

SCHEME AND COURSES OF STUDIES FOR M. Phil IN EDUCATION



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

All Codes for complete program are classified as:

S. No	Major Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Educational Philosophy	1	EDU	7	1
2	Educational Measurement and Evaluation, Curriculum Instruction and Design	1	EDU	7	2

S. No	Minor Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	School Effectiveness, Educational Leadership and Supervision, Teaching and Learning Strategies, Classroom Assessment, Educational Psychology	2	EDU	7	1
2	Educational Planning, Management and Administration, Educational Technology, Educational Change and Development, Academic Writing	2	EDU	7	2

S. No	Advanced Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Educational Research, Educational Psychology	9	EDU	7	1
2	Research Thesis	9	EDU	7	3

M.S/M.Phil. (Education) 02 Years Program

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	Course Code	Course Title	
4.	EDU-791	Educational Research	07
5.	EDU-711	Educational Philosophy	09
6.	EDU-721	School Effectiveness	11
7.	EDU-730	Educational Leadership and Supervision	13
8.	EDU-723	Teaching and Learning Strategies	16
9.	EDU-724	Classroom Assessment	18
10.	EDU-725	Educational Psychology	20
11.	EDU-712	Educational Measurement and Evaluation	24
12.	EDU-713	Curriculum Development and Design	27
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17.	EDU-729	Academic Writing	38
18.	EDU-799	Research Thesis	

MS/M.Phil. (Education) 02 Years Program

Semester wise Break

Course Work:		2 Semesters (24 Credit Hours)	
Thesis:		2 Semesters (06 Credit Hours)	
Total:		4 Semesters (30 Credit Hours)	
A. First Semester			
S. No.	Course Code #	Course Titles	Credit Hrs
(a) Core Subjects			
1.	EDU-791	Educational Research	03
2.	EDU-711	Educational Philosophy	03
(b) Elective Subjects 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-730	Educational Leadership & Supervision	03
5.	EDU-723	Teaching and Learning Strategies	03
6.	EDU-724	Classroom Assessment	03
7.	EDU-725	Educational Psychology	03

B. Second Semester			
S. No.	Course Code #	Course Titles	Credit Hrs
(a) Core Subjects			
1.	EDU-712	Educational Measurement and Evaluation	03
2.	EDU-713	Curriculum Development and Design	03
(b) Elective Subjects 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-731	Educational Change and Development	03
7.	EDU-729	Academic Writing	03

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

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

MS/MPhil (Education) 02 Years Program

Scheme of Studies

Credit Hours

Sr #	Code #	Course Title	Credits	Total Marks
Semester I				
1.	EDU-791	Educational Research (C)	3	30+20+50=100
2.	EDU-711	Educational Philosophy (C)	3	30+20+50=100
3.	EDU-721	School Effectiveness (E)	3	30+20+50=100
4.	EDU-730	Educational Leadership & Supervision (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
Semester II				
8.	EDU-712	Educational Measurement and Evaluation (C)	3	30+20+50=100
9.	EDU-713	Curriculum Development and Design (C)	3	30+20+50=100
10.	EDU-726	Educational Planning, Management and Administration (E)	3	30+20+50=100
11.	STAT-701	Statistics in Education (E)	3	30+20+50=100
12.	EDU-727	Educational Technology (E)	3	30+20+50=100
13.	EDU-731	Educational Change and Development (E)	3	30+20+50=100
14.	EDU-729	Academic Writing	3	30+20+50=100

Semester III				
15.	EDU-799	Research Thesis	6	Pass
Semester IV				
16.	EDU-799	Research Thesis	6	Pass
Total Credits			30 Credit Hrs.	
(24+6)				

Course Description

The aim of this course is to develop scholars' knowledge and understanding about the role of quantitative, qualitative and mixed-research methods research designs in conducting research. The course equips scholars with the skills to review and conduct methodologically sound research as part of their professional work. The course takes a step-by-step approach to the design and implementation of quantitative and qualitative techniques including case study, surveys, interviews, focus groups and participant observation. How to manage and analyse data and how to write up and present findings are core components of this course.

