SCHEME AND COURSES OF STUDIES FOR DOCTOR OF PHILOSOPHYIN EDUCATION (PhD)

DEPARTMENT OF EDUCATION& RESEARCH

**UNIVERSITY OF LAKKI MARWAT
PAKISTAN**

2021

Contents

Doctor of Philosophy in Education (Ph.D in Education)
SCHEME OF STUDIES

Eligibility Criteria

As per the University rules

Duration	03 years (minimum)
Semester Duration	16-18 weeks (minimum)
Semesters	06
Course Load Per Semester	12 Credit Hours (Maximum)
Number of Courses per semester	04 (Maximum)

Structure of the Scheme

Courses	Credit Hours
Core Courses	18 (CrH)
Non-Credit Hours Courses	06 (NCH)
Research Thesis	06 (CrH)
Total Credit Hours	**24**(CrH)

SUBJECTS CODES

Code	Subjects /Discipline
0	Fundamental
1	Contents (Arts)
2	Contents (Science)
3	Teaching Methodology
4	Educational Psychology, Assessment and Evaluation
5	Curriculum
6	Philosophy of Education
7	Educational Planning and Management
8	Education, Tier, Type, Trends and Issues
9	Educational Research

Doctor of Philosophy in Education (Ph.D. Education)
SCHEME OF STUDIES

Area Code	Area	Course	Course Code
4	**Educational Psychology, Assessment and Evaluation**	Techniques of Student Appraisal	EDU741
		Advance course in Educational Psychology	EDU742
		Statistics	EDU743
5	**Curriculum**	Curriculum Process and Practices	EDU751
6	**Philosophy of Education**	Philosophical Foundations of Education	EDU761
7	**Educational Planning & Management**	Education Polices and Planning	EDU771
8	**Education. Tier. Type. Trends and Issues**	Educations in Pakistan-Trends and Issues	EDU781
		Educational Technology - II	EDU782
		Economics of Education	EDU783
		Sociology of Education	EDU784
		Issues and Problems in Higher Education System	EDU786
9	**Educational Research**	Advanced Course in Educational Research	EDU791
		Research Thesis	EDU899

STRUCTURE OF THE SCHEME (Programme Cr. Hrs : 30)

OptionalSubjects (Minimum Requirement =18 Cr. Hr)

S. No.	Course Code	Optional Subjects	(TCH LCHCrH)	Prerequisite
1.	EDU741	Techniques of Student Appraisal	(3 0 3)	
2.	EDU742	Advance course in Educational Psychology	(3 0 3)	
3.	EDU751	Curriculum Process Issues and Problems	(3 0 3)	
4.	EDU761	Philosophical Foundations of Education	(3 0 3)	
5.	EDU771	Education Polices and Planning	(3 0 3)	
6.	EDU781	Educations in Pakistan-Trends and Issues	(3 0 3)	
7.	EDU782	Educational Technology - II	(3 0 3)	
8.	EDU783	Economics of Education	(3 0 3)	
9.	EDU784	Sociology of Education	(3 0 3)	
10.	EDU791	Advanced Course in Educational Research	(3 0 3)	

Non – Credit Subjects (Minimum Requirement =06 Cr. Hr)

11.	Statistics	Statistics	(NCH)	
12.	EDU785	Ph.D. Seminars	(NCH)	
13.	EDU786	Issues and Problems in Higher Education System	(NCH)	

Research Thesis(Minimum Requirement =06 Cr. Hr)

