Master of Arts in Education
(MA Education) Program
Semester System
Scheme of Studies
and
Course Outlines

2011

Department of Education
University of Sargodha
Pakistan

Scheme of Studies of MA Education Program

The program of Masters of Arts in Education comprises of the following thirteen Core Courses, Two Elective Courses, Two Area Courses, Thesis or Two Optional courses and Teaching Practice.

Duration of the Program:

Course Work   Four Semesters

(including Eight weeks Teaching Practice)

Credit Hours Distribution:

Courses	No. of courses	Credit Hours
1- Core Courses	13	40
2- Elective Courses	02	08
3-Area Courses	02	06
Thesis /Optional Courses	02	06
5- Teaching Practice		08
Total Credit Hours		**68**

A. Core Courses

S.#	Code	Course Title	Credit Hrs
01	EDU-501	Introduction to Education	3(3-0)
02	EDU-502	Communication Skills in English	3(3-0)
03	EDU-503	Educational Psychology	3(3-0)
04	EDU-507	Computer Applications in Education	3(2-1)
05	EDU-505	Educational Assessment and Evaluation	3(3-0)
06	EDU-506	Teaching Strategies and Educational Technology	4(4-0)
07	EDU-601	Curriculum Development	3(3-0)
08	EDU-602	Educational Planning and Management	3(3-0)
09	EDU-603	Child Development and Learning	3(3-0)
10	EDU-604	Comparative Education	3(3-0)
11	EDU-605	Education in Pakistan	3(3-0)
12	EDU-606	Research Methods in Education	3(3-0)
13	EDU-607	Sociology of Education	3(3-0)

B. Teaching Practice

N.B:

The duration of teaching practice will be eight weeks equal to 8 credit hours. Prior to the start of Teaching Practice, students will attend a one week mandatory orientation session held by the department.

14	EDU-508	Teaching Practice	08

The Evaluation Criteria for Teaching Practice:

Lesson Plans   30%

Continuous Assessment   30%

Final Lesson   30%

Observations & reflection   10%

C. Research Work

Research work in the form of a thesis will be optional. Students who do not want to take thesis will opt two alternate courses as in option II:

Option I

15	EDU-620	Thesis	6(6-0)
Option II			
16	EDU-618	Institutional Improvement	3(3-0)
17	EDU-619	Seminars on Trends and Issues in Education	3(3-0)

N.B: Students who will take seminar as an alternate course are required to present and submit their research report**.** The presentation of the seminar will be evaluated by a panel of teachers.

The evaluation criteria for seminars:

Research Report   30%
Presentation   30%
Final paper   40%

Elective Courses in Areas of Teaching Specialization

(a) Compulsory Course:

Following course is compulsory for all students

01	EDU-509	Teaching of English Language	4(4-0)

(b) Elective Courses

Students will elect ONE of the courses given below:

Teaching of Social Studies

01	EDU-510	Teaching of Social studies	4(4-0)

Teaching of Mathematics

02	EDU-511	Teaching of Mathematics	4(4-0)

Teaching of General Science

03	EDU-512	Teaching of General Science	4(4-0)

Teaching of Physics

04	EDU-513	Teaching of Physics	4(4-0)

Teaching of Chemistry

05	EDU-514	Teaching of Chemistry	4(4-0)

Teaching of Biology

06	EDU-515	Teaching of Biology	4(4-0)

(E). Areas of Specialization in Education
N.B.
Students can select any ONE of the following areas of specialization. (Students will be offered any two courses from their respective areas of specialization depending on the availability of faculty and other contingencies).

Area-I: Educational Leadership and Management			
1	EDU-611	Organizational Behavior	3(3-0)
2	EDU-612	Economics & Financing of education	3(3-0)
3	EDU-613	Human Resource Management	3(3-0)
Area -II: Educational Research			
1	EDU-614	Qualitative Research Methods in Education	3(3-0)
2	EDU-615	Designing & Reporting Research in Education	3(3-0)
3	EDU-616	Analysis and Interpretation of Data	3(3-0)

Distribution of Courses (MA)

Semester I

S.#	Code	Course Title	Credit Hrs
01	EDU-501	Introduction to Education	03(3-0)
02	EDU-502	Communication Skills in English	03(3-0)
03	EDU-503	Educational Psychology	03(3-0)
04	EDU-504	Computer Applications in Education	03(3-0)
05	EDU-605	Education in Pakistan	03(3-0)
06	EDU-607	Sociology of Education	03(3-0)
		Total Credit Hours	**18**

Semester II

S.#	Code	Course Title	Credit Hrs
01	EDU-505	Educational Assessment and Evaluation	03(3-0)
02	EDU-506	Teaching Strategies and Educational Technology	04(3-1)
03	EDU-606	Research Methods in Education	03(3-0)
04	EDU-509	Teaching of English Language (Elective course I compulsory)	04(4-0)
		Total Credit Hours	**14**

Semester III

S.#	Code	Course Title	Credit Hrs
01	EDU-601	Curriculum Development	03
02	EDU-602	Educational Planning and Management	03
03	As per opted	Elective course II (to be opted)	04
04	As per opted	Area Course I (to be opted)	03
05	EDU-620	Thesis (optional)	06
	(students who will not opt thesis will have to take following two courses)		
06	EDU-618	Institutional Improvement	03
07	EDU-619	Seminars on Trends and Issues in Education	03
		Total Credit Hours	**19**

Semester IV

S.#	Code	Course Title	Credit Hrs
01	EDU-603	Child Development and Learning	03
02	EDU-604	Comparative Education	03
03	As per opted	Area course II (to be opted)	03
04	EDU-508	Teaching Practice	08
		Total Credit Hours	**17**

Introduction to Education

Course Code: EDU-501   **Credit Hours:** 03

Introduction:

The course will focus on the introduction of basic concepts in education and the ideological, Philosophical and Psychological foundations of education. the major focus will be on developing an understanding of the education and major terminologies. The course will also include guidance and counseling as an essential component of education. Emphasis will be given on analyzing various Sociological, Political, Economic and ideological forces that influence the process of education in our cultural context. This course will also be used to develop the ability in prospective teachers to interpret knowledge with its historical, philosophical, Ideological and Social context, which will lead to produce critical aspects of education both within and outside the school.

Learning Outcomes:
The students will be able to

- ➢ Define the basic concepts of education
- ➢ Describe the important features of foundations of Education
- ➢ Understand the role of education in society

Course Outline

1. **Introduction to Education**

    1.1. Definition of Education

    1.2. Education as process and product

    1.3. Functions of education

    1.4. Elements of Education

    1.5. Types and modes of Education

2. **Foundations of Education**

    2.1. Islamic Education : Chronic reforms and teachings of Prophets

    2.2. Philosophical foundations

    2.3. Relationship between philosophy and education

    2.4. Main philosophical thought

    2.5. Contributions of Philosophy towards education

    2.6. Sociological Foundations

    　　2.6.1. Relationship between education and sociology

    　　2.6.2. School and Society

    2.7. Psychological foundations

    　　2.7.1. Relationships between Education and Sociology

    　　2.7.2. Contribution of Psychology towards Education

3. **Aims of Education and Curriculum**

   3.1. Aims of Education (spiritual, Moral, Intellectual, Economic ,Vocational, Social and cultural)

     3.1.1. Curriculum

     3.1.2. Definition

     3.1.3. Difference between Curriculum and Syllabus

     3.1.4. Components of Curriculum (Aims and Objectives, Context and content relations procedures, characteristics of good text books)

     3.1.5. Methods of Teaching

     3.1.6. Different methods of teaching-evaluation, What, Why, When and how to access.

     3.1.7. Characteristics of good curriculum

4. **Learning and Methods of Learning**

5. **Society, Community and Education**

   5.1. Meaning of Society and Community

   5.2. Social functions of School

   5.3. Interrelationship between Society and Education

   5.4. Role of Education in Development of Society

6. **Guidance and Counseling**

   6.1. Definition and difference between Guidance and Counseling

   6.2. Need of Educational Guidance

   6.3. Role of Guidance in Schools

   6.4. Forms of Guidance

   6.5. Importance of Counseling in Schools

   6.6. Methods of Counseling

Recommended Books:

Aggarwal, J.C. (1998). *Theory and principles of education: Philosophical & sociological bases of education.* New Delhi: Kanishka Publishers.

Bigge, M.L. and Hunt, M.P. (1962). *Psychological foundations of education*. NY: Harper and Row Publishers.

Chandra, S.S. (2002). *Philosophy of education*. New Delhi: ATLANTIC.

Kneller, G.F. (1971). *Introduction to the philosophy of education*. London: John Wiley & Sons, Inc.

McNergney, R. Space F., and Herbert, I. M. (1998). *Foundation of education*. Boston: Allyn and Bacon.

Semel,S.F.(2010) *Foundations of Education*: the Essentials text.USA:Routledge

Shami,P.A.(2011).Introduction to education.Urdu Print.

Communication Skills in English

Course Code: EDU-502.   **Credit Hours:** 03

Introduction:

Communication skills are extremely important for teachers because all teaching is after all is communicating knowledge skills and attitudes affectivity. Similarly language plays a pivotal role in improving ones communication skills. Hence a teacher must have mastery over various aspects of language and well developed communication skills for better teaching. At present, the medium of instruction in most of the disciplines is English at higher education level. So fluency in speaking, creativity and innovation in writing, efficiency in listening and fluency and efficiency in reading skills are well-appreciated and demanded from individuals. In order to improve these four communication skills of (reading, writing, listing & speaking) of our prospective teachers and teacher educators .we have designed this course to fulfill these requirements. In addition to discussing numerous basic concepts, our major focus is to develop the oral and written expression as well as presentation skills of students. They will be introduced with a variety of methods, techniques and approaches to polish their communication skills. They must have fluency and flexibility in their thought, reasoning and logic in their argumentation and clarity and brevity in their expressions / explanations.

Objectives:

After studying this course the students will be able to:

➢ Read different academic & non-academic materials fluently & efficiently.

➢ Write clearly and effectively in the discourse of the discipline

➢ Use these skills for meaningful communication

➢ Listen with maximum comprehension

Course Outline

Part - I

1. **Introduction:**

    1.1. Communication :Meaning , nature , process & importance

    1.2. Communication Skills : Need & importance

2. **Communication Skills for Teaching**

    2.1. Basic concepts

    2.2. Basic communication skills for teachers

    2.3. Constructive assertiveness :

        2.3.1. Stating the problems or concern

        2.3.2. Body language and gestures

        2.3.3. Obtaining appropriate behavior

    2.4. Empathic responding

        2.4.1. Listening skills

        2.4.2. Processing skills

    2.5. Problem solving skills

    2.6. Suggested activities

    2.6.1. Developing assertive skills

    2.6.2. Recognize listening responses

    2.6.3. Problem-solving exercises

3. **Functional English**

    3.1. Review of grammar

    3.2. Tenses and common errors in usage

Part-II

Communication Skills (Reading & Writing)

4. **Reading Skills:**

    4.1. Reading strategies

    4.2. Skimming, Scanning, Intensive reading

    4.3. Finding the main idea

    4.4. Reading large texts

    4.5. Concept making

    4.6. Making notes from written texts

    4.7. Using dictionary

5. **Writing Skills:**

    5.1. Grammar skills & mechanics of writing

    5.2. Sentence and parts of sentence

    5.3. Paragraph writing

    5.4. Essay writing

    5.5. Notes taking

    5.6. Letter writing

    5.7. CV writing and Job application

    5.8. Report writing

Part- III:

Communication Skills- II (Listening and Speaking)

6. **Listening Skills:**

    6.1. Listening to recognize basic speech sounds in English

    6.2. Listening of native and non-native discourses

    6.3. Real-life listening

    6.4. Using visual and aural environmental clues

    6.5. Intensive listening and Extensive listening

7. **Speaking Skills:**

    7.1. Pronunciation

    7.2. Stress and intonation patterns

    7.3. Real life dialogues

7.4. Role play

7.5. Presentation skills

7.6. Seminar skills

7.7. Group discussions

7.8. Interview techniques

Recommended Books:

Beconhouse Kindergarten.(1999). *A Teachers' collection of traditional verse Class7.Karachi:* Peramount Publishers.