Course Objectives

After the completion of this course the scholars will be able to:

- describe the concept of educational research
- identify different steps in research
- explain population/sampling and different tools
- conduct independent educational research

Instructional & Assessment Procedures

The teacher of this course can apply techniques and methods based on her experience and knowledge. The techniques outlined below are not exclusive and therefore, other effective techniques and methods can be used:

- Lecture & Discussion, Inquiry Methods
- Case Observation and Study Methods
- Field visit, Observation Methods
- Library Assignments, Peer Assessment
- Project Work & Quizzes
- Pair, Group and Individual Assignments/Activities
- Self-Study Tasks
- School Survey/Community survey
- Individual and Panel presentations
- Course & Students Portfolios
- Mid-Term, Final-Term Exams

Grading: The final grade is based on the total points from Classroom Assessment i.e assignments, quizzes, exams, class participations, individual and Group activities attendance and the course project. Following is the distribution of points.

Attendance: Attendance is mandatory in this course. Only those students shall be allowed to sit in exam whose attendance does not fall below 75%

Distribution of Course Grading:

- Internal Class assessments: 20%
- Mid-Term Exam: 30%
- Final Term Exam: 50%
- Total: 100%

Course Outline**Unit 1 Introduction to Educational Research**

- 1.1 Introduction to educational research (definitions, characteristics)
- 1.2 Steps for conducting research (research process)
- 1.3 Purpose of research: Basic research, applied research, and action research

Unit 2 Different Designs of Research

- 2.1 Quantitative Design
- 2.2 Qualitative Design
- 2.3 Mixed-Methods Design

Unit 3 Steps in Research

- 3.1 Investigating research problem
- 3.2 Developing research questions
- 3.3 Literature review

Unit 4 Literature Review

- 4.1 Finding Suitable Sources - Developing Critical Approaches
- 4.2 Managing the Sources
- 4.3 Summarising and Paraphrasing
- 4.4 Organising Paragraph – Paragraph structure, Development of ideas
- 4.5 Introducing paragraphs and Linking paragraphs
- 4.6 References and Quotations
- 4.7 Avoiding plagiarism

Unit 5 Research Methodology

- 5.1 Population/Sampling
- 5.2 The types of Sampling
- 5.3 Different Research tools
- 5.4 Types of data
- 5.5 Data analysis

Unit 6 Report Writing and References

- 6.1 Proposal Writing
- 6.2 Report Writing
- 6.3 Different References Styles

Recommended Readings:

- Best, J. W., and Kahn, J. V. (1998). *Research in Education (8th ed.)*. Needham Heights, MA: Allyn and Bacon.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE.
- Gay, L. R., Mills, G. E., and Airasian, P. (2011). *Educational Research with My education lab Access Code: Competencies for Analysis and Applications*. London, England: Pearson.
- Judith, B. (1999). *Doing Your Research Project (3rd Ed.)*. Buckingham. Philadelphia: Open University Press.
- Kumar, R. (2010). *Research Methodology: A Step-by-Step Guide for Beginners*. Thousand Oaks, CA: SAGE.
- Mills, G. E., and Gay, L. R. (2016). *Educational Research: Competencies for Analysis and Applications*.
- Neuman, W. L. (2000). *Social research methods: Qualitative and quantitative approaches (4th ed.)*. Boston: Allyn & Bacon.
- Sidhu, K. S. (1987). *Methodology of Research in Education (2nd Ed.)*, New Delhi: Sterling Publishers Private Limited.

Course Description

Philosophy and education are usually regarded as two sides of a coin and they are strongly intertwined. This Philosophy of Education course first provides an introduction to philosophy of education, wherein meanings of philosophy and education will be explored, before considering need and importance of the subject. Thereafter, major philosophies of education and branches of philosophy will be thoroughly discussed and analyzed. Substantial factors include curricula, preferred methods, ethics, and aesthetics emphasized by each philosophy.

