologies and Teacher Education
- Virtual School Vs Distance Education (open school)
- Staff Appraisal
- Education for Sustainable Development (ESD)
- Stress / Conflict Management
- Plagiarism
- Private & Public Partnership in Education Development
- Professional Education (technical education, vocational education, medical & engineering)

- Assessment & Evaluation of Students Education Development
- Institutional Development & Evaluation
- Teacher Development
- Development of Research Activities in Education
- Issues Related to Private Sector's Educational Institutions
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Part B: Article Review on Education Issues

Select any article from recent foreign published journals and review it in Pakistani education perspective

Part C: Books for Reading

The students may also read the following books for preparing your presentation & assignments.

Alvin Toffler	*Future Shock*
Alvin Toffler	*The Third Wave*
B.F. Skinner	*The Technology of Teaching*
Charles Silberman	*Crisis in the Classroom*
Elliot Eisner	*The Educational Imagination*
Gilbert Height	*The Art of Teaching*
Glasser W.	*Schools Without Failure*
Goodlad J.I.	*The Moral Dimensions of Teaching*
Harold Benjamin	*The Saber-Tooth Curriculum*
Herbert Kohl	*The Open Classroom*
Ivan Illich	*Deschooling Society*
Jerome Bruner	*The Process of Education*
John Dewey	*Democracy and Education*
John Goodlad	*A Place Called School*
John Holt	*How Children Fail*
Maria Montessori	*The Discovery of the Child*
Michael W. Apple	*Ideology and Curriculum*

Michael W. Apple	*Education and Power*
Muhammad Rafiuddin	*First Principles of Education*
Paulo Friere	*Pedagogy of the Oppressed*
Philip Coombes	*The World Crisis in Education*
Philip Schlechty	*Schools for the 21st Century*
Ralph Tyler	*Basic Principles of Curriculum*
Robert Hutchins	*Conversations on Education*
Schon, Donald A	*The Reflective Practitioner*
Whitehead Alfred	*Aims of Education*

Teaching Strategies

- Topical Seminar: Lectures followed by discussion
- Cooperative learning
- Articles / books: Review & Presentations
- Major Assignments & presentations
- Reflective journals on each session
- Preparing course portfolios

Reference Books:

1. Anderson, C., Nicklas, K., & Crawford, R. (2003) Global Understandings: A Framework for Teaching and Learning. Alexandria, VA: Association for Supervision and Curriculum Development
2. Dar, B.A. (2002), Concept of Value in Islamic Though. Lahore: Pakistan Philosophical Congress
3. Mason, R. (1998) Globalizing Education: Trends and Application. Boston: Routledge
4. Mclntyre, D., Hagger, H., & Wilkin, M. (eds), (1993) Mentoring: Perspectives on School-based Teacher Education, Routledge
5. Naisbitt, J.Global Paradox (2001)New York: William Morrow & Company, Inc
6. Naisbitt, J., and Aburdene, P. (1990). Mega Trends 2000. New York: William Morrow & Company, Inc.
7. Pike G., and Selly D, (2004) Global Teacher, Global Leaner. London: Hodder & Stroughton
8. Robert F. (2001) Trends and Issues Affecting Primary and Secondary Education. Chicago: Stephen k. Clements
9. Robert F. A. A., and Gail K., (205)0Emergent Issues in Education: Comparative Perspectives. New York: State University Press
10. Tom, C. ,(2001) Virtual Schools: Trends and Issues. Illinois: Western Illinois University
11. UNESCO , (2004) Teacher Education: Issues, Needs, and Plans for Action. Bangkok: Unesco Regional Office for Education in Asia and the Pacific
12. Zaltman, G. et al. (1997) Dynamic Educational Change. London: Collier Macmillan Published.

EDU 812   **Curriculum Process and Practices**   **Credit Hrs. 03**

Objectives:

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

1) define and explain the concept, nature and scope of curriculum.
2) know about the mechanism of   curriculum development in Pakistan.
3) examine the various elements/components of curriculum development; differentiate between different types of curriculum.
4) write the objectives of the curriculum in behavioral terms.
5) **review the critical issues, problems trends in curriculum development critically and understand the** contemporary ideological and pragmatic trend in curriculum

Course Outline:

UNIT 1: Introduction to Curriculum and Model Teaching

    1.1 Definition, Scope & Nature of Curriculum
    1.2 Concept of Model and Model Teaching
    1.3 Elements& characteristics of Model Teaching

UNIT 2: Foundations of Curriculum & Mechanism

    2.1 Curriculum Foundations
    2.2 Philosophical Sources
    2.3 Sociological Sources
    2.4 Psychological Sources
    2.5 Curriculum Development in Pakistan
            •   HEC
            •   Curriculum Wing

UNIT 3: Curriculum Development Process

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

UNIT 4: Concept of Teaching

    4.1 Nature and Need of teaching
    4.2 Characteristics of Good Teaching
    4.3 Cyclical Nature of Teaching Process
    4.4 Maxims of Teaching.