14.	EDU899	Research Thesis	(0186)	**EDU791**

Doctor of Philosophy in Education
3 Year Program
Scheme of Studies

Course Work:		**2 Semesters (18 Credit Hours)**	
Course Work:	**(OptionalCourse)**	**(18 Credit Hours)**	
Course Work:	**(Non- Credit Course)**	**Two Courses**	
Thesis:	**4 Semesters (06Credit Hours)**		
Total: 6 Semesters (24Credit Hours)			
A. Optional Subjects(06 Subjects to be offered)			
S. No.	**Code #**	**Optional Subjects**	**Credit hrs**
1.	**EDU741**	Techniques of Student Appraisal	(3 0 3)
2.	**EDU742**	Advance course in Educational Psychology	(3 0 3)
3.	**EDU751**	Curriculum Process Issues and Problems	(3 0 3)
4.	**EDU761**	Philosophical Foundations of Education	(3 0 3)
5.	**EDU771**	Education Polices and Planning	(3 0 3)
6.	**EDU781**	Educations in Pakistan-Trends and Issues	(3 0 3)
7.	**EDU782**	Educational Technology - II	(3 0 3)
8.	**EDU783**	Economics of Education	(3 0 3)
9.	**EDU784**	Sociology of Education	(3 0 3)
10.	**EDU791**	Advanced Course in Educational Research	(3 0 3)
B.Non –Credit Subjects (Non- Credit Course)			
Candidates will choose two courses from the following subject to their availability and the approval of the University.			**Credit hrs**
11.	**EDU743**	Statistics	(NCH)
12.	**EDU785**	Ph.D. Seminars	(NCH)
13.	**EDU786**	Issues and Problems in Higher Education System	(NCH)
C. Comprehensive Examination			
14.		Comprehensive Examination (Oral/Written)	
D. Research Thesis (Compulsory)			
15.	**EDU899**	Research Thesis	(0-18-6)

Doctor of Philosophy in Education - 3 Year Program
Scheme of Studies
Semester wise Break

A.	First Semester		
S. No.	Course Code #	Course Titles	Credit hrs
1.	EDU741	Techniques of Student Appraisal	(3 0 3)
2.	EDU742	Advance course in Educational Psychology	(3 0 3)
3.	EDU751	Curriculum Process and Practices	(3 0 3)
4.	EDU784	Sociology of Education	(3 0 3)

B.	Second Semester		
S. No.	Course Code #	Course Titles	Credit hrs
5.	EDU743	Statistics	(NCH)
6.	EDU785	PhD Seminars	(3 0 3)
7.	EDU786	Issues and Problems in Higher Education System	(NCH)
8.	EDU791	Advanced Course in Educational Research	

C.	Third Semester		
S. No.	Course Code #	Course Titles	Credit hrs
9.		Comprehensive Examination (Oral/Written)	

D.	Fourth Semester		
S. No.	Course Code #	Course Titles	Credit hrs
10.	EDU899	Research Thesis	(0-18-6)

E.	Fifth Semester		
S. No.	Course Code #	Course Titles	Credit hrs
11.	EDU899	Research Thesis	(0-18-6)

F.	Sixth Semester		
S. No.	Course Code #	Course Titles	Credit hrs
12.	EDU899	Research Thesis	(0-18-6)

Doctor of Philosophy in Education - 3 Year Program
Scheme of Studies
Credit Hours

Sr #	Code #	Course Title	Credits
1.	EDU741	Techniques of Student Appraisal	(3 0 3)
2.	EDU791	Advanced Course in Educational Research	(3 0 3)
3.	EDU742	Advance course in Educational Psychology	(3 0 3)
4.	EDU751	Curriculum Process and Practices	(3 0 3)
5.	EDU782	Educational Technology - II	(3 0 3)
6.	EDU743	Statistics	Non-Crd
7.	EDU785	Ph.D. Seminars	Non-Crd
8.	EDU786	Issues and Problems in Higher Education System	Non-Crd
9.	EDU899	Research Thesis	(0-18-6)
10.	EDU899	Research Thesis	(0-18-6)
11.	EDU899	Research Thesis	(0-18-6)
Total Credits		(18+0+6)	24Crd Hr.

EDU741   Techniques of Student Appraisal   (3 0 3)

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

- Understand the basic concepts of assessment, evaluation and measurement;
- Distinguish between classroom, national and international assessment;
- Understand taxonomies of educational objectives
- Use assessment instruments in respect to objectives achievement;
- Develop students' achievement tests at different levels;
- Understand the test administration and assembling procedures;
- Comment upon the role of national and international testing agencies such as ETS, SAT, NTS etc.