Course Outcomes

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

- Discuss the relationship between philosophy and education
- Ponder over and explicate the philosophies that include Idealism, Realism, Pragmatism, Ontology, Epistemology, Axiology etc.
- Compare and discuss educational philosophies of various philosophers
- Discuss the strengths and limitations of the philosophies offered in the course

Instructional & Assessment Procedures

The teacher of this course can apply techniques and methods based on his/her experience and knowledge. The techniques outlined below are not exclusive and therefore, other effective techniques and methods can be used:

- Lecture & Discussion, Inquiry Methods
- Case Observation and Study Methods
- Field visit, Observation Methods
- Library Assignments, Peer Assessment
- Project Work & Quizzes
- Pair, Group and Individual Assignments/Activities
- Self-Study Tasks
- School Survey/Community survey
- Individual and Panel presentations
- Course & Students Portfolios
- Mid-Term, Final-Term Exams

Grading: The final grade is based on the total points from Classroom Assessment i.e assignments, quizzes, exams, class participations, individual and Group activities attendance and the course project. Following is the distribution of points.

Attendance: Attendance is mandatory in this course. Only those students shall be allowed to sit in exam whose attendance does not fall below 75%

Distribution of Course Grading:

- Internal Class assessments: 20%
- Mid-Term Exam: 30%

- Final Term Exam: 50%
- Total: 100%

Course Outline

Unit 1 .Introduction to Philosophy of Education

- 1.1 Meaning of Education
- 1.2 Meaning of Philosophy
- 1.3 Philosophy and Education
- 1.4 Need for Philosophy of Education

Unit 2. Branches of Philosophy

- 2.1 Ontology
- 2.2 Epistemology
- 2.3 Axiology

Unit 3. Islamic Philosophy of Education

- 3.1 Sources of Knowledge
- 3.2 Quran on Education
- 3.3 Hadith on Education

Unit 4 Western Schools of Philosophy

- 4.1 Idealism
- 4.2 Realism
- 4.3 Pragmatism
- 4.4 Essentialism
- 4.5 Naturalism
- 4.6 Existentialism
- 4.7 Re constructionism

Unit 5 Greek Philosophers' Perspective on Education

- 5.1 Socrates
- 5.2 Plato
- 5.3 Aristotle

Unit 6 Western Philosophers' Perspective on Education

6.1 Jean-Jacques Rousseau

6.2 Friedrich Frobel

6.3 Maria Montessori

6.4 Johann Friedrich Herbart

6.5 John Lock

6.6 John Dewey

Unit 6 Muslim Philosophers' Perspective on Education

7.1 Al-Farabi

7.2 Rūmi

7.3 Ibn Rushd

7.4 Imam Ghazali

7.5 Allama Iqbal

Recommended Readings:

- Aggarwal, J. C. (2001). *Theories and principles of education: Philosophical and sociological bases of education* (11th ed.). Mumbai: preface books.
- Bhattacharya, S. (2006). *Philosophical foundation of education*. New Delhi: Atlantic.
- Cahn, S. M. (2009). *Philosophy of education: The essential texts*. New York: Routledge
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. New Delhi: Pearson.
- Sharma, P. (2016). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Meyer, A.E. (1975) *Grandmasters of Educational Thought*. New York: Mc Grow-Hill, Inc.,.
- Khalid, T. (1976). *An Introduction to Educational Philosophy and History*. Karachi: National Book Foundation.
- Burr & Golding. (1972). *Philosophy and Contemporary Issues*. New York: Macmillan.
- Frost, S.E. (1953). *Basic Teachings of the Great Philosophers*. New York: Barnes & Noble.
- Philip, G.S. (1970). *Philosophy of Education*. New York: Harper.
- Phenix, H.P. (1971). *Philosophies of Education*. New York: John Wiley & Sons.
- Palmer, J., Bresler, L., & Cooper, D. E. (Eds.). (2001). *Fifty major thinkers on education: From Confucius to Dewey*. Psychology Press.