Beconhouse K. (1999). *A teachers collection of traditional Verses*. Karachi: Paramount Publishers.

Brezina, Thomas .(1999) *A mystery for you and the tiger team , curse of the Pharaohs* London: Egmont Childern's books Ltd.

Elliot, L. S. (1994). *Contemporary vocabulary*. London: OUP

Foulds , D .(1993) . *Othello and quter stories from shakespears plays* Oxford: Oxford university press.

Gravin, Jamila .(2000) *The magic orange tree* London: Mammoth

Hughes, Ted. (1999) . *The Iron Gaint* New York: ICnop& Paperbacks

James ,healher . mamn , Robyn (2003) *Stepping Forward I* Singapore : SNP panpace.

James ,Healher . Mamn , Robyn (2003) *Stepping Forward 2* Singapore : SNP Panpace.

James ,Healher . Mamn , Robyn (2003) *Stepping forward 3* Singapore : SNP Panpace.

James ,Healher . Mamn , Robyn (2003) *Stepping forward 4* Normal (academic) Singapore : SNP Panpace.

Jordon, J.D. (1988). *Active listening*. Oxford: Oxford University Press.

McDonough, J. and Shaw, C. (1993). *Materials and methods in ELT.* Oxford: Blackwell.

Michael, W. (1997). *Study skills in English*. London: OUP

Educational Psychology

Course Code: EDU–503   **Credit Hours:**03

Introduction:

The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The course is intended to improve the reading, writing and communication skills of students. For this purpose various structured and unstructured activities will be designed and assigned to the students so that they can better develop their abilities and skills.

The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It will also provide them with the tools needed to be a better teacher, counselor and guide.

Objectives

After the successful completion of the course, the participants will be able to:

➢ Understand the need and importance of psychology in education

➢ Comprehend the scope, methodology and usefulness of educational psychology in effective teaching

➢ Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications

➢ Develop skills to understand and identify the individual differences among the students to improve their teaching by adopting appropriate strategies

➢ Adopt the measures to enhance the creative potentials of themselves as well as of their students

Course Outline

1. **Introduction**

   1.1. Meaning and nature of psychology

   1.2. Meaning and nature of educational psychology

   1.3. Educational psychology: Some basic problems to solve simultaneously

   1.4. Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology

   1.5. Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology

2. **Learning and Instruction**

   2.1. Educational psychology and teaching

   2.2. Objectives for learning

2.3. Mastery learning

2.4. Direct instruction

2.5. Expository learning &teaching

2.6. Constructivist & situated learning

2.7. Inquiry & problem –based learning

2.8. Group work & cooperation in learning

3. **Motivation: Theory and Practice**

   3.1. Concept of motivation.

   3.2. Theories of motivation.

   3.3. Strategies for motivation

4. **Creating Learning Environments**

   4.1. The ecology of classroom

   4.2. Creating a possible learning environment

   4.3. Maintaining a good learning environment

   4.4. Special programs for classroom management to create a better learning

   4.5. Environment

   4.6. The need for better communication

   4.7. Some guidelines

5. **Teaching for Learning (i.e. Effective Teaching)**

   5.1. Planning for effective teaching

   5.2. Teaching large & small groups effectively

   5.3. Characteristics of effective teachers

   5.4. Matching methods to goals

6. **Individual Differences / Variations**

   6.1. Nature, types causes and measurement of individual differences(Individual differences in intelligence , creativity , cognitive and learning styles& students with learning challenges or disorders)

   6.2. Handling with individual differences in the classroom

7. **Intelligence and Personality Theories**

   7.1. Intelligence: Meaning, nature and theories of intelligence

   7.2. Personality: Meaning, nature and theories of personality

8. **Applied Behavior Analysis**

   8.1. Antecedents and behavioral change

   8.2. Methods for encouraging behaviors

   8.3. Coping with undesirable behavior

   8.4. Self-regulation and cognitive behavior modification.

   8.5. Problems and issues

8.6. Evaluation of behavioral methods: Contribution & Criticism

9.   Complex cognitive processes

9.1. Thinking & understanding :Needs & importance

9.2. Concepts of problem solving :Nature, steps , strategies, factors

9.3. Teaching & learning about thinking

9.4. Teaching for transfer

Recommended Books:

Anderson, I.R. (1990). *Cognitive psychology and its implication*. New York: Freeman
        Publishing Company.

Dash, B.N. , Dash, N., and Rath, M.P. (2002). *A text book of educational psychology.* New
        Delhi: Dominant Publishers and Distributors.

Elliet, S. N., Krotchwill, T. R., Littlefield, J. & Travers, J. E. (1999). *Educational psychology.*
        Singapore: Brown and Benchmark Publishers.

Gage, N.L. (1991).*Educational psychology*. New Jersey: Houghton Mifflin Co.

Iqbal, M. Z., & Shahid, S. M. (2002). *Educational psychology & guidence*. Islamabad: AIOU.

Ormrod, J. E. (1998) *Educational psychology* (2d ed). New Jersey: Merril Company.

Rashid, M. (comp.) (2001). *Allied material of educational guidance and counseling*. Islamabad:
        AIOU.

Rothstein, P. R.(1990). *Educational psychology*. New York: McGraw- Hill Inc.

Santrock, J. W.(2004). *Educational psychology*. Boston: McGraw –Hill.

Sprinthall, N.A., and Sprinthall, R.C., and Oja, S.N. (1994). *Educational psychology: A
        developmental approach*. New York: McGraw Hill Inc.

Computer Applications in Education

Course Code: EDU– 507   **Credit Hours:**03

Introduction:

Computer is nowadays being used in almost all academic disciplines. It is the latest and most advanced technology of the present era. Education too is not an exception. Computer technology is being applied as a major AV- aid in instruction as well as planning. Moreover, numerous software have been developed that are used in research (for data analyses and data presentation) and teaching. This course is intended to introduce the students with recent developments and applications of computer technology in the field of education. It will enable the students to equip themselves with the use of modern technologies in the classroom. It also enables them to use these technologies in school management. Information technology plays a vital role in the development of every organization, whether, business organization or social organization like school. Information is becoming an intangible asset and organizations give importance to the tools, equipments and resources used for managing information. Knowledge of computer applications is helpful in this regard.

Objectives:

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

➢ Understand computer systems and information technology

➢ Differentiate among different work environments of computer systems

➢ Exhibit capabilities of using computer in education

➢ Develop and maintain database of an educational institute

➢ Design classroom presentations and plan their lessons

➢ Use internet, e-mail and intranet for educational purposes

➢ Equip themselves with computer skills according to the market demands

➢ Develop practical capabilities required in using computers

Course Outline

1. **Fundamentals of Computer**

    1.1. Introduction to computer system and data processing

    1.2. Types of computer

    1.3. Classification of computer

    1.4. Hardware configuration

    1.5. Central processing unit

    1.6. Computer software

    1.7. Uses of computer in education

2. **Disk Operating System**

    2.1. Definition of disk operating system.

    2.2. Features of DOS

    2.3. What is a file? And how to create, save, edit and reopen a file.

2.4. Types of commands in MS-DOS.

2.5. Some important commands: CD, MD, RD, CLS, COPY, XCOPY, DATE, TIME, DEL, DIR, DOSKEY, AUTOEXEC.BAT & CONFIG.SYS files FORMAT, LABEL, PATH, UNDEL, REN, SYS, VER, TREE,

3. **Windows operating system**

3.1. Introduction to graphical user interface

3.2. Features of windows

3.3. Desktop: Icons for my computer, explorer, recycle bin

3.4. Working in windows

3.5. Managing files: Moving and copying file , creating new files and folders

3.6. Using explorer: Collapsing / expanding levels to view folders and files; properties of files and folders

3.7. creating a folder, finding a file with various options

3.8. System tools, calculator, address book, paint, word pad etc.

4. **Word Processor**

4.1. Typing and formatting of any document e.g. notes, applications, and letters.

4.2. Formatting of articles, term papers and theses(according to APA style)

4.3. Mail merge E-mail.

4.4. Address book management.

5. **Spread sheet**

5.1. Entering and maintaining data in worksheets.

5.2. Formula entry and data analysis.

5.3. Graphical presentation of data

5.4. Preparing and presenting students reports

6. **Designing Presentations**

6.1. Audio and video effects

6.2. Advance features

7. **Data Base Management**

7.1. Other data base management programs e.g. Oracle, Internet data bases etc.

7.2. Introduction to MS- Access

7.3. Developing data base in Access

8. **Scheduling and Maintaining Personal Information**

8.1. MS-Outlook Express

8.2. Address book

8.3. E-Mail

8.4. Diary

8.5. Scheduling class room activities

9. **Computer in Education**

   9.1. Using different types of programs for delivering lessons in classrooms

   9.2. Lesson planning by using Roblyer's data base of strategies and lesson plans

   9.3. Management of student related information

   9.4. Preparing result cards and reports

10. **Searching for Information**

    10.1. Introduction to internet

    10.2. Searching and browsing

    10.3. Downloading and uploading information

Note: Teacher will provide required material

Recommended Books:

Baver, D.G. (1997). *Educators internet funding guide, class room connections.* Delhi: Prentice -Hall of India.

Black, U. (1999). *Advanced internet technologies*. New Jersey: Prentice Hall.

Roblyer , M.D.(1999). *Integrating techonology across the curriculm: A data base of strategies and lesson plans.* NJ: Merril an imprint of prentice-Hall.

Etheridge, D. (2007). *Excel 2007: Top 100 Simplified tips & Tricks*. Canada: Wiley Publicing, Inc.

Frye, C.D. (2007) *Step by Step Microsoft Excel 2007.* Washington: Microsoft Press

Alexander, M. (2007). *Microsoft Access 2007 Data Analysis*. Canada Wiley Publishing inc.

Cox, J. & Preppernau, J. (2007). *Step by Step Microsoft Office Word 2007.* Washington : Microsoft Press

Cronam, J & Sandberg, B. (2007). *Microsoft office Access 2007, Quick Steps.* New York: Mc. Graw Hill

Andersen V. (2007). *Microsoft office Access 2007 Quick Steps*. The complete reference: New York: Mc Graw Hill

Wimpen, F. (2007). *Teach Yourself if Visually Microsoft office Access 2007* Canada: Wiley Publishing Inc.

Low e, D. (2011). *Networking All in one for Dummies 4th Edition* Canada: Willy Publishing, Inc.

Morrison, C. (2007). *Word 2007 Beyond The Manual*, New York, Springer

McFedries, P. (2007). *Teach Yourself Visually Computers*, 5th Edition Canada Wiley Publishing, Inc.

Khanna, R. (2008). *Basics of Computer Science*. New Delhi: New Age International Ltd. Publishers

Jelen, B. (2007) *Excel 2007 Microsoft Made Easy*. US Holy Macro Books

Roblyer , M.D.(1999). *Integrating technology across the curriculum: A data base of strategies and lesson plans.* NJ: Merril Prentice-Hall.

Shelly, G.B & Vermaat, M.E. (2010). *Discovering Computers 2010: Living in Digital World , Fundamental 6th* Edition US: Cangage Learning ,inc.

Sinnah, P. K. (2000). *Fundamentals of computer*. New Delhi: Prentice -Hall of India.