Course Outline:

1. **Basic Concepts in Assessment and Evaluation**
   1.1   Distinction between Assessment, Measurement and Evaluation
   1.2   Types of Assessment (Formative, Summative, Diagnostic etc)
   1.3   Purposes and Multiple roles of Assessment in Educational Process
   1.4   Prevailing Practices in regard to Assessment and Evaluation in Pakistan

2. **Taxonomies of Educational Objectives**
   2.1   Aims, Goals and Objectives
   2.2   Bloom's Taxonomy
   2.3   Krathowl's Taxonomy
   2.4   Simpson's Taxonomy
   2.5   Solo's Taxonomy
   2.6   Other Taxonomies

3. **Measurement of Interest, Attitudes and Personality Traits**
   3.1   The Ability Scale
   3.2   Item and Test Information and Efficiency Function
   3.3   Types of Test by Purpose and by Method
   3.4   Test Construction
   3.5   Identification of Potentially Biased Test Items
   3.6   TestS Equalizing

4. **Alternative Assessment Strategies**
   4.1   Classroom Observations
   4.2   Assignments and Presentations
   4.3   Projects
   4.4   Discussion
   4.5   Oral Questioning
   4.6   Peer appraisal
   4.7   Interview
   4.8   Other Assessment Strategies

5. **Assessment Practices in International Perspectives**

5.1   How Assessments Promote Learning?
5.2   Assessment for Admission and Grading purposes in Developing and Developed countries.
5.3   Online assessment
5.4   Recent Research in Assessment and Evaluation in National and International Perspectives.
5.5   National and International Assessment Systems (USA, UK, Australia, Germany, Japan, India, Iran, Thailand, Turkey, China)

6.   Standardized Tests

6.1   Concept of Standardized Testing
6.2   Distinguishing Teacher Made and Standardized tests
6.3   Advantages and Limitations of Standardized tests
6.4   Standardized Tests in Education used internationally (e.g. Alberta achievement test, SAT etc.)

7.   Assessment and Evaluation at School and Higher Level in Pakistan

7.1   Assessment of Students Learning at School Level
7.2   Assessment of Students Learning at Higher Education level
7.3   GRE Type Test by NTS and admissions to higher education programmes and Award of Fellowships
7.4   Grading and Ranking
7.5   Reporting Assessment Results
7.6   Other Contemporary Issues in Testing and Assessment

8. Computer Assisted Assessment in Higher Education

8.1   Concept of CAA
8.2   Automated Online Tutorials: New Formats for Assessment
8.3   Automatic Test Generation from a Data Base
8.4   Validating Formative and Summative Assessment
8.5   Online Assessment
8.6   Computer-Assisted Peer Review
8.7   Advantages and Limitations of CAA

Recommended Books:

1.   Brown, S., Race, P. and Bull, J. (20105) Computer-assisted assessment in higher education. (Staff and Educational Development series), London: Routledge.
2.   Greeney, V. and Kellaghan, T. (2012) Monitoring the learning outcomes of education systems. Washington, DC: IBRD/The World Bank.
3.   Haladyna, T. M. (2013) Developing and validating multiple choice test items. (2nd edition). Mahwah, NJ: Erbaum.
4.   Linn, R. L. and Gronlund, N. E. (2012) Measurement and Assessment in Teaching. (7th edition). New Jersey: Merill and Imprint of Prentice Hall.
5.   McMillan, J. H. (2013) Classroom assessment. Boston: Allyn and Becon.

EDU742 Advanced Course in Educational Psychology (3 0 3)

Learning Outcomes:

At the end of the course the students 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

Course Outline:

Unit -1 Introduction

1.1. Meaning and Nature of Psychology
1.2. Meaning and Nature of Educational Psychology
1.3. Scope and Utility of the Study of Educational Psychology: Teachers, Teaching &Educational Psychology
1.4. Methods of Educational Psychology Conclusion: Teachers, Teaching and Learners; Learning, and Educational Psychology

Unit -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

Unit -3 Motivation: Theory and Practice

3.1 Concept of Motivation
3.2 Theories of Motivation
3.3 Strategies for Motivation

Unit -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 Environment
4.5   The Need for Better Communication

Unit -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

Unit -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

Unit -7 Intelligence and Personality Theories

7.1   Intelligence: Meaning, Nature and Theories ofIntelligence
7.2   Personality: Meaning, Nature and Theories of Personality

Unit -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   Evaluation of Behavioral Methods: Contribution & Criticism

Unit -9 Complex Cognitive Processes

9.1   Thinking and Understanding :Needs and importance
9.2   Concepts of Problem Solving :Nature, Steps , Strategies, Factors
9.3   Teaching and learning about Thinking
9.4   Teaching for Transfer

Recommended Books:

1.   Anderson, I.R. (2014). Cognitive psychology and its implication**.** New York: Freeman Publishing Company.
2.   Dash, B.N. , Dash, N., and Rath, M.P. (2012). A text book of educational psychology. New Delhi: Dominant Publishers and Distributors.
3.   Elliet, S. N., Krotchwill, T. R., Littlefield, J. & Travers, J. E. (2011). Educational psychology. Singapore: Brown and Benchmark Publishers.
4.   Gage, N.L. (2012).Educational psychology**.** New Jersey: Houghton Mifflin Co.
5.   Iqbal, M. Z., & Shahid, S. M. (2012). Educational psychology &guidence**.** Islamabad: AIOU.
6.   Ormrod, J. E. (2013) Educational psychology (2d ed). New Jersey: Merril Company.
7.   Rashid, M. (comp.) (2011). Allied material of educational guidance and counseling**.** Islamabad: AIOU.
8.   Rothstein, P. R.(2016). Educational psychology. New York: McGraw- Hill Inc.
9.   Santrock, J. W.(2014). Educational psychology. Boston: McGraw –Hill.
10.   Sprinthall, N.A., and Sprinthall, R.C., and Oja, S.N. (2011). Educational psychology: A developmental approach**.** New York: McGraw Hill Inc. 14

EDU 743　　Statistics (NCH)

Learning Outcomes:

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

- Understand the statistical concepts more frequently applied in Education
- Apply various statistical techniques in analyzing research data in Education
- Apply appropriate statistics in qualitative and quantitative researches

Course Outline:

Part - I　　　Descriptive Statistics

Unit -1 Statistics – Meaning and Use
1.1　　Meaning of Statistics
1.2　　Need and Importance of Statistics In Education
1.3　　Essential Mathematical Fundamentals
1.4　　Types of Variables Employed in Statistical measurement
1.5　　Scales of Measurement

Unit -2 Organizations of andGraphical Representation Data
2.1　　Tabulation of Data
2.2　　Statistical Tables
2.3　　Rank Order
2.4　　Frequency Distribution
2.5　　Cumulative Frequency and Cumulative Percentage Frequency Distributions
2.6　　Graphing Data
2.7　　Modes of Graphical Representation of Data
2.8　　Graphical Representation of Ungrouped and Grouped Data

Unit -3 Measures of Central Tendency
3.1　　Measures of Central Tendency
　　　　3.1.1　Mean
　　　　3.1.2　Median
　　　　3.1.3　Mode
　　　　3.1.4　Percentiles Rank
　　　　3.1.5　Quartiles
3.2　　Measures of Variability
　　　　3.2.1　Range
　　　　3.2.2　Quartile Deviation(Q)
　　　　3.2.3　Mean Deviation or Average Deviation
　　　　3.2.4　Standard Deviation
　　　　3.2.5　Coefficient of Variation
3.3　　Measures of Relationship
　　　　3.3.1　Computing the Coefficient of Correlational
　　　　3.3.2　The product – Moment Method
3.4　　The Normal Curve And Its Application
　　　　3.4.1　What is a Normal Curve?

Part - II　　　Inferential Statistics

Unit -4Inferential Statistics

Unit -5 Comparing Measures of Central Tendency between Groups

Unit -6Chi Square and Contingency

Unit -7 Analysis of Variances

Unit -8Regression

Recommended Books:

1. Best, J.W. (2014) *Research in Education,* New Delhi: Prentice-Hall of India.
2. Garrett, Henry, E (2013). Statistics in Psychology and Education, National Book Foundation Islamabad.
3. Gay, L.R. (2012) *Educational research: Competencies for Analysis and Application,* New York: MacmillanPublishing Company.
4. Gravetter, F. J. and Wallnau, L. B. (2014) *Statistics for the behavioural sciences* (6th edition). USA: Thomson and Wadsworth.
5. Greenacre, M. (2012) *Correspondence analysis in practice (2nd edition).* Chapman and Hall/CR.
6. Howell, D. C. (2013) *Statistical methods for psychology* (6th edition). USA: Thomson and Wadsworth.
7. Lomax, R. G. (2012). *An introduction to statistical concepts (2nd edition).* Lawrence Erlbaum Associates

EDU751   Curriculum Process and Practices (30 3)

Learning Outcomes:

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

- Define and explain the concept, nature and scope of curriculum.
- Know about the mechanism of curriculum development in Pakistan.
- Examine the various elements/components of curriculum development; differentiate between different types of curriculum.
- Write the objectives of the curriculum in behavioral terms.
- Review the critical issues, problems trends in curriculum development critically and understand the contemporary ideological and pragmatic trend in curriculum**.**