Course Description

Leadership in Education course offers scholars with an advanced introduction to leadership and its related dimensions from the perspective of education. The course provides insights into the nuanced dimensions of academic leadership that would help scholars get to grips with their responsibilities in their future leadership roles. Leadership styles will offer an opportunity to the scholars for getting awareness about and practicing their leadership styles in varying leadership contexts. In discussing educational theories, scholars will have a deeper knowledge and insight into the theoretical underpinnings, acquainting them with appropriate knowledge, skills and attitudes required for institutional leadership roles. Finally, the course will discuss contemporary leadership issues in our education.

Course Objectives

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

- conceptualize and understand the nature of leadership
- learn about academic leadership in detail
- comprehend about the various styles in leadership
- identify various leadership theories
- recognize the contemporary leadership issues in our education.
- describe the concept of educational & instructional supervision

Instructional & Assessment Procedures

The teacher of this course can apply techniques and methods based on her experience and knowledge. The techniques outlined below are not exclusive and therefore, other effective techniques and methods can be used:

- Lecture & Discussion, Inquiry Methods
- Case Observation and Study Methods
- Field visit, Observation Methods
- Library Assignments, Peer Assessment
- Project Work & Quizzes
- Pair, Group and Individual Assignments/Activities
- Self-Study Tasks
- School Survey/Community survey
- Individual and Panel presentations
- Course & Students Portfolios
- Mid-Term, Final-Term Exams

Grading: The final grade is based on the total points from Classroom Assessment i.e assignments, quizzes, exams, class participations, individual and Group activities attendance and the course project. Following is the distribution of points.

Attendance: Attendance is mandatory in this course. Only those students shall be allowed to sit in exam whose attendance does not fall below 75%

Distribution of Course Grading:

- Internal Class assessments: 20%
- Mid-Term Exam: 30%

- Final Term Exam: 50%
- Total: 100%

Course Outline

Unit 1 Introduction to Leadership

- 1.1 Meaning, definition and scope of leadership
- 1.2 The nature and function of leadership
- 1.4 Expertise required for effective leadership
- 1.5 Qualities of a competent leader

Unit 2 Academic Leadership

- 2.1 Past and current beliefs about leadership
- 2.2 Promoting academic leadership
- 2.3 Leading purposeful change in schools
- 2.4 Turning vision into reality

Unit 3 Leadership Styles

- 3.1 Democratic leadership
- 3.2 Autocratic leadership
- 3.3 Laissez-Faire leadership
- 3.4 Transformational leadership

Unit 4 Leadership Theories

- 4.1 Great man theory
- 4.2 Trait theory
- 4.3 Situational leadership
- 4.4 Burn's Transformational leadership theory

Unit 5 Contemporary Trends and Issues in Educational Leadership

- 5.1 Interplay between emotions and leadership
- 5.2 Conflict and change: Daily challenges for school leaders
- 5.3 Leading and managing staff in high performance schools
- 5.4 Leadership challenges and ethical dilemmas
- 5.5 The social and political context of schools

Unit 6 Educational Supervision

- 6.1 concept and need of supervision
- 6.2 Types of Supervision
- 6.3 Characteristics of Educational Supervision

Unit 7 Instructional Supervision

- 7.1 The Concept of Instructional Supervision
- 7.2 Tasks of Instructional Supervision
 - 7.2.1 Direct Assistance
 - 7.2.2 Curriculum Development
 - 7.2.3 Group Development
 - 7.2.4 Professional Development

7.3 Challenges in Instructional supervision

7.3.1 Lack of Adequate Training and Support

7.3.2 Excessive Workload

7.3.3 Inadequate Educational Resources

7.3.4 Traditional view of teachers towards supervision.....

Recommended Readings:

- Archibong, F. I. (2012). Instructional supervision in the Administration of secondary education: a Panacea for quality assurance, European Scientific Journal June edition vol. 8, No.13 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431
- Beach, D.B. and Reinhartz J. (2000) Supervisory Leadership: Focus on Instruction. Toronto, ON: Allyn and Bacon Colleges in Rivers State. Unpublished M.ed Thesis, University of Port Harcourt.
- Busher, H. (2006). *Understanding educational leadership: people, power and culture*. Poland: Open University Press.
- Carroll, M, (2007) One More Time: What is Supervision? , Psychotherapy in Australia, VOL 13 NO 3, Australia <<http://www.supervisioncentre.com>>viewed on 20th December, 2012.
- Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon Schuster.
- Davies, B. et al. (2005). *School leadership in 21st century* (2nd ed.). New York: Routledge-Falmer.
- Igwe, S. O. (2001). Supervision, Evaluation and quality control in Education in Nwagwu N.A Current Issues in Educational management in Nigeria. Benin City: AMBIK Press Ltd.
- Murphy D. (2013). *Professional school leadership: Dealing with Dilemmas* (2nd ed.). Edinburgh: Dunedin.
- Niknami, Mostafa(2011) Educational Guidance and Supervision, SAM Publication.
- Ogunu, M. A. (1998). Introduction to Educational Management. Benin City Mabagun Publishers
- Sharma, T.C. (2008). *A hand book for educational leadership*. New Delhi
- Sterret, W. (2011). *Insights into actions: Successful school leaders share what works*. Virginia: ASCD.
- Whitaker, et al. (2009). *Motivating and inspiring teachers: The educational leaders guide for building staff morale*. (2nd ed.). NY: Larchmont.

Course Title: Educational Measurement and Evaluation**Course Code: EDU-712**

Year 07/Semester 2, **Duration:** 03Credits, 48 Class Hours

Course Description This three-credit course has been designed to introduce classroom teachers those elements of measurement and assessment that are essential to good teaching. The main objective throughout is that assessment of learning plays an important role in the instructional process and that effectiveness depends heavily on the ability of teachers to construct and select tests and assessment that provide valid measures of learning outcomes

Course Outcomes

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

- identify the importance and scope of educational testing, management and evaluation
- use the various tools of evaluation
- identify the difficulty level and discriminating power of a test
- select the item to be included or rejected in the final test
- explain the characteristics of a good test
- identify different aptitude for different professions
- use intelligence tests in the field of education
- discuss purpose and issues in grading and reporting

Instructional & Assessment Procedures

The teacher of this course can apply techniques and methods based on his/her experience and knowledge. The techniques outlined below are not exclusive and therefore, other effective techniques and methods can be used:

- Lecture & Discussion, Inquiry Methods
- Case Observation and Study Methods
- Field visit, Observation Methods
- Library Assignments, Peer Assessment
- Project Work & Quizzes
- Pair, Group and Individual Assignments/Activities
- Self-Study Tasks
- School Survey/Community survey
- Individual and Panel presentations
- Course & Students Portfolios
- Mid-Tem, Final-Term Exams

Grading: The final grade is based on the total points from Classroom Assessment i.e assignments, quizzes, exams, class participations, individual and Group activities attendance and the course project. Following is the distribution of points.

Attendance: Attendance is mandatory in this course. Only those students shall be allowed to sit in exam whose attendance does not fall below 75%

Distribution of Course Grading:

- Internal Class assessments: 20%

- Mid-Term Exam: 30%
- Final Term Exam: 50%
- Total: 100%

Course Outline:

Unit 1: Introduction

- 1.1 Meaning and characteristics of test, measurement, assessment and evaluation
- 1.2 Distinction between test, measurement, assessment and evaluation
- 1.3 Purpose of measurement and evaluation in education
- 1.4 Educational Testing and Assessment: Context, Issues, and Trends

Unit 2: Types of Test

- 2.1 Aptitude test
- 2.2 Personality test
- 2.3 Intelligence test
- 2.4 Standardized test
- 2.5 Teacher made or Achievement test
- 2.6 Norm-referenced test
- 2.7 Criterion-referenced test
- 2.8 Performance assessment
- 2.9 Portfolio Assessment
- 2.10 Rubric

Unit 3: Characteristics of a Good Test

3.1 Reliability

Definition, Characteristics, Methods of estimating Reliability, Standard error of Measurement and factors affecting Reliability of a test