Slack, S. X Zarala, M.I. (2009). *Power point 2007 Graphics & Animation Made Easy.* London McGraw Hill

Suherman .(2008) *Smart Presentation with Power Point 2007* Jakarta: PT Dian Digtal Media). *Microsoft Power point 2007, to 100 simplified Tips & Tricks.* Canada Willey Publishing, Inc.

Bucki, LA. (2007). *Teach Yourself Visually Microsoft Power Point 2007,* Candada: Willey Publishing, Inc.

Education in Pakistan

Course Code: EDU– 605   **Credit Hours:** 03

Introduction:

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

Learning Outcomes:

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

> Understand schooling structure at different levels in Pakistan
> Decipher the nature and purpose of education in the pre and post independence period
> Delineate the historic roots and subsequent development of pre service teacher education in Pakistan
> Evaluate education in Pakistan in the light of current educational policy
> Critically analyze educational development at different levels of education i.e. pre primary education, primary education, secondary education.
> Evaluate the issues and challenges in higher education.

Course Outline

1. **Structure of Education**
   1.1. Preschool education
   1.2. Elementary education
   1.3. Secondary education
   1.4. Higher secondary Education
   1.5. Tertiary education
   1.6. Religious education
   1.7. Technical and vocational education
2. **Administration of Education and Decentralization**
   2.1. Federal, Provincial and District
3. **Management**
   3.1. Curriculum wing
   3.2. Ministry of education
   3.3. Provincial curriculum bureaus
   3.4. Text book boards
   3.5. Staff development centers
   3.6. Examinations (BISE,board of technical education)

3.7. Schools management committees

3.8. Models of Curriculum in Pakistan

4. **Education in Pakistan :Pre and Post Independence**

   4.1. Pre-independence

   4.2. Post independence

   4.3. National Education Policies

5. **Policy Formulation in Pakistan**

   5.1. Major objectives and progress of education with reference to current national education policy

6. **Technical and Vocational Education in Pakistan**

   6.1. Status

   6.2. Key issues and Challenges

7. **Pre-Service Teacher Education in Pakistan**

   7.1. Policy perspectives from 1947 to recent

   7.2. Teacher training institutions and programs

   7.3. New trends in teacher education in Pakistan

   7.4. Major issues and challenges

8. **Statistical Overview of Education in Pakistan**

   8.1. Primary

   8.2. Secondary

   8.3. Tertiary

   8.4. Gender Parity

   8.5. Quality and expenditures

9. **Major issues and Challenges**

   9.1. Globalization

   9.2. Low enrollments and dropouts

   9.3. Illiteracy

   9.4. Female Education

   9.5. Physical Conditions of Social Educational Institutions

   9.6. Quality of Education

   9.7. Investment of Education

Recommended Books:

Al-Naqib-Attas, Syed Muhammad (1979). *Aims and Objectives of Education*, Jeddah: King Abdul Aziz Univeristy

Iqbal, Muhammd (1999).*The reconstruction of religious thought in Islam*, Lahore: Sheikh Muhammd Ashraf

John, S. Brubacher (1987). *Modern Philosophies of Education*, New Delhi: McGraw hill

Mansoor, A.Qureshi (1983). *Some aspects of Muslim Education*, Lahore: Universal books

Shami, P. A. (2011) *Education in Pakistan*. Urdu Print.

Sociology of Education

Course Code: EDU-607   **Credit Hours:** 03

Learning Outcomes:

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

Course Outline

1. **Society , Community and Culture**
    1.1. Definition
    1.2. Individual status and his/her role in the society
    1.3. societal interaction
    1.4. cultural diversity
    1.5. cultural and cultural elements of Pakistani community
    1.6. role of education in strengthening Pakistan
2. **Group and Group Dynamics**
    2.1. Meaning OF A Group
    2.2. Group dynamics
    2.3. Types of Social Groups
    2.4. Individual Behavior and group behavior
    2.5. Role of School teacher in molding individual and group behavior
3. **Socialization**
    3.1. Meaning and aims of socialization
    3.2. Agencies of socialization
    3.3. Stages of social development
    3.4. Role of school in socialization
    3.5. Teachers as role model, participating in community and health activities
4. **Social Institutions**
    4.1. Definition
    4.2. Types of social institutions
    4.3. The family
    4.4. Economic institutions
    4.5. Religious institutions
    4.6. Educational institutions
    4.7. Play and recreational institutions
5. **School and Community**
    5.1. Relationship between school and community
    5.2. Effects of school on community
    5.3. Effects of community on schools

5.4. A critical analyses of effective role of schools and teachers in Pakistani community
6. **Social Control**
    6.1. Definition
    6.2. Social deviation, peace, harmony and tolerance
    6.3. Methods of social control
    6.4. Role of community, school and teacher in peace development, harmony and tolerance
7. **Teacher, School and Students**
    7.1. Are teachers born or made
    7.2. Effective and reflective teaching
    7.3. creative and critical teaching
    7.4. teacher effectiveness
    7.5. Academic Learning Time(ALT)
    7.6. Class room Management
    7.7. Co-Curricular activities
    7.8. Reflection or productive feed back
8. **Technological Change**
    8.1. Technological change and its impact
    8.2. Sources/forces of technological change
    8.3. Technology and Jobs
    8.4. Technology and Ethical Values
    8.5. Utilitarian view of technology

Recommended Books:

Alias, N. (2009). *Educational Sociology and Philosophy*. Malaysia: Open university of Malaysia.

Anwar, Alam (2003). *Principle of Sociology*. Saif Printing Press, Peshawar,
Chandra, S. S & Sharma, R. K. (2004). Sociology of Education. India: Atlantic Publishers and Distributor New Delhi.

Chandra, S.S. (2002). *Sociology of education*. New Delhi: ATLANTIC.
Chaudhry, M.I. (2008). *A Textbook of General Sociology*. Pakistan: Aziz Publishers Lahore.

Hallinian, M.T. (2006). *Handbook of the Sociology of Education*. USA: Springer.

Iqbal, Chaudhry, M. (2000). *Sociology*, Aziz publishers, Lahore; Urdu BAzar
Mannheim, K. (2001). *Education and Society.* UK: Routledge London

Sharma, Y.K. (2008). *Foundations in Sociology of Education*. India: Kanishka Publishers Distributors New Delhi

Educational Assessment and Evaluation

Course Code: EDU- 505   **Credit Hours:** 03

Introduction:

Assessment plays a vital role promoting educational activities. Same is the case with educational measurement and evaluation of students' achievement and progress. It is an essential part of teaching learning process and without it all educational process is meaningless. It is because without doing this we cannot judge the degree or extent to which we have been successful in teaching learning process. This course is intended to introduce students with various techniques, instruments, and approaches to measure and evaluate students' achievement in classroom.

Objectives:

After studying this course the students will be able to:

➢ Comprehend and apply various tools and techniques of measuring student's progress.

➢ Understand the importance of educational assessment and action research in educational decision making

➢ Construct and analyze various types of test items.

➢ Construct and validate various types of classroom tests in accordance with the course objectives and nature of content for different school subjects

➢ Understand and apply different statistical techniques to interpret student's scores in different fields.

➢ Report the students' results, scores or grades according to principles of measurement and evaluation in education

➢ Understand and elaborate main characteristics of a good test.

Course Outline

1. **Introduction**

    1.1. Understanding of basic concepts : Testing, measurement, assessment, evaluation and accountability etc

    1.2. Role of assessment in teaching and learning process

    1.3. Types of assessment procedures

    1.4. General principles of assessment

    1.5. Assessment and instructional process

2. **Instructional objectives**

    2.1. Criterion for selecting appropriate objectives

    2.2. Stating educational objectives :Various methods & approaches

    2.3. Taxonomies of educational objectives and their use in assessment

3. **Planning and Developing Classroom Tests and assessment**

    3.1. The purpose of class room testing

    3.2. Development of table of specification

    3.3. Selecting appropriate test items

Recommended Books:

Arends, R. I. (2004). *Learning to teach.* Boston: McGraw Hill

Broich , G. and Kubiszun , T. (2003).*Education Testing & Mesurement* Snigapore : John Wiley and Sons .

Dann, R. (2002). *Promoting assessment in learning --- Improving the learning process.* London: Routledge.

Dash , B.N.(2000) *Educational Measurement Statistics & Guidance Services*. New Dehli : Dominant Publishers

Linn, R.L. and Gronlund , N.E.(1995). *Measurement and assessment in teaching* (7th ed.).New Jersey: Merrill an Imprint of prentice- Hall.

Managal , S.K. (2002) *Statistics in Psychology & Education*. New Delhi :Prentice Hall of India

Teaching Strategies and Educational Technology

Course Code: EDU- 506.   **Credit Hours:** 04

Introduction:

Technology is the application of scientific knowledge for the welfare of humanity. If we use this scientific knowledge for the welfare of students and teachers (for better teaching and learning purposes) it becomes educational technology. Many new technologies have emerged with the passage of time. Each technology brings new challenges and opportunities. Sometimes they revolutionize the world e.g. as computer technology has revolutionized the 20th & 21st centuries.

Objectives:

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

- ➢ Understand the applications of different technologies in teaching learning process
- ➢ Evaluate the role and importance of technologies in teaching- learning process
- ➢ Select a suitable technology for transmitting information relevant to a particular topic of a particular subject
- ➢ Plan lessons identifying appropriate technologies and methods to deliver those lessons effectively
- ➢ Understand and apply of different methods and techniques of teaching
- ➢ Develop and exhibit better pedagogical skills (teaching skills)
- ➢ Comprehend recent trends, problems and issues in the use of modern technologies and teaching methods in our local context

Course Outline
Part- I

1. **Teaching**

    1.1. Concept of teaching : Structure and features

    1.2. Professionalism in teaching

    1.3. Teaching as an art or science

    1.4. Teaching competence

    1.5. Effective teaching or effective teacher

2. **Methods and Techniques of Teaching**

    2.1. Introduction: What are the methods, approaches and techniques of teaching?

    2.2. Lecture method and Expository teaching method

    2.3. Discussion method

    2.4. Demonstration method

    2.5. Micro-teaching method

    2.6. Programmed instruction

    2.7. Role play method, Simulations and games

    2.8. Discovery and inquiry methods

    2.9. Team teaching method

2.10. Project method, Activity and play way method

2.11. Problem solving method

2.12. Advance organizer

2.13. Brain Storming

2.14. Super Learning

3. **Lesson Planning as a Teaching Tool**

3.1. Meaning and importance of lesson planning

3.2. Types of lesson planning

3.3. Approaches to lesson planning

3.4. Elements of lesson planning,

3.5. Different Formats of Lesson Plans

3.6. Using lesson plan in teaching (Herbartian approach, John Dewey and Kilpatrick approach,)

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Part- II (Educational Technology)

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4. **Introduction**

4.1. Meaning and definition of educational technology

4.2. Origin of educational technology

4.3. History of educational technology

4.4. Types of educational technology

4.5. Components of educational technology

4.6. Classification Of AV-aids

4.7. Merits and demerits of educational technology in the field of education

5. **Types of Educational Technologies, Media and Their Uses in Learning Process**

5.1. Introduction: Basic concepts

5.2. Radio, Tape-Recorder,

5.3. Television and video, Educational telecasting

5.4. Videotext and electronic mail

5.5. Interactive video

5.6. Projectors: types and uses

5.7. Computer, Internet and intranet

5.8. Multimedia

5.9. Language laboratories

5.10. Models and modeling

5.11. Board work: Bulletin and flallen boards

5.12. Use of locally available low cost material of educational technology'

5.13. Use of Mass Media in Education.

6. **Current types of the educational technology systems and their application**

   6.1. Computer-based educational technology

   6.2. Interactive video and Teleconferencing

   6.3. Personal digital assistants (PDAs)

7. **Integrating Technology into the Curriculum and Instruction**

   7.1. Technology in science and mathematics instruction

   7.2. Technology in social science instruction

   7.3. Technology in language arts and foreign language instruction

   7.4. Issues and trends related to technology use in instruction

Recommended Books:

Borich , G. D.(1996). *Effective teaching methods*. New York: Practice- Hall.