UNIT 5: Situation Analysis

    5.1 Situation Analysis
    5.2 Needs Assessment
    5.3 Conducting a Needs Assessment
    5.4 Conducting Situation Analysis

5.5 Situation Analysis Procedure

UNIT 6: Purpose of Curriculum

6.1 Aims, Goals and Objectives
6.2 Relationship among Aims, Goals and Objectives
6.3 Sources of Aims, Goals and Objectives
6.4 Functions of Objectives
6.5 Types of Objectives
6.6 Features of objectives

UNIT 7: Learning Activities

7.1 Teaching Learning Strategies
- Expository Teaching
- Interactive Teaching
- Small group Teaching
- Inquiry/problem Solving Teaching
- Individualization
- Models of Reality

7.2 Selection of Learning Activities
7.3 Organizing Learning Activities

UNIT 8: Curriculum application and change

8.1 Implementation and modification
8.2 Curriculum Monitoring and Evaluation
8.3 Relationship between monitoring and evaluation
8.4 Dynamics of curriculum change
8.5 Curriculum change process
8.6 Processes and practices of curriculum innovation

Reference Books:

1. Govt of Pakistan, (2002) Curriculum Development and Instruction,(Master of Education) Course Code: 6503 Nazco Art Printers , Liaquat Road Rawalpindi
2. Littledyke, M. and Huxford, L. (Eds) , (2003) Teaching the primary curriculum for constructive learning, London: David Fulton Publishers
3. Marsh, C. , (2002) Perspectives: Key concepts for understanding curriculum-I Revised edition. London: the Flamer press
4. Marsh, C. , (2001)Planning, Management and Ideology: Key concepts for understanding curriculum – II, London: the Flamer Press
5. Pollard, A., Theissen, D. and Filer, A. , (1997) Children And Their Curriculum: The Perspectives Of Primary Elementary School Children, London: The Flamer Press

EDU 813   Leadership in Education   Credit Hrs. 03

Objectives:

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

1) express management skills in practical situations
2) lead their team members effectively
3) deal with crises and problems in educational process
4) develop organizational culture and middle management among colleagues and workers

Course outline:

Unit 1: Leadership; Principles and Practice

    1.1 New directional leadership

    1.2 Schools' leader influence on student learning

    1.3 Leading with moral purpose

    1.4 Distributed leadership; evidence and implications

Unit 2: Developing Leaders

    2.1 teacher professionalism and continuing professional development

    2.2 Leadership development

    2.3 Managing people and performance

Unit 3: Leadership and Learning

    3.1 Leadership for learning

    3.2 Building and leading learning culture

    3.3 Managing resources to support learning

Unit 4: Models of Educational leadership and Management

    4.1 The Theory/Practice

    4.2 The revelance of theory and good practice

    4.3 The nature of theory

    4.4 The characteristics of theory

    4.5 Diversity in educational leadership and management

    4.6 Models of Educational leadership; An introduction

Unit 5: Leading people and Team in Education

    5.1 Organizations and leadership

    5.2 Approaches to leading and managing people

    5.3 Effective team leader and teacher ship styles

    5.4 Leading and Developing teams Role of Head teachers or principles

Unit 6: Principles / Dimension of Management

    6.1 Motivation Members of the team

    6.2 Managing Time and Priorities

6.3 Effective Delegation and communication

6.4 Team Meetings

Unit 7: Conflict Management:

7.1 Conflict and its key ingredients

7.2 Possible causes of conflict

7.3 Strategies for coping write conflict

7.4 Effective networking among institute and community leader as social architect.

Unit 8: Leading Teachers Professional Development

7.1 Preparation for a performance in management Review of performance in management

7.2 Discussion of feedback

7.3 How to maintain a good relationship with team members

7.4 Facilitating the role of Middle Managers

Reference Books:

1. Jeff Jones (2005) Management skills in schools SAGE Publishing Great Britain, 2005
2. Lesley Kydd (2003) Leading people and Teams in Education paul Chapman London.
3. Tony Bush (2002) the principles of Educational Management (Original London)
4. S.K. Kochar (2005) Secondary School Administration.
5. M. Islam Siddiqui (2006) School Administration Teachers students welfare form Multan, Paksitan.
6. Richard L Daft (2005) the Leadership Experience Thomson Canada.