3.2 Validity

Definition, Characteristics, Types and factors affecting Validity of a test

3.3 Norms and Objectivity

Definition and types of Objectivity

Definition, need and limitations of Norms,

3.4 Usability

3.5 Differentiability

Unit 4: Classroom Tests and Assessment

- 4.1 Planning classroom tests and assessment
- 4.2 Developing table of specification
- 4.3 Uses and limitation of objective test items and subjective test items
- 4.4 Construction and scoring objective test items and subjective test items
- 4.5 Item Analysis

UNIT 5: Measuring Complex Achievement: Performance based Assessment

- 5.1 Types of Performance-Based Assessment
- 5.2 Advantages and Limitations of Performance Assessments

- 5.3 Suggestions for Constructing Performance Tasks
- 5.4 Performance Criteria
- 5.5 Scoring Rubrics and Rating Scales
- 5.6 Checklists
- 5.7 Portfolios
- 5.8 Anecdotal Records
- 5.9 Student Judgments and Reports
- 5.10 Peer Appraisal
- 5.11 Self-Report Techniques

UNIT 6: Assembling, Administering, and Appraising Classroom Tests and Assessments

- 6.1 Assembling the Classroom Test
- 6.2 Administering and Scoring Classroom Tests and Assessments
- 6.3 Appraising Classroom Tests and Assessments
- 6.4 Building a File of Effective Items and Tasks

UNIT 7: Grading and Reporting

- 7.1 Functions of Grading and Reporting Systems
- 7.2 Types of Grading and Reporting Systems
- 7.3 Multiple Grading and Reporting Systems
- 7.4 Assigning Letter Grades
- 7.5 Record-Keeping and Grading Software
- 7.6 Conducting Parent-Teacher Conferences
- 7.7 Reporting Standardized Test Results to Parents

Reference Books:

1. Norman E. Goren, Measurement and Evaluation in testing, Oxford University Press, 1992
2. W. James pophan, Modern Educational Management, Amazon Com. 1999
3. Gilbert 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
9. Kubiszyn. Tom (2013) Educational Testing and Measurement: Classroom Application and Practice, WILEY Publishers;
10. James William (2004) Evolution and Development of School Education, Anmol Publications Pvt Ltd
11. Smith, D. (2005) History of Measurement and Evaluation, Commonwealth Publishers.
12. D.S. Srivastava, Sarita Kumari (2005) Education Assessment Evaluation, Isha Books.
13. George, David (2005) Trends in Measurement and Evaluation Techniques, Gyan Books.

14. Robert J. Marzano (2005) Classroom Assessment & Grading that Work, ASCD Publications.
15. Anne Davies (2011) Making Class room Assessment Work, Solution Tree Press.
16. Lorna M. Earl (2003) Assessment As Learning: Using Classroom Assessment to Maximize Student Learning, Corwin Press.
17. Richard J. Stiggins (2004) Class room Assessment for Student's Learning, Assessment training Institute, Portland.
18. Gary D. (1997) Hand book of Class room assessment, ACADEMIC Press USA.
19. Rout,S.K. (2009)Educational Measurement Evaluation and Statistics. New Dehli. Navyug Publishers &Distributors

Course Title: Curriculum Development and Design**Course Code: EDU-713**

Year 1/Semester 2, **Duration:** 03Credits, 48 Class Hours

Course Description

The Curriculum Development and Design course offers scholars to explore and discuss the process of curriculum planning and design and introduces the scholars to theoretical underpinnings of curriculum and associated concepts. It also discusses curriculum experiences that span selection and organisation of content through to issues and problems pertaining to content and subject matter. In addition, in curriculum design, in discussing design forces, patterns of curriculum development, and organisation of curriculum, conceptual frameworks for curriculum design offers a thorough grounding into conceptual dimensions of the course. Finally, strategies for curriculum change will be discussed in detail.