Ellington, H. and Race, P. (1994). *Producing teaching materials: A handbook for teachers and trainers.* London: Kogan Page.

Feden, P. D. and Vogel, R. M. (2003). *Methods of teaching*. Boston: Mc-Graw Hill.

Joyce, B., Weil, M.& Calhoun, E . (2000). *Models of teaching*.(6th ed.).Boston: Allyn and Bacon.

Mohanty, S.B. (1995). *Improving university and college teaching*. New York: P.H. Publishing corporation.

Muyskens, I. A. (Ed) (1998). *New ways of learning and teaching: Focus on technology and foreign language education.* Boston: Heinle and Heinle Publishers.

Norton, P. & Sprague, D. (2001) *Technology for teaching* Boston Allyn & Bacon.

Rashid, M. (Ed.). (2001). *Allied material on teaching strategies.* Islamabad: AIOU.

Roblyer, M. D., Edwards, J., and Havriluk, M. A. (1997). *Integrating educational technology into teaching.* Columbus: Prentice -Hall

Sharma, A. (1999). *Modern educational technology*. New Delhi: Commonwealth Publishers.

Research Methods in Education

Course Code: EDU-606   **Credit Hours:** 03

Introduction:
This course is designed for MA Education candidates to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of different research work and relate it to their own context. The units provides students with the opportunity to engage with the research literature and to establish how different researchers techniques help improve the overall classroom situation

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

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

Course Outline

1. **The Nature of Educational Research**
   1.1. Definitions of Educational Research
   1.2. Scope and importance
   1.3. Scientific method
   1.4. Research problem and topic
   1.5. Characteristics of research problem

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

3. **Hypotheses and Research Questions**
   3.1. Hypothesis and Types of hypotheses
   3.2. Testing the Hypothesis
   3.3. Objectives and hypotheses
   3.4. Research questions

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

5. **Types of Educational Research**
    5.1. Types of Research: Qualitative and quantitative
    5.2. Descriptive Research
    5.3. Correlation Research
    5.4. Experimental Research
    5.5. Historical Research
    5.6. Action Research
6. **Literature Review**
    6.1. Need and Importance
    6.2. Primary sources
    6.3. Secondary sources
7. **Methodology**
    7.1. Population
    7.2. Sampling and its Types
    7.3. Instrument
    7.4. Data collection procedure
8. **Data Analysis**
    8.1. Descriptive
    8.2. Inferential
9. **Research Proposal**
10. **Report Writing**
    10.1.   Writing formats & Presentation

    10.2.   Referencing

Recommended Books:

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

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

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

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

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

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

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

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

Curriculum Development

Course Code : EDU- 601   **Credit Hours:** 03

Introduction:

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

Objectives:

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

➢ Understand basic concepts of curriculum and instruction

➢ Comprehend and evaluate the process of curriculum development and change in general and in Pakistani context in particular

➢ Review and evaluate the curriculum reforms that have taken place in Pakistan so far

➢ Understand and evaluate the basic principles, models and approaches to the curriculum organization and design

➢ Review and understand the critical issues, problems and trends in curriculum development and instruction

➢ Describe the process of curriculum evaluation both in national and international context

➢ Evaluate the quality and worth of our local text books, curricula and syllabi

Course Outline

1. **Introduction:**

    1.1. Elements of curriculum: Objectives, content, teaching methods and evaluation

    1.2. Basic components of curriculum and instruction, and their inter-relationship

    1.3. Role of school leaders and teachers in curriculum development

2. **Foundations of Curriculum:**

    2.1. Philosophical foundations

    2.2. Historical foundations

    2.3. Psychological foundations

    2.4. Socio-cultural foundations

    2.5. Economic foundations

3. **Curriculum Goals, Aims and Objective:**

    3.1. Taxonomies of educational objectives

    3.2. Cognitive domain

    3.3. Affective domain

3.4. Psychomotor domain

4. **Curriculum Theory and Practice: Various models:**

   4.1. Objective Model

   4.2. Contents model

   4.3. Process model

   4.4. Integration vs. differentiated curriculum

   4.5. Teacher vs. student centered curriculum

   4.6. Top down vs. bottom up curriculum

5. **Curriculum Development Process**

   5.1. Curriculum development: Basic concepts

   5.2. Steps in Curriculum development process

   5.3. Procedures of curriculum development: Judgmental, experimental, analytical and consensual

   5.4. Curriculum change and innovation

   5.5. Curriculum development process in Pakistan

6. **Curriculum Reforms in Pakistan**

   6.1. Curriculum reforms in the light of national educational policies

   6.2. Issues of curriculum change

7. **Curriculum Evaluation**

   7.1. Definition, components, and kinds of evaluation, (Summative, formative, diagnostic etc.)

   7.2. Traditional and progressive notions of curriculum monitoring and evaluation

   7.3. Role of evaluation in curriculum improvement

   7.4. Process and practices of curriculum evaluation

   7.5. Curriculum evaluation in Pakistan and its implications

   7.6. Contemporary issues of curriculum evaluation

Recommended Books:

Kelly, A.V. (1999). *The Curriculum: Theory and practice*. London: Paul Chapman

Oliva, P.F. (1997). *Developing the curriculum*. (4th ed.). New Yark: Longman.

Rashid, M. (2000). *Allied material of curriculum development and instruction.* Islamabad: AIOU.

Sharma, R. C. (2002). *Modern methods of curriculum organization*. New Delhi: Commonwealth.

Taba, Hilda (1962). *Curriculum development; theory and practice*. Harcourt, Brace & World

Thijs, Annette and Akker, Jan van den (2009). *Curriculum in development* Netherlands Institute for Curriculum Development (SLO), Enschede, the Netherlands

Limon E. Kattington, (2010). *Handbook of Curriculum Development.* http://www.pdfbook.co.ke

Educational Planning & Management

Course Code: EDU-602   **Credit Hours:** 03

Introduction:

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

Objectives:

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

➢ Understand and differentiate the terms administration, supervision, organization and management.

➢ Apply different tools and techniques of administering and supervising

➢ Understand and perform various functions of management

➢ Review and evaluate the specific organizational conditions

➢ Understand, characterize and exercise effective leadership traits and behaviors

➢ Perform effectively and efficiently as a head teacher or headmaster/ headmistress

➢ Understand and analyze the behavior of employees in the light of various theoretical perspectives of education administration

➢ Manage the human and material resources of an organization efficiently & effectively

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

1. **Introduction**

    1.1. Difference between administration, supervision & management

    1.2. Educational administration and school administration

    1.3. Nature, aims, objectives and principles of school Administration

    1.4. Definitions of Planning and Management

    1.5. Difference between leadership and management

2. **Supervision and Inspection**

    2.1. Concept of supervision

    2.2. Need, importance and aims of supervision and inspection.

    2.3. Types of supervision

    2.4. Techniques of supervision

    2.5. Factors affecting educational supervision

3. **Nature and Scope of Educational Management**

   3.1. Concept of management

   3.2. Historical background of management

   3.3. Evolution of management thought in education

4. **Process of Management**

   4.1. Planning

   4.2. Organizing

   4.3. Leading

   4.4. Communicating

   4.5. Controlling

   4.6. Budgeting

5. **Decision Making.**

   5.1. Meaning& importance

   5.2. The decision making process

   5.3. Types of decisions and decision-making problems

   5.4. Programmed and non-programmed decisions; group and individual decisions

6. **The School Discipline.**

   6.1. Definition, purpose and types of school discipline

   6.2. Three stages of discipline

   6.3. Factors affecting school discipline

7. **Rules and Regulations**
   7.1. Rules regarding appointment, leaves, pay and allowances.
   7.2. Efficiency & Discipline rules
   7.3. Terms of reference of various personals in the school
   7.4. Code of ethics

8. **Key Issues in Educational Management**

   8.1. Pre-service and in-service training

   8.2. Punishment and reward system

   8.3. Management of school time-table

   8.4. Management of school library

   8.5. Efficiency and effectiveness

   8.6. Productivity vs human relations

   8.7. Training vs development

   8.8. Co-curricular activities

9. **Records in Educational Institutions**

   9.1. Attendance register

   9.2. Leave register

   9.3. Stock register

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

9.5. Personal files of teachers and other staff

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

Recommended Books:

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

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

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

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

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

Child Development and Learning

Course Code: EDU-603   **Credit Hours:** 03

Introduction:

Although certain concepts of child development can be traced back many centuries yet the systematic and scientific study of the child development is about a hundred and few years old, starting in the last quarter of the nineteenth century. Today the child development has emerged as a separate discipline because of its peculiar body of knowledge, well-defined methodology and sufficient number of experts (professionals). Currently child development is being taught as a core course in many programs like psychology, education, medical sciences etc. in many foreign universities. However, the introduction of child development as a separate course in the program of M.A. Education in Pakistan is rather an innovation because previously it has been taught as a part of educational psychology. Although its importance is now being felt in many teacher education institutions in Pakistan. This course of child development in M.A. Education, University of Sargodha is intended to meet the following broad goals.

Objectives: -

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

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

Course Outline

1. **Introduction.**

    1.1. Difference between growth and development

    1.2. Some critical issues in the study of child development: Controversies

    1.3. Historical roots of the child development

    1.4. A framework for studying child development: Major domains and processes of development

    1.5. Developmental stages and benchmarks of the stages of child development

2. **Understanding Development: A Brief Review of Developmental Theories**

    2.1. Classification of developmental theories

    2.2. Major Biology-based theories of child development

    2.3. Major psychoanalytical theories of development

    2.4. Freud's theory and stages of development

2.5. Eriksson's psychosocial theory

2.6. Kohlberg moral development theory

3. **Emotional development:**

   3.1. Development of emotions, nature, characteristics

   3.2. Some basic Emotions

   3.3. Emotional development: infancy to adolescence

   3.4. Causes of emotional disturbances

   3.5. Role of school and family in treating emotional disturbances

4. **Social Development**

   4.1. Self-concept during early adolescence

   4.2. Self-esteem and its development

   4.3. Influence of parents' behaviour on young children's development: Parenting styles

   4.4. Role of family in Social development

5. **Physical Development**

   5.1. Physical development at Infancy

   5.2. Physical development at Childhood

   5.3. Physical development at Adolescence

6. **Moral Development**

   6.1. Piaget and Kohlberg's theories.

   6.2. Culture and morality : Impact Of culture on morality

   6.3. Activities and applications related to children

   6.4. Benchmarks in moral development

7. **Introduction to Learning**.

   7.1. Significance & scope

   7.2. The views of classical thinkers about learning Plato, Aristotle, Descartes, Thomas Hobbes, John Locke, Berkley, David Hume, Immanuel Kant, John S. Mill.