EDU 824   Techniques of Students Appraisal   Credit Hrs. 03

Objectives:

After the completion of this course, the students will be able to:

1) understand the basic concepts of assessment, evaluation and measurement;
2) distinguish between classroom, national and international assessment;
3) understand taxonomies of educational objectives
4) use assessment instruments in respect to objectives achievement;
5) develop students' achievement tests at different levels;
6) understand the test administration and assembling procedures;
7) analyse test items by using different softwares such as Quest, Itteman etc.
8) comment upon the role of national and international testing agencies such as ETS, SAT, NTS etc.

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

Unit 1: Basic Concepts in Assessment and Evaluation
       1.1 Distinction between assessment, measurement and evaluation
       1.2 Types of assessment (Formative, summative, diagnostic etc)
       1.3 Purposes and multiple roles of assessment in educational process
       1.4 Prevailing practices in regard to assessment and evaluation in Pakistan

Unit 2: Taxonomies of Educational Objectives
       2.1   Aims, goals and objectives

       2.2   Bloom's Taxonomy
       2.3   Krathowl's Taxonomy
       2.4   Simpson's Taxonomy
       2.5   Solo's Taxonomy
       2.6   Other Taxonomies

Unit 3: Measurement of Interest, Attitudes and Personality Traits
       3.1 The ability scale
       3.2 Item and test information and efficiency function
       3.3 Types of test by purpose and by method
       3.4 Test construction
       3.5 Identification of potentially biased test items
       3.6 Test scoring equalizing

Unit 4: Alternative Assessment Strategies
       4.1 Classroom observations
       4.2 Assignments and presentations
       4.3 Projects
       4.4 Discussion
       4.5 Oral questioning
       4.6 Peer appraisal
       4.7 Interview
       4.8 Other assessment strategies

Unit 5: Assessment Practices in International Perspectives
       5.1 How assessments promote learning?

5.2 Assessment for admission and grading purposes in developing and developed countries.

5.3 Online assessment

5.4 Recent research in assessment and evaluation in national and international perspectives

5.5 National and international assessment systems (USA, UK, Australia, Germany, Japan, India, Iran, Thailand, Turkey, China)

Unit 6: Standardized Tests

6.1 Concept of standardized testing

6.2 Distinguishing teacher made and standardized tests

6.3 Advantages and limitations of standardized tests

6.4 Standardized tests in Education used internationally (e.g. Alberta achievement test, SAT etc.)

Unit 7: Assessment and Evaluation at School and Higher Level in Pakistan

7.1 Assessment of students learning at school level

7.2 Assessment of students learning at higher education level

7.3 GRE type test by NTS and admissions to higher education programs and award of fellowships

7.4 Grading and ranking

7.5 Reporting assessment results

7.6 Other contemporary issues in testing and assessment

Unit 8: Computer Assisted Assessment in Higher Education

8.7 Concept of CAA

8.8 Automated online tutorials: new formats for assessment

8.9 Automatic test generation from a data base

8.10 Validating formative and summative assessment

8.11 Online assessment

8.12 Computer-assisted peer review

8.13 Advantages and limitations of CAA

Reference Books:

1. Brown, S., Race, P. and Bull, J. (2005) Computer-assisted assessment in higher education. (Staff and Educational Development series), London: Routledge.

2. Greeney, V. and Kellaghan, T. (2002) Monitoring the learning outcomes of education systems. Washington, DC: IBRD/The World Bank.

3. Haladyna, T. M. (1999) Developing and validating multiple choice test items. (2nd edition). Mahwah, NJ: Erbaum.

4. Linn, R. L. and Gronlund, N. E. (2001) Measurement and Assessment in Teaching. (7th edition). New Jersey: Merill and Imprint of Prentice Hall.

5. McMillan, J. H. (1999) Classroom assessment. Boston: Allyn and Becon

EDU - 825   **Sociology of Education**   **Credit Hrs. 03**

Objectives:

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

1) understand relation between school and society
2) know the process of socialization and social development
3) identify the social factors affecting education
4) know the role of teachers and school in socialization of student and development of society

Course Outline:

Unit 1: Society

      1.1   Definition of society
      1.2   Structure and function of society
      1.3   Individual and society
      1.4   Status and role
      1.5   Social interaction

Unit 2: Society and Culture

      2.1   Meaning of culture
      2.2   Characteristics of culture
      2.3   Cultural diversity
      2.4   Culture of Pakistan society
      2.5   Elements of Pakistani culture
      2.6   Role of education in promoting culture

Unit 3: Group and Group Dynamics.