Course Outline:

UNIT-1   Introduction to Curriculum and Model Teaching
        i.   Definition,Scope&Nature of Curriculum
        ii.   Concept of Model and Model Teaching.
        iii.   Elements& Characteristics of Model Teaching

UNIT-2   Curriculum a Source of Societal Change

    i.   Meaning of Curriculum and Societal Change
    ii.   Ways of Curriculum Change
    iii.   Elements of Curriculum Change
    iv.   Factors of Curriculum Change
    v.   Futuristic Techniques in Designing Curriculum

UNIT-3   Curriculum Theory

    i.   Theory Meaning and Sources
    ii.   Functions of Theory in curriculum Development
    iii.   Theory Building
    iv.   Types of Curriculum Theories
    v.   Contemporary Issues of Curriculum Development Process.

UNIT-4   Concept of Teaching

    i.   Nature and Need of Teaching.
    ii.   Characteristics of Good Teaching
    iii.   Cyclical Nature of Teaching Process
    iv.   Maxims of Teaching.

UNIT-5   Elements of Curriculum Development Process

    i.   Basis for Objective Selection
    ii.   Formulation/ Sequencing of Objectives
    iii.   Experiences/ Contents Selection and Sequencing
    iv.   Appropriate Methodology
    v.   Evaluation and Assessment of Process

UNIT-6   An Approach to Designing the Curriculum

    i.   Concept to designing the curriculum
    ii.   Crises in Public Education
    i.   Confusion in Curriculum Planning
    ii.   Needed: A Theory of Curriculum Development

UNIT-7   Curriculum and Research

    i.   Scope of Curriculum Research
    ii.   Areas of Research
    iii.   Types of Research in Curriculum
    iv.   Role of Research in Curriculum

UNIT-8   Curriculum application and change

      i. Implementation and Modification
      ii. Curriculum Monitoring and Evaluation
      iii. Relationship Between Monitoring And Evaluation
      iv. Dynamics of Curriculum Change
      v. Curriculum Change Process,
      vi. Processes and Practices of Curriculum Innovation

Reference Books: -

1. Taba,H. (1967) Curriculum Development Theory and Practice, Harcourt, Brace &World,INC,NewYork,Chicago,SanFranciso,Atlanta.
2. Govt of Pakistan, (2002)Curriculum Development and Instruction,(Master of Education) Course Code: 6503 Nazco Art Printers , Liaquat Road Rawalpindi.
3. Littledyke, M. and Huxford, L. (Eds) (2010). Teaching the primary curriculum for constructive learning, London: David Fulton Publishers.
4. Marsh, C. (2009). Perspectives: Key concepts for understanding curriculum-I Revised edition. London: the Falmer press.
5. Marsh, C. (2011). Planning, Management and Ideology: Key concepts for understanding curriculum – II, London: the Falmer Press.

EDU 761   Foundation of Education-II(30 3)

Learning Outcomes:

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

- Know the history of education movements and their impact on the Muslims of the Sub-continent.
- Identify the core issues of education before Pakistan came into existence.
- Understand the concept, scope and elements of education policies as an important instrument for bringing about change and development in the education system of a country like Pakistan.
- Understand the role and contributions of different philosophers of the world towards education

Course Outline:

Unit -1   Philosophy of Education
      1.1   Is there really a Philosophy of Education?
      1.2   Meaning and Concept of Education
      1.3   Subject Matter of Philosophy of Education