8. **Modern Classification of Learning Theories.**

   8.1. Various categorizations or classifications of learning theories

   8.2. Different paradigms of learning theories

   8.2.1. Predominantly functionalistic paradigm

   8.2.2. Predominantly associationistic paradigm

   8.2.3. Predominantly cognitive paradigm

   8.2.4. Predominantly physiological paradigm

   8.3. Eclectic learning theory / eclectic approach to learning

   8.4. Contemporary directions for learning theories.

9. **Theories of Learning**

   9.1. Thorndike's Connectionism

   9.2. B.F. Skinner's Operant Conditioning

   9.3. I.P. Pavlov's Classical Conditioning

   9.4. Vygotsky's social learning theory

   9.5. Jean Piaget's Cognitive Learning Theory

Recommended Books:

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

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

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

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

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

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

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

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

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

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

Comparative Education

Course Code: EDU-604   **Credit Hours:** 03

Objectives:

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

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

Course Outline

1. **Introduction to Comparative Education**
   1.1. Concept of comparative education, meaning, need and scope
   1.2. Purpose of comparative education
   1.3. Methods & Comparative Education
2. **Elements of Comparative Education (Both qualitative and quantitative dimensions)**
   2.1. Objectives
   2.2. Curricula
   2.3. Teaching methodology
   2.4. Assessment and evaluation (student achievement, examination system)
   2.5. Facilities
   2.6. Educational structure
   2.7. Administrative and financial set up
   2.8. Teacher education
3. **Comparative View of Systems of Education in Pakistan**
   3.1. Private and Public
   3.2. Madrassah and formal education
   3.3. Formal vs. Distance and non-formal education
4. **Comparative Education in Developed Countries**
   4.1. USA
   4.2. UK
   4.3. Japan
   4.4. Singapore
5. **Comparative Education in Developing Countries**
   5.1. India
   5.2. China
   5.3. Malaysia
   5.4. Pakistan
6. **Global Issues in Comparative Perspective (focusing developing countries)**
   6.1. Quality Education
   6.2. Education For All
   6.3. Recruitment of teachers at elementary and secondary levels
   6.4. Admission procedure at higher education level.

Recommended Books:

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

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

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

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

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

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

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

Institutional Improvement

Course Code: EDU -618   **Credit   Hours:**03

Learning outcomes:

By the end of the course student will be able to:
- ➢ understand the concept of change and school improvement
- ➢ Recognize that change can be a slow and complex process
- ➢ Identify the role of school leaders as change agents

Course Outline

1. **Concept and Process of Change**

    1.1. Understanding the change process

    1.2. Role of change facilitator

    1.3. Individual and organizational change

2. **Features of Effective School**

    2.1. Leadership

    2.2. Within school relationships

    2.3. School Community Relationships

    2.4. Proper utilization of Resources

    2.5. Students' Academic Performance

    2.6. Professional Commitment of Teacher

3. **Planning School Improvement**

    3.1. Needs Assessment

    3.2. Survey of Human Resources

    3.3. Survey of Material Resources

    3.4. Targets and Strategies

    3.5. Assignments and Tasks

    3.6. Coordination and Implementation of plan

    3.7. Supervising and Monitoring

4. **Leadership Development**

    4.1. Understanding Leadership in Schools

    4.2. Teacher as a Leader

    4.3. Shared Leadership

5. **School Culture**

    5.1. Understanding school culture

    5.2. School as a community of learners

Recommended Books

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

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

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

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

Seminars on Trends and Issues in Education

Course Code: EDU-619   **Credit Hours:** 03

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

Learning Outcomes
➢ At the end of this course, the students will be able to:

➢ argue on the positive and negative impact of the information explosion

➢ explore the gap between madrassah and mainstream education and identify appropriate government responses

➢ identify barriers to the achievement of universal literacy and how these may be removed at the local level

➢ discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences

➢ analyze the relationship between national curriculum structure and career opportunities

➢ consider how best environmental awareness can be enhanced through schools

➢ consider the consequence of the growing privatization of education

Course Outline

1. **Education as a Complex Enterprise**
   1.1. Diversity of aims and approaches in education.
   1.2. Variety of philosophical approaches to education.
   1.3. Education in different periods and societies
2. **Madrassah Education**
   2.1. Madrassah: origin, aims and objectives
   2.2. Role of madrassah in 21st century
   2.3. System of education in madrassah
   2.4. Madrassah reforms in Pakistan
3. **Universal Literacy**
   3.1. Literacy and individual rights
   3.2. Factors affecting program for universal literacy: medium of instruction
   3.3. Formal and Non formal education: Advantages and disadvantages
4. **Gender Disparity**
   4.1. Concept of gender equality
   4.2. Factors affecting the status and role of women
   4.3. Steps towards reducing gender disparity.

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

6. **Environmental Awareness**
   6.1. Types of pollution
   6.2. Causes of pollution
   6.3. Environmental education

7. **Privatization of Education**
   7.1. Government resources and multiple demands
   7.2. Need of private sector education
   7.3. Challenges of quality education

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

Recommended Books:

AIOU (2006) *Population Education Course MA EPM 584*, Islamabad: AIOU.

Haltak, J. (1990). *Investing in the Future, Setting Educational Priorities in the Developing World*, Paris, UNESCO. McGraw-Hill Kogakusha.

Ministry of Education, Curriculum Wing (2010), *13 Modules on Various Core Themes of Population Education*, Islamabad.

Modhukar Indira (2003). *Changing Demands of Technical and Vocational Education*, Annual Publication New Delhi.

Pakistan, Govt. (2003). *Education for All, Ministry of Education Curriculum Wing* Islamabad.

Rao, V. K. (2004). *Population Education* Efficient Printer, New Delhi.

Sylvester, C. (1994). *Feminist Theory and International Relation, in Post Modern Era*, Cambridge University Press.

UNESCO, Pakistan (2004). *Quality of education in Pakistan*, UNESCO Office, Islamabad.

Usmani, B. D. (2004). *Women Education in 21st Century* Annual publication, New Delhi.

W. H. O. (2005). *Emerging Issues in Water and Infections*, U.N.O. Publishers, Philadelphia.

Walt, S. (1992). *The Renaissance of Security Students*, New York. Colombi Press.

Teaching of English Language

Course Code: EDU- 509   **Credit Hours:** 04

Introduction:

The deteriorating standard and quality of education in general and at elementary & secondary level in particular are due to substandard and low quality of ELT. The major drawbacks of our students up to secondary level are their poor pronunciation, fluency, comprehension and creative writing. Moreover, their skills of reading, writing, speaking and listening are also deficient. The major reason for these deficiencies is our English teachers who are not well-trained only but are also non –professionals. And even if they are somewhat trained, their training is not up to the mark. Usually graduate teachers with B.Ed. are appointed as English teachers whose training lacks many things .Keeping in view all these limitations and demands of the 21st century education ,we have designed these courses of ELT to meet the challenges of new-millennium . One of these two courses deals with the methods techniques and approaches to ELT. It focuses mainly on the latest methods & techniques especially the modern softwares & simulations available in the market. The second course in this regard consists of the review of English content from class I--X and its effective teaching by applying various methods studied in the first course. Moreover, we have a special course of four credit hours to improve the communication skills of the students in the first semester entitled as "Communication Skills" in English.

Objectives:

On the successful completion of this course the student teachers will be able to:

➢ Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them

➢ Teach different units of the syllabi efficiently and effectively up to secondary level

➢ Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching

➢ Develop the four communication skills of reading ,writing ,listening & speaking effectively & efficiently

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

1. **Teaching Writing**

   1.1. Approaches to teaching writing at elementary & secondary level

   1.2. Simple sentence

   1.3. Complex sentence

   1.4. Paragraph writing

   1.5. Essay writing

   1.6. Report writing

   1.7. Creative writing

   1.8. Story writing

   1.9. Letter writing

   1.10. Application writing

2. **Teaching Reading**

   2.1. Approaches to teaching reading

   2.2. Loud reading

   2.3. Silent reading

   2.4. Reading strategies

   2.5. Scanning

   2.6. Skimming

   2.7. Dealing with comprehension question

   2.8. Reading poetry

   2.9. Reading prose

   2.10. Extensive reading

   2.11. Intensive reading

   2.12. Checking faulty reading: subvocalization, fingerpointing, regressions

3. **Teaching Speaking**

   3.1. Approaches to teaching speaking

   3.2. Teaching pronunciation

   3.3. Dialogues (simulation)

   3.4. Monologues (Presentations & paper reading)

   3.5. Discussions

   3.6. What is efficient and effective speaking?

4. **Teaching Listening**

   4.1. Approaches to teaching listening

   4.2. Listening words

   4.3. Listening utterances

   4.4. Using different clues for understanding

   4.5. What is efficient and effective listening?

5. **Teaching Vocabulary**

   5.1. Introducing new words and improving vocabulary

   5.2. Vocabulary through reading

   5.3. Guessing through contexts

   5.4. Spellings

6. **Teaching Grammar**

   6.1. What is grammar? Basic concepts

   6.2. Parts of speech

   6.3. Phrases

   6.4. Clauses

   6.5. Punctuation

6.6. Tenses

6.7. Change of voice

6.8. Change of narration

6.9. Common grammatical errors

7. **English Language Teaching**

7.1. Theoretical background to language teaching

7.2. Difference between first language, second language learning

7.3. Status of English in Pakistan

7.4. Why learn second language?

7.5. Theories of learning and their applications in language learning and teaching

8. **Methodologies**

8.1. The grammar translation method

8.2. The direct method

8.3. The audio-lingual method

8.4. The natural approach

8.5. The communicative language teaching

8.6. The eclectic approach

9. **Error Analysis**

9.1. What is error analysis?

9.2. Why do errors occur? (Causes or sources of errors)

    9.2.1. Types of errors:

        9.2.1.1. Interlingual errors (L I interference)

        9.2.1.2. Intralingual errors

9.3. The different stages of Error Analysis: Recognition, interpretation, reconstruction classification and explanation.

Recommended Books:

Nuttall, C. (1996). *Teaching reading skills in a foreign language.* London: Heinemann

Wallace, C. (1992). *Reading.* London: OUP

Rost, M. (1990). *Listening in language learning.* NY. Longman

Underwood, M. (1990). *Teaching listening.* NY: Longman

Donn, B. (1999). *Teaching writing skills.* NY: Longman

Donn, B. (2000). *Wall pictures for language practice: Teacher's handbook.* NY: Longman.

Hill, L.E. (1999). *Sounds and spelling.* Oxford: OUP

John, H. (1998). *Introduction to English language teaching.* NY: Longman.

Byrne, D. (1997). *Teaching oral English.* NY: Longman.Allen & Corder

Teaching of Social Studies

Course Code:EDU-510   **Credit Hours:** 04

Introduction:

Physical sciences deal with the study of physical objects (matter), their interaction, interdependence, and predictability etc. While the social sciences deal with the study of human behavior through naturalistic observation as well as in laboratorial settings. All social sciences aim at studying the interaction, interdependence of human beings and predictability of human behavior. Owing to the complexity of human nature and behavior, it is very difficult and almost impossible to predict it with 100% accuracy and objectivity. Numerous attempts, however, have been made to make social sciences more and more systematic and organized by applying scientific methodology.

The major purpose of teaching these courses is to develop mastery and command over the contents and competency of teaching the contents of social sciences from Class I to class X (in both public and private sectors) by using a variety of methods and techniques of teaching social studies at both elementary and secondary levels. Course -I is intended to deal with the former while course -II deals with the latter.

Objectives:

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

- ➢ Teach history and geography of the world and subcontinent
- ➢ Inculcate in their students the passion of patriotism through teaching the history of Pakistan Movement
- ➢ Understand different concepts of Islamic and Pakistan studies and teach them successfully at elementary and secondary level
- ➢ Understand and appreciate the basic concepts of Pakistan Studies
- ➢ Distinguish facts and infer from the events related to Pakistan Movement
- ➢ Develop and demonstrate the passion of patriotism and nation-hood.
- ➢ Know the causes of making Pakistan and importance of its existence
- ➢ Appreciate the role and sacrifices of the founder leaders of Pakistan movement
- ➢ Understand the concept of Social Studies
- ➢ Teach various concepts of Social Studies
- ➢ Identify various social problems and can appreciate their possible solutions
- ➢ Evaluate achievements of students in the field of Social Studies
- ➢ Develop among them love and respect for law, society, humanity.