Course Outcomes

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

- describe the basic considerations in curriculum planning
- study various approaches to designing curriculum
- become competent professionals who are well grounded in principles curriculum development
- use this knowledge in their research process and professional careers.
- mention the main purposes of curriculum evaluation and the extent to which an evaluation can be made

Instructional & Assessment Procedures

The teacher of this course can apply techniques and methods based on her experience and knowledge. The techniques outlined below are not exclusive and therefore, other effective techniques and methods can be used:

- Lecture & Discussion, Inquiry Methods
- Case Observation and Study Methods
- Field visit, Observation Methods
- Library Assignments, Peer Assessment
- Project Work & Quizzes
- Pair, Group and Individual Assignments/Activities
- Self-Study Tasks
- School Survey/Community survey
- Individual and Panel presentations
- Course & Students Portfolios
- Mid-Term, Final-Term Exams

Grading: The final grade is based on the total points from Classroom Assessment i.e assignments, quizzes, exams, class participations, individual and Group activities attendance and the course project. Following is the distribution of points.

Attendance: Attendance is mandatory in this course. Only those students shall be allowed to sit in exam whose attendance does not fall below 75%

Distribution of Course Grading:

- Internal Class assessments: 20%
- Mid-Term Exam: 30%
- Final Term Exam: 50%
- Total: 100%

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

- 1.1 Nature of Curriculum
- 1.2 Characteristics of Curriculum
- 1.3 Role of curriculum in National Development
- 1.4 Elements of Curriculum
- 1.5 Curriculum Development in Pakistan
 - a) HEC
 - b) Curriculum Wing
- 1.6 Role of Teacher in Curriculum Development

Unit 2 Curriculum Design

- 2.1 Concept of Curriculum Design
- 2.2 Conceptual framework for curriculum design
- 2.3 Need and principles of Curriculum Design
- 2.4 Types of Curriculum
- 2.5 Current patterns of curriculum development

Unit 3 The process of Curriculum Planning

- 3.1 Principles to guide formulation of objectives
- 3.2 Behavioural objectives
- 3.3 Diagnosis in curriculum Development
- 3.4 Diagnostic devices and diagnosis of curriculum problems.

Unit 4 Curriculum Experiences

- 4.1 Selection and organization
- 4.2 Curriculum content
- 4.3 Related issues with content
- 4.4 Problem Content

Unit 5 Strategies for Curriculum Change

- 6.1 Historical perspectives on curriculum change
- 6.2 Current methods of curriculum change
- 6.3 Trends in Curriculum change
- 6.4 Integration with teacher training

Unit 6 Curriculum Evaluation

- 6.1 The Nature and Models of Curriculum Evaluation
- 6.2 Steps in the Evaluation Process
- 6.3 Methods of Curriculum Evaluation

6.4 Course improvement through Evaluation

Recommended Readings:

- Daniel Tanner and Laurel W. Tanner. Curriculum Development theory in to Practice, Amazon.com, 2006
- Jenkins, D & Shipman, M (1976) Curriculum: An Introduction. London, Open Books
- Larry Ainsworth, Rigorous Curriculum Design, Lead & Le4arn Press, 2011
- Murray, P. (1993). *Curriculum Development and Design*. National library of Australia
- Norbert M. Seel, Sanne Dijkstra, Curriculum, Plans, and Processes in Instructional Design, Taylor & Francis Library Routledge Press, 2004
- Payne, David A., Curriculum Evaluation, C.D. Heath and Company Massachusetts, 1974.
- Robert McCormick, Mary James, Curriculum Evaluation in Schools, Croom Helm Publishers, 1983
- R. Nacino Brown and Festus E. Oke Desmond. Curriculum and Instruction
- Shubert, *et al.* (2015). *Curriculum in Education*, Teller Road, CA: SAGE.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt, Brace and World Inc.