Unit -2   **Major School of Thought**

        2.1   Study of the following Philosophical schools

            2.1.1   Idealism

            2.1.2   Realism

            2.1.3   Naturalism

            2.1.4

Unit -3   **Branches of Philosophy**

        3.1   Study of the following Philosophical Schools

            3.1.1   Ontology

            3.1.2   Epistemology

            3.1.3   Axiology

            3.1.4   Perennials

Unit -4   **Educational Philosophy**

        4.1   Philosophy and Education

        4.2   Philosophy and Science

        4.3   Values of Educational Philosophy

        4.4   Study of the following Philosophical Schools

            4.4.1   Perennials

            4.4.2   Progressivism

            4.4.3   Essentialism

            4.4.4   Reconstructionism

Unit -5   **Philosophers of Modern Times: Their lives and contribution**

    5.1   John Locke   (1632-1704)
    5.2   Jean Jacques Rousseau (1712-1778)
    5.3   Immanuel Kant   (1724-1804)

Unit -6   **Logic**
    6.1   Nature of Logic
           (Deduction and Induction, Truth and Validity)
    6.2   Definition
           (Purposes of Definition, Verbal Dispute, Types of Definition, Rules of Definition)
    6.3   Categorical Syllogism
           (Stand form Categorical Syllogism, Rules and Fallacies)
    6.4   Symbolic Logic
           (Value of Special Symbols, Symbols of Conjunction, Negative and Disjunction, Conditional Statement, Argument Forms and Argument)

Unit -7   **Psychological Foundations of Education**
    7.1   Relation between Psychology and Education
    7.2   Theories of Learning-associationism-stimulus-response, Cognitive Theory (Jean Piaget)
    7.3   Process of Learning – Readiness and Motivation
    7.4   Nature of the Learner. What is Learning? How we learn?

Unit -8   **Historical foundations of education**
    8.1   Greek education – Spartan and Athenian
    8.2   Muslim Education
    8.3   Educational Efforts in the Sub-continent under the Muslim Kingdoms and Mughal empire
    8.4   Education in Indo-Pak under British Rule
    8.5   Educational Development in Pakistan since 1947.

Recommended Books

1.   D&NFE Deptt. AIOU Islamabad (2011). "Study Guide on Foundations of Education."
2.   Khalid, T. (2012). "Education" , Karachi, National Book Foundation
3.   Kleinig, J. (2014). "Philosophical Issues in Education", London, Croom Helm.
4.   Malik, D.M. (2013). "Introduction to Philosophy of Education". D.I.Khan.Gomal University.
5.   Sheehan, J. (2013). "The Economics of Education", London, George Allen and Unwin Ltd.
6.   Tufail M. M. (2012). "Iqbal Philosophy and Education", Lahore: The Bazm-I-Iqbal.

EDU 771 Education Polices and Planning   (30 3)

Learning Outcomes:

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

- Differentiate among policy, planning and strategy
- Understand the process of policy making and implementation
- Describe the outcomes of educational planning
- Describe the different types of plans and the processes of educational planning
- Aware of the different approaches for educational planning
- Understand the key concepts of educational financing
- Aware of the different agencies and process of educational planning, implementation and monitoring in Pakistan
- Evaluate the different education policies and plans of Pakistan

Course Outline:

Unit-1   Educational Policy and Planning- An Overview
　　　　　　1.1.   Policy, Planning and Strategy
　　　　　　1.2.   Role of Strategy in Planning
　　　　　　1.3.   Role of Policy in Planning
　　　　　　1.4.   Policy Definition and Scope

Unit-2   Educational Policy Making
　　　　　　2.1.   Process of Policy Making
　　　　　　　　　　2.1.1   Analysis of the Existing Situation
　　　　　　　　　　2.1.2   The Process of Generating Policy Options
　　　　　　　　　　2.1.3   Evaluation of Policy Options
　　　　　　　　　　2.1.4   Making the Policy Decision
　　　　　　　　　　2.1.5   Planning Policy Implementation
　　　　　　　　　　2.1.6   Policy Impact Assessment
　　　　　　　　　　2.1.7   Subsequent Policy Cycle

Unit-3   Educational Planning
　　　　　　3.1   The Nature and Scope of Educational Planning
　　　　　　3.2.   The Role of Education Planning
　　　　　　3.3.   The Emergence of Education Planning
　　　　　　3.4.   Objectives for Educational Planning- National and Regional Levels
　　　　　　3.5.   Factors Affecting Educational Planning (Political, Administrative and Economic etc.)