Course Outline
Part I

1. **Introduction**

   1.1. The developmental tasks of elementary years.

   1.2. Educating children for a different society.

   1.3. Changing our vision: developing a national and a global sense of citizenship.

   1.4. Global connections: one aim of social studies curriculum.

1.5. Rationale for social studies global connections.

1.6. The child"s ability to learn about others snear and far.

2. **Scope and objectives of social studies**

   2.1. Social studies in search of definitions

   2.2. Goals of social studies education

   2.3. Characteristics of an effective social studies curriculum.

   2.4. Teaching social studies

   2.5. Objectives of teaching social studies in Pakistan

   2.6. Instruction of social studies in the light of National Curriculum Committee

   2.7. Important and repeated topics for Social Studies

3. **Problems in teaching Social Studies**

   3.1. Lack of trained teachers

   3.2. Problems of course books and instructional material

   3.3. Problems of resources and opportunities

   3.4. Social problems

   3.5. Civic education

   3.6. Economic problems

   3.7. Problems of local resources

   3.8. Political problems

   3.9. Educational problems

<div align="center">Part-II</div>

4. **History of Pakistan and Subcontinent**

   4.1. Mehmud Ghaznavi, The Ghauries and the Slave-king dynasty

   4.2. The Mughals

   4.3. Europeans come to India

   4.4. India 1782—1856

   4.5. The War of Independence (1857)

   4.6. The road to independence, 1900—1947

   4.7. Muhammad Ali Jinnah (The Quaid -e -Azam)

   4.8. Pakistan Today --- The road to prosperity

<div align="center">Part-III</div>

5. **Geography of Pakistan**

   5.1. Environment : Nature, types and components

   5.2. Population distribution in the world

   5.3. Components of the human environment : Agriculture , settlement and population

   5.4. Components of physical environment: Atmosphere , natural vegetation , landforms, rocks and water

5.5. Mountains and Plateaus

5.6. Review of the content of Geography and History for class 9th, 10th

5.7. Review of the content of Geography and History for Inter Level

Part IV

6. **Different teaching methods as given below will be demonstrated practically in the class room using appropriate content: e g.**

   6.1. Lecture method

   6.2. Project method

   6.3. Discussion method

   6.4. Activity method

   6.5. Problem solving

   6.6. Text book method

   6.7. Role playing

   6.8. Questioning- answering

   6.9. Illustration and Demonstration

   6.10.   Programmed Instructions

Recommended Books:

Aslam, M.M. and et al (2003). *Social Studies (From class I to 8).* London: PTB.

Ediger, M., & Rao, D.B. (2003). *Teaching social studies successfully.* New Delhi: Discovery Publishers.

Horsburgh , N.(2003). *New Oxford: Social studies for Pakistan.* Oxford: OUP (Book I to 5).

Kochhar, S. K. (2003). *The teaching of social studies.* New Delhi: Sterling Publishers.

Li, B. and Kim, T.S. (2003). *Modern certificate guides : certificate commerce.* (3rd ed.). Islamabad: Federal Publications.

Mass, P. (2003).*Oxford history for Pakistan.* (book ,I.II and III). Oxford: OUP.

Sit, V. (2002). *Integrated geography: Book -1, 2 and 3.* (2nd ed.) Hong Kong: Longman. Hong Kong Education.

Teaching of Mathematics

Course Code: EDU-511   **Credit Hours:** 04

Introduction:
This course will equip prospective teachers with knowledge and skills to teach math to grades I through VIII. They will become familiar with the math curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan math lessons and activities and practice teaching math with peers.

Objectives:

> ➢ At the end of the course, the prospective teachers will be able to:
> ➢ Describe the nature, history and development of mathematics at elementary level in Pakistan
> ➢ Acquire the skills and competencies required for the teaching of mathematics at elementary level
> ➢ Apply effectively the various methods of teaching mathematics
> ➢ Know and use techniques and strategies of teaching mathematics at elementary level
> ➢ Make and use teaching aids effectively

Course Outline

1. **Methods of Teaching Mathematics:**

   1.1. Inductive Method

   1.2. Deductive Method

   1.3. Analytic method

   1.4. Synthetic Method

   1.5. Heuristic Method

   1.6. Project Method

   1.7. Problem Solving Method

2. **Techniques of Teaching Mathematics**

   2.1. Oral work, written work, assigned work, project work

   2.2. Discussions/ Group work

   2.3. Drill and practice:Forms of classrooms organization (whole class, large group, small group, individual work)

3. **Teaching Aids and Mathematics Laboratory**

   3.1. Importance of teaching aids in mathematics teaching

   3.2. Some important modern teaching aids for mathematics including computer

   3.3. How to set up a mathematics laboratory in elementary school

   3.4. How to use teaching aids and mathematics laboratory

   3.5. Use of low cost /no cost materials (from classrooms and surrounding for

teaching of mathematics

3.6. Child centered Activities in mathematics (educational trips, preparation of materials)

4. **Measuring Achievements in Mathematics**

4.1. Preparation of different type of tests in mathematics

4.2. Using tests for diagnostic purpose

4.3. Interpreting test results

5. **Planning Mathematics Learning**

5.1. Importance of planning in teaching of mathematics.

5.2. Planning for the full course.

5.3. Scheme of work.

5.4. Lesson planning.

5.5. Qualities of good lesson plan.

5.6. Development of model lesson plans.

6. **Content**

6.1. Numeration Systems

6.2. Concept of Addition and Subtraction

6.3. Concept of Multiplication and divisions

6.4. Numbers Theory & Integers

6.5. Fractions

6.6. Set & Functions

6.7. Elementary Statistical Concepts and Information Handling:

6.8. Percentage, Ratio and Proportion

6.9. Algebraic Expressions

6.10.   Geometry and Trigonometry

Recommended Books:

Fauvel, John & Jeremy Gray (1990). *The History of Mathematics:* A Reader: London: Macmillan Press Ltd.

Greer, Brian and Gerry Mulhern, (1989). *New Directions in Mathematics Education.* New York: Routledge.

Lacombe, Antony. (1985) *Mathematical Learning Difficulties in the Secondary School:* Pupils" needs and Teacher"s Role. England: Milton Keynes,

Leon, Burton & Jaworski, Barbara (Editors) (1995).*Technology in Mathematics Teaching,*

Chartwell. Orton, Anthony Wain Geoffrey (Editors) (1994), *Issues in Teaching of Maths,* London: Cassell Villiers House.

Bennett–Jr., A.B. and Nelson. L.T. (2004). *Mathematics for elementary teachers: A conceptual approach . (6*th *).* Boston: McGrew-Hill, Inc.

Bennett-Jr, A.B and Nelson , L.T.(2004*).Mathematics for elementary teachers: A conceptual approach.* (Sixth ed.). Boston: McGraw-Hill

Bennett-Jr., A. B.and Nelson, L. T. (2004). *Mathematics for Elementary teachers: A Conceptual approach.* Boston: Mc Grew-Hill.

Lodhi, S.M. Sipea, G.S. et al (2003). *Mathematics -9.* Lahore: Punjab Text Board

Rabbani, M.I. (2003). *New millennium: Introduction to Pakistan studies* Lahore: Carvan Book House.

Saleemi, F. (2003). *Mathematics.* (from class 1 to 8). Lahore: P T B.

Thong, H.S. and Hong ,K.N.(2003). *New additional mathematics* (for O' level). Karachi: paramount publishing Enterprise.

Teaching of General Science

Course Code: EDU-512   **Credit hours:** 04

Introduction:

The study of General Science in Primary and Secondary school is linked to National prosperity and economic development. The course is designed for the effective interactive ways of teaching science. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, and theories to every day experience.

Objectives:
The course will enable learners to;

- ➢ Understand scientific concepts
- ➢ Differentiate between scientific products and scientific processes
- ➢ Understand the underlying principle of science education
- ➢ Apply appropriate methods and techniques for effective learning in Science

Course Outline

1. **Nature of Science**

    1.1. Definition of science

    1.2. Science as a process: Scientific Method

    1.3. Science as a product: Scientific Knowledge

2. **Aims / Objectives Teaching General Sciences**

    2.1. History of Science Education

    2.2. Aims / Objectives of teaching General Science at Elementary level

3. **Methods of Teaching General Science**

    3.1. Demonstration cum-lecture method

    3.2. Discovery method

    3.3. Project method

    3.4. Other innovative method

    3.5. Planning lessons

4. **Approaches of Teaching General Science**

    4.1. Teaching approach

      4.1.1. Problem solving

      4.1.2. Inquiry techniques

      4.1.3. Exploration

      4.1.4. Observation

      4.1.5. Experiment

    4.2. Teaching Strategies

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       4.2.1. Scope & purpose of practical activities

       4.2.2. Science laboratory

       4.2.3. Safety measure in laboratory

5. **Teaching Aids**

   5.1. Need & importance of teaching aids

   5.2. Types of teaching aids

   5.3. Principles of using teaching aids

   5.4. Using low cost teaching aids

6. **Characteristics of effective Science Teaching**

   6.1. Characteristics of lesson planning

   6.2. Characteristic qualities of science teache

   6.3. Effective questioning

7. **Evaluation**

   7.1. Designing a test

   7.2. Administering & scoring a test

   7.3. Interpreting test results

8. **Content**

   8.1. Matter and Forces

   8.2. Energy

   8.3. Heat and Light

   8.4. Structure of Cell

   8.5. Human Systems

   8.6. Metals And Non Metals

Recommended Books:

Lawson, Anton. E. (1995). "*Science teaching and development of thinking*". California: Wadsworth publishing company

Rehman Mehmooda (1999). *Teaching of science and mathematics*. Peshawar: Ijaz printer, Pakistan

Agha Khan University Examination Board (2002) *General Sceicne IX- X (based on National Curriculum 2002).* Karachi: AGKEB.

William Lewis Eikenberry (2008). *The teaching of general science,* The University of Chicago Press

Feden , P.D. and Vogal , R.M.(2003). *Methods of teaching: Applying cognitive science to promote students learning* . Boston: McGraw-Hill.

Hoong , T. L. Leng , H. P. (2003). *Lower Secondary Science 2* Singapore :SNP Panpac

Hoong , T. L. Leng,H. P. (2003). *Lower Secondary Science I* Singapore : SNP Panpac

Qureshi, N. A. et al (2002). *Science 3***.** Lahore: Punjab Text Book Board .

Qureshi, A. M. et al (2003). *General Science***.** Lahore: Punjab Text Book Board.

Saleemi, F. et al (2002 b). *Science 1*. Lahore: Punjab Text Book Board.

Saleemi, F. (2003 a). *Science 2.* Lahore: Punjab Text Book Board.

Saleemi, F. (2004). *Science 3.* Lahore: Punjab Text Book Board.

Saleemi, F. (2003 b). *Science 7.* Lahore: Punjab Text Book Board.

Saleemi, F.et al (2002 a). *Science 6.* Lahore: Punjab Text Book Board.

Teaching of Physics

Course Code: EDU-513   **Credit Hour:** 04

Introduction:

Physics is a very important natural science which deals, in a very broader sense, with the study of matter and energy as well as their interrelationship. It involves the study of simple electronics to the most complex nuclear reactions in modern physics. In this mechanical age, every machine from the simplest household appliances to super computer is based on principles of physics. It plays a vital role in the industrial as well as economic development and scientific advancement of a country. It is also a vital part of engineering science. Hence teaching of physics holds a pivotal position in science education.

However in spite of all this teaching of physics, like other sciences, is not up to the mark in our country. It involves the teaching of some of the most abstract and complex concepts of the science which require much advance and highly technical education and practical training of teachers. But unfortunately, in our country, teachers of physics are either untrained or superficially trained. They are mostly unaware of the principles of theory and practice of teaching of physics

They also don't know how to handle the preconceptions & misconceptions of the students and how to teach the concepts of physics correctly to the students. That's why most of the high school students have incorrect formulation of the basics concepts of physics containing many misconceptions.