Objectives:

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

- enhance the education in Pakistan in Historical Perspective
- be familiar with proceeding of the educational conferences and analyze the salient features of the education policies in Pakistan
- understand the different educational problems, issue and trends on education in Pakistan
- understand practice and transmit the concept of different perspective of education in the light of Islamic values and the ideology of Pakistan
- develop insight into our society and be aware of the resultant needs and requirements of Higher Education in Pakistan
- face the challenges and issues of present time
- understand contemporary issues of female education
- apprehend the impact of science and technology on education
- solve the Problems being faced in curriculum development

Course Outline:**Unit 1: Education Change and Development in Historical Perspective**

- 1.1 Introduction to Educational Change and Development
- 1.2 Buddhist Education
- 1.3 Muslim Education
- 1.4 British Education

Unit 2: Educational Policies and Development after Independence of Pakistan

- 2.1 The first Educational conference 1947
- 2.2 Report of the commission on national Education 1959
- 2.3 The New Educational Policy 1970
- 2.4 The educational Policy 1972-80
- 2.5 National Educational Policy 1979
- 2.6 National Educational Policy 1992
- 2.7 National Educational Policy 1998-2010
- 2.8 National Educational Policy 2009
- 2.9 National Educational Policy 2017(Draft)
- 2.10 Comparative Analysis of education Polices in terms of:

- a. Objectives
- b. Salient features
- c. Achievement of targets
- d. Strong and weak areas

Unit 3: Sociology of Education and Social Function of Education

- 3.1 Influence
- 3.2 Value
- 3.3 Scope
- 3.4 Stability & Change
- 3.5 Education, State & Community
- 3.6 Function of State

Unit 4: Teachers Role in Society and in Educational Change and Development

- 4.1 Teacher as an Agent of Educational Change and Development
- 4.2 Principle of Teaching
- 4.3 Teachers' Training
- 4.4 Suggestions for improving Teaching

Unit 5: Education & Economic Order

- 5.1 Economic aspect of Education
- 5.2 Impact of Economics
- 5.3 Education & Economic Growth

Unit 6: Female Education and Educational Change & Development

- 6.1 Female Education and Its Role in Educational Change & Development
- 6.2 Female Education and Educational Policies of Pakistan
- 6.3 Contemporary Issues of Female Education

Unit 7: Role of CPEC on the System of Education in Pakistan

- 7.1 Introduction to China–Pakistan Economic Corridor (CPEC)
- 7.2 Future Educational Prospects and CPEC
- 7.3 Role of CPEC on the System of Education in Pakistan

Unit 8: Terrorism, Natural Catastrophe and Education

- 8.1 Introduction

8.2 Impact of Terrorism on Education

8.3 Natural Catastrophe and Education with reference to COVID-19

Suggested Readings:

- McCowan, T. (2015). Education and international development: An Introduction, New York Bloomsbury. ISBN:9781472506979 Item info:1 copy available at IED Library, Karachi, Pakistan.
- Fullan, M. (1998). "The Meaning of Educational Change." In *The International Handbook of Educational Change*, ed., The Netherlands: Kluwer.
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- Hargreaves, A. (1997). Hargreaves, Andy, ed., *Rethinking Educational Change with Heart and Mind*, 1997 ASCD Yearbook. Alexandria, VA: ASCD, 1997.
- Hargreaves, A. (2000). Editor-in-Chief's introduction representing educational change. *Journal of Educational Change*, 1(1), 1.
- Scott, D., Posner, C. M., Martin, C., & Guzman, E. (2015). *Interventions in education systems: Reform and development*. Bloomsbury Publishing.
- Sarson, Seymour, B. (1990). *The Predictable Failure of Educational Reform: Can We Change Course Before It's Too Late?* San Francisco: Jossey-Bass.
- Sharan, S., et al. (1999). *The Innovative School: Organization and Instruction*. Westport, CT: Bergin and Garvey.

Reference Books:

- Farooq, R.A. 2004. *Education system in Pakistan: Issues and Problems*, London: Minerva Press Publishers.
- King, Edmond 2001. *Other Schools and ours*, London: Routledge and Kegan Paul.
- Government of Pakistan. 1999. *Report of the Commission on National Education '959*. Karachi: Ministry of Education.

- *Government of Pakistan, 1992. The education Policy 1972-80. Islamabad Ministry of Education.*
- *Government of Pakistan. 1979. National educational Policy 1979. Islamabad Ministry of Education.*
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Research Thesis