Unit-4   Types of Plans
　　　　　　4.1.   Academic or Strategic Plan
　　　　　　4.2.   Financial Plan
　　　　　　4.3.   Campus Plan
　　　　　　4.4.   Master Plan
　　　　　　4.5.   Building Plan
　　　　　　4.6.   Technology Plan

Unit-5   **The Stages of Educational Planning and Implementation**

     5.1.   Stages of Educational Planning Process
         5.1.1   Vision and Academic Plan
         5.1.2   Assessment of Existing Situation
         5.1.3   Articulation of Needs
         5.1.4   Alternatives –benefits and Costs
         5.1.5   Plan of Action
         5.1.6   Implementation Strategy
         5.1.7   Assessment/Evaluation

     5.2.   **Plan Implementation**
         5.2.1   Process of Implementation
         5.2.2   Strategies for Implementation

Unit-6   **Approaches to Educational Planning**
     6.1.   Social Demand Approach
         6.1.1   The Importance of Human Resources
         6.1.2   Manpower Requirements and Educational Planning
         6.1.3   Preparation of Projections
         6.1.4   Sources of Data for Manpower Forecasting
         6.1.5   Analysis of the Existing Situation of Education and Employment
         6.1.6   Estimation Future Manpower Requirements

     6.2.   Manpower and Rate of Return Approach
         6.2.1   Cost-benefit and Rate of Return Analysis in Educational Planning
         6.2.2   The Measurement of Cost
         6.2.3   The measurement of Benefits
         6.2.4   Cost-benefit Analysis and Decision Making

Unit-7   **Financing in Education**
     7.1.   Costs in Education
         7.1.1.   Types of Cost
         7.1.2.   Characteristics of Educational Costs
         7.1.3.   Basic Data for Cost Analysis
         7.1.4.   Methods of Educational Costing
         7.1.5.   Cost and Efficiencies in Educational Provision
         7.1.6.   Costs and Planning

     7.2.   Budgeting in Educational Planning
         7.2.1.   The Budget and the Plan
         7.2.2.   Capital and Recurrent Budgets
         7.2.3.   Types of Budgets
         7.2.4.   Estimating and Unit Costs
         7.2.5.   The Budget Time Table

Unit-8   **Educational Policy and Planning in Pakistan**
        8.1.   Different Education Policies of Pakistan
                8.1.1   First Educational Conference (1947)
                8.1.2   National Commission on Education (1959)
                8.1.3   New Education Policy (1970)
                8.1.4   Education Policy (1972)
                8.1.5   National Education Policy (1979)
                8.1.6   National Education Policy (1992)
                8.1.7   National Education Policy (1998-2010)
                8.1.8   Education Sector Reforms

        8.2.   5-year Development Plans for Education in Pakistan (1948 to date)

Reference Books:

1.   Government of Pakistan (1959) Report of the National Commission on Education. Karachi: Ministry of Education.
2.   Government of Pakistan (1970) New Education Policy. Islamabad: Ministry of Education.
3.   Government of Pakistan (1972) Education Policy. Islamabad: Ministry of Education.
4.   Government of Pakistan (1979) National Education Policy and Implementation Programme1979. Islamabad: Ministry of Education.
5.   Government of Pakistan (1988) The seventh five year plan (1988-93). Islamabad: Planning Commission
6.   Government of Pakistan (1992) National Education Policy. Islamabad: Ministry of Education.
7.   Government of Pakistan, (1994) The eighth five year plan (1993-98). Islamabad: Planning Commission
8.   Government of Pakistan (1998) National Education Policy. Islamabad: Ministry of Education.
9.   Government of Pakistan, (1998) The ninth five year plan (1998-2003). Islamabad: Planning Commission
10.   Government of Pakistan, (2004) The tenth five year plan (2004-09). Islamabad: Planning Commission
11.   Government of Pakistan (2006) Pakistan Economic Survey 2006-07. Islamabad: Planning Commission.

EDU 773   Education in Pakistan-Trends and Issues   (3 0 3)

Learning Outcomes:

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

- Be aware ofthefuture trends in education.
- Be familiar with the impact of social changes on education.
- Apprehend the impact of science and technology on education.
- Problems being faced in curriculum development.

Course Outline:

Unit-1:   FUTUROLGY AND EDUCATION

    1.1   Introduction and Definition
    1.2   Emergence of the Concept
    1.3   Significance in Pakistan's Perspective
    1.4   Promises and Hazards
    1.5   Implications and Challenges for Education

UNIT-2:   SOCIAL CHANGE AND EDUCATION

    2.1   What is social Change?
    2.2   Scope and Significance of Social Change
    2.3   Theories and Philosophies of Social Change
    2.4   Expectations and Response Gap from Education
    2.5   Forces Affecting Education in Pakistan