Course Objectives:

After the successful completion of this course the student teachers will be able to:

➢ Understand and apply the theories, laws and principles of physics in their daily life.

➢ Teach the concepts, principles, theories and laws of physics up to secondary level.

➢ Evaluate and appraise the concepts and principles (theories and laws) of physics. Design and conduct experiments in the lab.

➢ Understanding and apply the laboratorial techniques of practical work in physics.

➢ Develop the helpful teaching materials e.g., charts concept maps models and for better and effective teaching of physics.

➢ Assign and handle the projects (practical work) of the students.

➢ Use and operate various types of apparatus and machines used in practicals, skillfully.

➢ Develop scientific attitude and scientific thinking in them.

Course Outline

The following topics will be discussed in the classroom using a variety of teaching methods & techniques:

1. **Physics Teaching**

    1.1. Scientific process / method : Its nature , steps ,stages and characteristics

    1.2. Scientific attitude , nature and importance

    1.3. Physics teaching in Islamic perspective

2. **Use of A.V-aids in teaching physics**

3. **Planning lessons**

4. **Developing required instructional & helping materials for teaching physics**

5. **Imparting instruction**

6. **Different methods used in the teaching of physics. (A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques):**

    6.1. Lecture method

    6.2. Expository method

    6.3. Laboratorial or practical method

    6.4. Demonstration

    6.5. Problem solving method

    6.6. Project method

    6.7. Discovery and inquiry method

Recommended Books:

Alsop, S . and Hicks , K. (2003). *Teaching science : A hand book for primary & secondary school teachers* **.** New Delhi: Kogan Page

Amos, S. and Boohan , R . (Eds.). (2002) *Teaching science in secondary school –A reader.* London: Routledge.

Ashman , K.M. and Baringer, P.S. (Eds.).(2001). *After the science wars.* London: Rouledge.

Back,I . and Earl .M.(Eds.). (2003). *Key issues in secondary education* .(2nd ed.) London ; Continuum.

Ediger, M. and Rao , D.B. (2003). *Teaching science in elementary schools.* New Delhi: Discovery Publishing House .

Rafique , M. et al (2003). *Physics X : part-I & II:* Lahore : Punjab Text Book Board .

Teaching of Chemistry

Course Code:EDU-514   **Credit Hours:** 04

Introduction:

Chemistry is one of the most organized and systematic natural sciences. It deals with the study of the structure, composition and properties of matter and changes which occur in matter and energy. Teaching of chemistry, usually referred to as chemical education, is considered generally a difficult subject because of a lot of abstractions involved. Numerous researchers' books and countless articles and journals are available on chemical education/teaching of chemistry. All these things have provided us with latest advancements in the fields of curriculum, technologies, techniques and methods of teaching (pedagogy). A chemistry teacher hence requires an in-depth knowledge on teaching of the chemistry and latest technologies and evaluative processes of chemical education. These courses are intended to introduce our prospective teachers with all these things mentioned above. They deal with the content of chemistry and its reaching at various levels in both theoretical and practical domains.

Objectives:

The Teaching of this course is intended to enable the students to:

> ➢ Understand and explain the concepts theories and laws of chemistry up to secondary level in public sector and O' level
> ➢ Develop scientific attitude and inquiry skills required for teaching chemistry
> ➢ Relate and apply various concepts, principles and laws of chemistry in their daily life.
> ➢ Teach the concepts, laws and principles of chemistry up to secondary level. Design, construct and use different glass tools and instruments required in experiments of chemistry.
> ➢ Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments.
> ➢ Design, construct and use different glass tools and instruments required in experiments of chemistry
> ➢ Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments
> ➢ Maintain & repair laboratorial equipment & apparatus
> ➢ Teach how to design and conduct chemistry experiments, in the lab
> ➢ Understand and apply the basic laboratorial techniques used in the Chemistry experiments
> ➢ Develop scientific thinking and attitude an inquiring among the students
> ➢ Operate and teach how to operate various types of machines and apparatus used in Chemistry experiments
> ➢ Teach how to develop chemistry models, charts, simulations and other helpful teaching materials

Course Outline

1. **Use of A.V-aids in teaching chemistry**
2. **Planning lessons**
3. **Different methods used in the teaching of chemistry(A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques):**

   3.1. Expository method

   3.2. Laboratorial or practical method

   3.3. Demonstration

   3.4. Problem solving method

   3.5. Project method

   3.6. Discovery and inquiry method
4. **Introduction to Chemistry: Basic concepts.**
5. **Elements and compounds**
6. **Chemical reactions and chemical equation**
7. **Atomic structure**
8. **Chemical bonding**
9. **States of matter**
10. **Solution and suspension**
11. **Hydrogen and water**
12. **Nitrogen and Oxygen**
13. **Sulpher and its compounds**
14. **Halogens**
15. **Organic Chemistry**
16. **Radioactivity**

Recommended Books

Alsop, S. and Hicks , K. (2003). *Teaching science: A hand book for primary & secondary school teachers.* New Delhi: Kogan Page

Amos, S. and Boohan , R . (Eds.). (2002). *Teaching science in secondary school –A reader.* London: Routledge.

Ashman , K.M. and Baringer, P.S. (Eds.).(2001). *After the science wars.* London: Rouledge.

Bahl, B.S. and Bahl , A. (2000). *A text book of organic chemistry.* New Delhi: S.Chand & Co .

Chughtai, N.A. et al (2003). *Chemistry 9 (part –I & II)* . Lahore : Punjab Text Book Board.

Ediger, M. and Rao , D.B. (2003). *Teaching science in elementary schools.* New Delhi: Discovery Publishing House .

Iqbal , M.Z.(2003).*Text Book of inorganic chemistry* . Lahore: Markazi Kutub Khana .

Teaching of Biology

Course Code: EDU-515   **Credit Hours:** 04

Introduction:

Biology is an important natural science it deals with the study of living organisms both plants and animals. The science which we teach at elementary level consists mainly of the biological concepts. Biology is taught separately at higher and higher secondary level. Hence, there is genuine a need of trained and well educated biology teachers who have an in-depth knowledge of content and expertise in applying the latest methods and techniques as well as instructional technologies available in the market. The basic purpose of these courses on teaching of biology is to enable prospective teachers to develop competency in the above mentioned fields in both theoretical and practical aspects.

Course Objectives:

 After studying this course the future teachers will be able to:

- ➢ Comprehend and appreciate the concepts, principles, theories and laws of biology
- ➢ Understand and apply the basic concepts & principles of biology in daily life
- ➢ Develop scientific thinking & scientific attitude in themselves and in their students bring out creativity through solving problems
- ➢ Analyzes the biological problems of mankind and propose solutions to them.
- ➢ Maintain & repair laboratorial equipment & apparatus
- ➢ Teach how to design and conduct Biological experiments, in the lab
- ➢ Understand and apply the basic laboratorial techniques used in the Biological experiments
- ➢ Develop scientific thinking and attitude among the science students.
- ➢ Operate and teach how to operate various types of machines and apparatus used in Biological experiments.
- ➢ Understand and apply the scientific method in daily life
- ➢ Understand and apply various methods and techniques for teaching concepts of Biology
- ➢ Develop scientific thinking and scientific attitude among their students

Course Outline

1. **Biology Teaching**

   1.1. Scientific process / method: Its nature, step, stages and characteristics

   1.2. Scientific attitude, nature and importance

2. **Use of A.V-aids in teaching Biology**

3. **Planning lessons**

4. **Developing required instructional & helping materials for teaching Biology**

5. **Imparting instruction**

6. **Different methods used in the teaching of Biology (A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques):**

   6.1. Expository method

   6.2. Laboratorial or practical method

   6.3. Problem solving method

   6.4. Project method

   6.5. Discovery and inquiry method

   6.6. Activity based

7. **Content**

   7.1. Cell: Unit of Life

   7.2. Classification

   7.3. Different Systems

   7.4. Transport in Living Organisms

   7.5. Reproduction

   7.6. Inheritance and Genes

   7.7. Evolution

   7.8. Environmental Biology

Recommended Books:

Alsop, S . and Hicks , K. (2003). *Teaching science: A hand book for primary & secondary school teachers.* New Delhi: Kogan Page

Amos, S. and Boohan , R . (Eds.). (2002) *Teaching science in secondary school –A reader.* London: Routledge.

Ashman , K.M. and Baringer, P.S. (Eds.).(2001). *After the science wars.* London: Rouledge.

Ediger, M. and Rao , D.B. (2003). *Teaching science in elementary schools.* New Delhi: Discovery Publishing House .

Malik , A .M. et al (Eds.). *Biology : for class 9th (par-I and II).* Lahore: Punjab Text Book Board.

Siddiqui, S.A. (Compiler). (2001). *Trends & issues in education.* Islamabad: AIOU press.

Organizational Behavior

Course Code: EDU-611   **Credit Hours:** 03

Introduction:

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

Objectives

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

➢ Understand and narrate the basic concepts and principles of organizational theory

➢ Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory

➢ Review and evaluate the specific organizational conditions

➢ Understand and analyze organizational behavior of employees in work place conditions

➢ Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.

➢ Understand and narrate the basic concepts and principles of organization

➢ Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organization

➢ Review and evaluate the specific organizational conditions

➢ Understand and analyze organizational behavior of employees in work place conditions

➢ Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.

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

1. **Introduction**
    1.1. What Managers Do?
        1.1.1. What is management
        1.1.2. Management Functions
        1.1.3. Management Roles
        1.1.4. Management Skills
        1.1.5. Effective Vs Successful Managerial Activities
    1.2. What is Organizational Behavior
    1.3. The Evolution of Organizational Behaviour
    1.4. Contributing disciplines to the OB field
    1.5. Basic OB Model
    1.6. Organizational System Level
    1.7. Individual Level

5.3.6. Job design theory

5.3.7. Equity theory

5.3.8. Expectancy theory

6. **Foundation of Group Behaviour**

    6.1. Definition of group and team

    6.2. Why do people joins groups

    6.3. Stages of group development

    6.4. Describe the characteristics of a Work Group

    6.5. Describe Group Effectiveness

    6.6. Define Social Loafing

    6.7. Explain how the nature of the groups tasks can affect the group's performance

    6.8. Define group cohesiveness and its effect on performance.

7. **Basic Approaches to Leadership**

    7.1. What is Leadership

    7.2. Trait theories

    7.3. Behavioral theories

    7.4. Contingency theories: Fiedler Model

    7.5. Contemporary Issues in leadership

        7.5.1. Trust: The foundation of leadership

            7.5.1.1.   What is trust

            7.5.1.2.   Trust and leadership

            7.5.1.3.   Three types of leadership

            7.5.1.4.   Basic principles of trust

        7.5.2. Framing: Using words to shape meaning and inspire others

        7.5.3. Inspirational approaches to leadership

            7.5.3.1.   Charismatic leadership

            7.5.3.2.   Transformational leadership

        7.5.4. Emotional intelligence and leadership Effectiveness

        7.5.5. Contemporary leadership roles

            7.5.5.1.   Providing team leadership

            7.5.5.2.   Mentoring

8. **Organization Change and Stress Management**

    8.1. Approaches to managing organizational change

    8.2. Creating a culture for change

    8.3. Work stress and its management

9. **Conflict and Negotiations**

    9.1. Conflict process

    9.2. Negotiation process

    9.3. Bargaining strategies

    9.4. Global Implicaitons

Recommended Books:

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

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

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

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

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

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

Economics and Financing of Education

Course Code. EDU-612   **Credit Hours:** 03

Introduction:

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

Objectives:

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

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

Course Outline

1. **An Introduction to the Economics of Education**

   1.1. Basic concepts of economics

   1.2. Four factors of production

   1.3. Economics of education

   1.4. The economic value of education

   1.5. Investment mechanisms

2. **Concepts and Assumptions in the Economics**

   2.1. Human capital theory

   2.2. Major themes (efficiency, equity etc.)

   2.3. Macro economics of education

2.4. Micro economics of education

2.5. Education a black box

2.6. Opportunity cost

2.7. Rate of return on educational investment: Objections and implications

2.8. Cost-benefit and cost effectiveness analysis

2.9. Demand and supply for education

3. **Individual Demand for Education**

   3.1. Forecasting the demand for compulsory education

   3.2. The demand for non-compulsory education

   3.3. Cost benefit analysis

   3.4. Measuring the costs and benefits

4. **The Social Rate of Return Approach**

   4.1. Social rate of return as a guide to policy making

   4.2. Identifying and analyzing the costs and benefits

   4.3. Results of social rate of return

   4.4. Criticism of S.R.O.R. as policy indicator

5. **Manpower Planning**

   5.1. The manpower requirement approach

   5.2. Methods of evaluation

   5.3. Productivity change

   5.4. Supply effects

   5.5. Employers opinion

   5.6. International comparison

6. **Educational Outputs**

   6.1. Educational outputs of school education

   6.2. Outputs of higher education

7. **Educational Costs**

   7.1. The meaning of costs (public and private costs, social costs)

   7.2. Cost function interpretations

   7.3. Cost effectiveness analysis

   7.4. Comparing public and private costs ; social and individual costs

8. **The costing of educational projects**

   8.1. Techniques for costing educational projects

   8.2. Costing projects in Pakistan

   8.3. Future strategies for costing projects in Pakistan

9. **Financing Education in Pakistan**

   9.1. Budgeting and financing

   9.2. Who pays for education?

   9.3. Who benefits from education?

   9.4. Students' financing through loans

   9.5. Alternative strategies for financing education in Pakistan

10. **Economics of Life Long Education**

   10.1. Meaning of life-long education

   10.2. Arguments for and against lifelong education

   10.3. Lifelong education and its cost benefit analysis

   10.4. Lifelong education in Pakistan

Recommended Books

Siddiqui, S.A. (Compiler). (2000). *Trends and issues in education*. Islamabad: AIOU.

Beckford , J. (2001). *Quality: A critical introduction.* London: Routledge.

Nataranjan , S. (1993). *Introduction to economics of education.* New Delhi : Sterling Publishers.

Saeed,K.A. (2003). *Economy of Pakistan.* Karachi: Oxford University Press.

Nasir, M.S. and Hyder, S.K . (2003).*Economics of Pakistan* For B.Com & B.A. Lahore: Imtiaz Book Depot.

Monk, D.H. and Underwood, J. (1988). *Micro level school Finance- Issues and implications for policy*. Cambridge: Ballinger Publishing Co.

Human Resource Management

Course Code: EDU-613   **Credit Hours:** 03

Introduction:

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

Course Outline

1. **Introduction:**

    1.1. What is management

    1.2. What is human resource management?

    1.3. Development of theoretical basis for HRM.

    1.4. Activities of HR. Department

    1.5. Skills for HR. Professionals

    1.6. Challenges for HR department

2. **Strategic Human resource Management**

    2.1. What is strategic management?

    2.2. Strategy formulation

    2.3. Strategy implementation

    2.4. Issues of strategic Management

3. **Building Human Resource Management**

    3.1. Work flow analysis

    3.2. Organizational structure

    3.3. Job analysis: Elements, Methods

    3.4. Job Design: approaches

    3.5. Job enrichment

4. **Human Resource Planning**

    4.1. What is planning

    4.2. The Human Resource Planning process

    4.3. Human Resource Information system
    4.4. Issues related to Planning

    4.5. Issues related to HRIS

    4.6. Software available for HRIS

5. **Recruitment Selection and Placement**

    5.1. Recruitment process

    5.2. Selection process

    5.3. Placement process

    5.4. Issues related to recruitment, selection and placement

6. **Employee development and Learning**

    6.1. What is development in Human Resource Management

    6.2. Designing effective training systems

    6.3. Socialization and orientation

    6.4. Training and pay systems

    6.5. High leverage training strategy: a systematic approach

7. **Performance management**

    7.1. An organizational model of performance management

    7.2. Purposes of performance management

    7.3. Performance measured criterion

    7.4. Approaches to measure performance

    7.5. Managing the performance of teens

    7.6. Performance feed back

    7.7. Developing and implementing system that follows legal guide lines

    7.8. Use of technology for performance management

    7.9. Electronic monitoring

8. **Rewarding people**

    8.1. Introduction

    8.2. Equity theory and fairness

    8.3. Developing pay level

    8.4. Current challenges

    8.5. Government regulation of compensation

    8.6. Issues related to compensation in education sector

    8.7. How does pay influence individual employee

9. **Managing employee retention and turn over**

    9.1. Managing involuntary turnover

    9.2. Managing voluntary turnover

    9.3. Managing employee retention

10. **Evaluation and improving human resource function**

    10.1. Strategic approach to measuring HR effectiveness

    10.2. Activities of HR

    10.3. Approaches for evaluating effective HR

    10.4. Improving Hr Effectiveness

Recommended Books

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

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

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

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

Qualitative Research Methods in Education

Course Code: EDU-614   **Credit Hours:** 03

Introduction:

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

Objectives:

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

- ➢ Prepare research designs and proposals on the topics related to educational issues and problems in our local context

- ➢ Differentiate qualitative research from the other types of research especially the quantitative one

- ➢ Classify and categorize various approaches and methods of qualitative research about problems in education

- ➢ Develop a research proposal on a topic to conduct a qualitative research in education

- ➢ Understand and explain the steps or phases of a qualitative research

- ➢ Collect, categories analyze and interpret qualitative data

- ➢ Understand and explain pedagogical uses of the qualitative research

- ➢ Develop a research proposal on the topic to conduct a qualitative research in education

- ➢ Evaluate a qualitative research conducted on an educational issue problem

Course Outline

1. **Introduction**

    1.1. Qualitative research: Definitions and concepts

    1.2. Differences between qualitative and quantitative research

    1.3. Characteristics of qualitative research

    1.4. Qualitative research in education

2. **Some Theoretical Affiliations and Classifications of Qualitative Inquiry**

    2.1. Anthropology

2.2. Phenomenology

2.3. Symbolic interactions

2.4. Ethnography: Ethnographic Research

2.5. Feminist research

2.6. Postmodern research

2.7. Ethno-methodology

2.8. Some common questions about qualitative research

3. **Some Important Concepts in Qualitative Research**

3.1. Material as data

3.2. Human as instrument

3.3. Grounded theory

3.4. Complex theory and idiographic interpretation

3.5. Sampling: Theoretical, purposive, time sampling and snow ball sampling

3.6. Idea saturation

3.7. Triangulation

4. **Stages in Qualitative Researc**

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

5. **Techniques of Data Collection in Qualitative Research**

5.1. Interviewing:

5.2. Individual and group interview

5.2.1. Focused group

5.3. Observation / Watching:

5.3.1. Participative observation

5.3.2. Non-participative observation / natural observation

5.4. Archival research study

5.4.1. Document analysis.

6. **Field Work**

6.1. Gaining access to the field

6.2. First days in the field

6.3. Photography and field work

6.4. Leaving the field

7. **Evaluation and Pedagogical Uses of Qualitative Research**

7.1. Evaluation of qualitative research: Trustworthiness in qualitative research

7.2. Evaluation and policy research in qualitative perspective: Planning and getting funds.

7.3. Relations between the researcher and contractor : Research site; feedback; working in teams; the audience; time tables

7.4. Future of the qualitative evaluation and policy research

7.5. Pedagogical uses of qualitative research (QR)

    7.5.1. Use of QR in effective teaching

    7.5.2. QR-approach of and teacher education

    7.5.3. QR-methods of curriculum improvement in schools

Recommended Books:

Bell, J. and Opie, C. (2002). *Learning form research.* Buckingham: Open University Press.

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

Bogdan, R. and Taylor, S. I. (1975). *Introduction to qualitative research methods: A phenomenological approach to the social sciences.* New York: John Willey and Sons.

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

Bordens , K.S.and Abbot , B.B.(2002). *Research design and methods : A process approach .* (5th ed.) . Boston: McGraw-Hill.

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

Flick, U. (2002). *An introduction to qualitative research.* London: SAGE Publications.

Merriam, S.B. et al (2002*). Qualitative research in practice.* San Francisco: Jossey-Bass

Designing and Reporting Research in Education

Course Code: EDU-615   **Credit Hours:** 03

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

1. **Conceptual Foundations of a Research Design in Quantitative Research**

    1.1. Concept of research design

    1.2. The purposes of research design

    1.3. Elements of a research design

    1.4. Criteria / characteristics of a good research design

2. **Research Design and Writing a Research Proposal**

    2.1. Controlling variance

    2.2. What is a synopsis or a research proposal?

    2.3. Components and prerequisites of a research proposal (Introduction, problem, review, budget, time frame, procedures etc.)

3. **Quantitative Research Designs**

    3.1. Constructing research designs

    3.2. Experimental designs

    3.3. Factorial designs

    3.4. Ex-Post Facto designs

4. **Qualitative Research Designs**

    4.1. Choosing a qualitative study

    4.2. Types of Qualitative Research Designs

       4.2.1. Case study

       4.2.2. Field studies

5. **Development of a Research Plan / Proposal.**

    5.1. Need and Significance of research proposal

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

6. **Report Writing in Quantitative Research**

    6.1. Introduction

    6.2. Need and Significance of research proposal

    6.3. Major sections of a research report (Abstract, Introduction, problem, methods & procedures, discussion, bibliography/reference list and appendices)

    6.4. APA Manual 6th Edition

7. **Report Writing in Qualitative Research**

    7.1. Writing a report of qualitative research project

    7.2. Getting started

7.3. A good manuscript

7.4. The introduction

7.5. The core and the conclusion

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

Recommended Books:

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

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

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

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

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

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

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

Analysis and Interpretation of Data

Course Code: EDU-616   **Credit Hours**: 03

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

1. **Data Analysis**

    1.1. Data and its types

2. **Analysis of Quantitative data through SPSS**

    2.1. Statistical concepts

    2.2. Descriptive statistics

    2.3. Measures of central tendency and variability

    2.4. Measures of relationship

    2.5. Inferential statistics (correlation + regression)

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

    2.7. Parametric vs. nonparametric techniques

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

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

    2.10. The role of statistical analysis

    2.11. Selecting an appropriate statistical analysis

    2.12. Coding, rostering and inputting data

3. **Qualitative Data: Types and Forms**

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

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

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

    3.4. Accounts and videos

    3.5. Official statistics and other quantitative data

    3.6. Concluding remarks

4. **Data Analysis in Qualitative Research**

    4.1. Analysis of data in the field:

        4.1.1. Field memos

        4.1.2. Discovering themes and hypotheses

        4.1.3. More about analysis in the field

        4.1.4. Analysis after data collection:

        4.1.5. Coding and coding categories

        4.1.6. Developing coding categories

4.1.7. Influence on coding and analysis

4.1.8. Data displays etc

4.1.9. Mechanics of working with data

4.1.10. Using a computer for analysis

Recommended Books:

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

Bordens , K.S.and Abbot , B.B.(2002). *Research design and methods : A process approach .* (5th ed.) . Boston: McGraw-Hill.

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

Flick, U. (2002). *An introduction to qualitative research.* London: SAGE Publications.

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

Julie Pallant (2001) *SPSS Survival Manual A step by step guide to data analysis using SPSS for Windows (Version 10)* Open University Press Buckingham: Philadelphia

Lecompte, M. D. , Milroy, W. L. and Preissle, J. (Ed). (1992). *The handbook of qualitative research in education.* San Diago: Academic Press.