      3.1   Meaning of group
      3.2   Group dynamics
      3.3   Types of social groups
      3.4   Individual behavior and group behavior
      3.5   Role of school and teacher in molding individual and group behavior

Unit 4: Socialization

      4.1   Meaning and aims of socialization
      4.2   Agencies of socialization
      4.3   Stages of social development
      4.4   Role of school in socialization
      4.5   Teacher as role model
      4.6

Unit 5: Social Institutions

      5.1   Definition of social institutions
      5.2   Types of social institutions

5.2.1   The family
               5.2.2   Economic institutions
               5.2.3   Religious institutions
               5.2.4   Political institutions
               5.2.5   Educational institutions
               5.2.6   Play and recreational institutions

Unit 6: Social Control

   6.1 Definition
   6.2 Social deviation and tolerance
   6.3 Methods of social control
   6.4 Role of school and teacher in developing social control

Unit 7: Teacher, School and Community

               7.1.   Relationship between school and society
               7.2.   Effects of school on community
               7.3.   Effects of community on school
               7.4.   A critical analysis of social role of school and teachers in
                      Pakistani society

Unit 8: Policy Implications of Research in Sociology of Education

       8.1 Accountability in Education

       8.2 Fit and misfits of sociological research and educational policy

Reference Books:

1.   Chaudhary, M. Iqbal, (2001) Sociology, Aziz Publishers, Urdu Bazar, Lahore
2.   Horton, Paul, B. (2002), Sociology and Hunt, Chest, T., Sociology, McGraw Hill Ltd.
3.   Tagga, Abdul Hamid, School, Maashra Owar Ustad.
4.   Carlos Alberto, (1998), Sociology of Education; Emerging Perspectives, State university of New York Press
5.   Pamela, A. Coughin, School and Family Partnership, (2004), Children Resource International, Islamabad
6.   Moureen T. Hallinan(2000), Handbook of the Sociology of Education, Springer publishers USA
7.   David L. levinson, (2000), Education and Sociology, Routledge Falmer Press
8.   Stephen J. Ball (2000), Sociology of Education; Major Themes, Routledge Falmer Press

EDU-826 **Advanced Courses in Educational Statistics** **Credit Hrs. 03**

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:

Unit 1: Introduction to Statistics

1.1   Meaning and characteristics of statistics
1.2   Role of statistics in educational research
1.3   Observations and variables
1.4   Collection and editing of data

Unit 2: Measurement and Statistics

2.1   Principles of Measurement

2.2   Levels of Measurement

2.3   Descriptive Statistics

2.4   Measures of Central Tendency & Variability

2.5   Numerical & Graphic Representation of Data

2.6   The "Normal" Distribution

2.6.1   Skewness

2.6.2   Kurtosis

Unit 3: Inferential Statistics

3.1   Concept of Inferential Statistics

3.2   Parametric versus Non-parametric Tests

3.3   Hypothesis Testing

3.4   Level of Significance

3.5   Types of Error

Unit 4: Comparing Measures of Central Tendency between Groups

     4.1   Differences between Groups
     4.2   Comparing a Single Group
     4.3   Comparing Two Groups
     4.4   Comparing Two or More Groups
     4.5   Paired or Dependent Measures
     4.6   One way ANOVA
     4.7   Two way ANOVA
     4.8   Factorial Analysis of Variance

Unit 5: Correlation and Regression

     5.1   Correlation
     5.2   Properties of Correlation Co-efficient
     5.3   Factors Affecting Correlation
     5.4   Multiple Correlation Co-efficient
     5.5   Scatter Plots
     5.6   Cronbach's Alpha
     5.7   The Regression Line

Unit 6: Probability and Distribution of Sample Means

     6.1   Concept of Probability
     6.2   Probability and the Normal Distribution
     6.3   The Distribution of Sample Means
     6.4   Probability and the Distribution of Sample Means

Unit 7: Chi Square and Contingency

     7.1   Use of Chi-Square as a test of "Goodness of Fit"
     7.2   Hypothesis of Chance
     7.3   Procedure of Chi-Square Testing
     7.4   Computation of the Value of X^2
     7.5   Use of Chi-Square as a test of Independence between two variables
     7.6   Contingency Coefficient

Unit 8: Analysis of Variances

     8.1 Meaning and concept of the term analysis of variance
     8.2 Procedure for Calculating the analysis of variance
     8.3 One way analysis of variance
     8.4 Two way analysis of variance

Reference Books:

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