UNIT-3:   IMPACT OF SCIENCE AND TECHNOLOGY ON EDUCATION

    a.   Meaning and Significance
    b.   Role of Science in Life
    c.   Technology in Socio-Cultural Context
    d.   Opportunities and Challenges of Science and Technology
    e.   Science and Technology in Education
    f.   Future Shocks in Science and Technology

UNIT-4:   EDUCATION AND DEVELOPMENT

    a.   Education, Economics Productivity and Well Being
    b.   Education, Social Structure and Development
    c.   Diversification in Education and its Impact on Development of Society
    d.   Education an Instrument of Development
    e.   Education and Employment
    f.   Economics of Education in Pakistan

UNIT-5:   CURRICULUM DEVELOPMENT - PROBLEMS AND ISSUES

    5.1   Meaning and Scope of Curriculum Development
    5.2   Factors Affecting Curriculum Change
    5.3   Education of Complete man and Curriculum Development
    5.4   Change in qualitative Dimension of Education
    5.5   Schematic Design of Curriculum Development

5.6   Analysis of Existing Curricula of Pakistan

UNIT-6:   METHODS, MEDIA AND MATERIALS IN EDUCATION

6.1   What is the concept of E-learning?

6.2   Problems and Issues of E-learning process

6.3   Information explosion and Educational Process

6.4   Role of Teacher in Usage of Various Methods and Media in Education

6.5   Communication Technologies in Higher Education

6.6   Emergence of Concept of Distance Education

6.7   Taking Realistic Steps in Adoption of New Media in Education

UNIT-7:   STUDY OF THE NATIONAL EDUCATION POLICIES

7.1   Comparative study of Educational Policies regarding Higher Education

7.2   Quantitative Approach and Five- Years- Development Plans

7.3   Evolution of Higher Education Commission in the Light of National Education Policies

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

UNIT-8:   PROBLEMS AND ISSUES IN EDUCATION

8.1   Literacy and Adult Education

8.2   Examinations and Evaluation in Pakistan

8.3   Critical Issues in Testing and Measurement

8.4   Integration of Technology in Education

8.5   Converting Challenges into Opportunities

References Books:

1.   Faiooq, R.A, (2014) Education System in Pakistan: Issues and Problems. London: Minerva Press Publishers.
2.   Government of Pakistan, (2013) The Economic Survey.
3.   Ministry of Education, Academy of Education Planning and Management, "Pakistan Education Statistics, 2004-2005"
4.   Shami, Butt, Mushtaq, "EFA Indicators (NEC 2005-06) Draft," Academy of Education Planning and Management

EDU 782   Educational Technology - II   (3 0 3)

Learning Outcomes:

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

- Understand the meaning, concept and importance of instructional technology in education process.

- Know the meaning of learning and appreciate what is effective teaching and learning by using latest instructional technology.
- Select, arrange and use appropriate methods/strategies and material for effective use of technology.
- Develop indigenous materials as instructional Aids.

Course Outline:

Unit -1 Nature of Educational Technology

1.1   Definition and Concept of Educational Technology
1.2   Nature of Educational Technology
1.3   Scope of Educational Technology
1.4   Objectives of Educational Technology
1.5   Characteristics of Educational Technology

Unit -2 Need of Educational Technology

2.1   Aspects of Educational Technology
2.2   Types of Educational Technology
2.3   Components of Educational Technology
2.4   Educational Technology in Learning
2.5   Characteristics of Teaching Technology
2.6   Changing Concept of Education
2.7   Merits and Demerits of Educational Technology in the field of Education

Unit -3 Writing Educational Objectives

3.1   Introduction
3.2   Aims, Goals and objectives
3.3   Characteristics of objectives
3.4   Domains and levels of Instructional objectives
3.5   Cognitive Domain
3.6   Affective Domain.
3.7   Psycho Motor Domain
3.8   Writing Educational Objectives in Behavioral Terms
3.9   Robert's Mager's Approach
3.10   Harrow, A.J. Approach

Unit -4 Educational Technologies, Media and Their Uses in Learning Process

4.1   Educational Technology & Media: Meaning and concept.
4.2   Use of Mass Media in Education
4.3   Radio, Tape-Recorder & Television

4.4   Educational Telecasting
4.5   Videotext and Electronic Mail
4.6   Projectors: Types and Uses
4.7   Models and Modeling
4.8   Board work: Bulletin and Flannel Boards
4.9   Use of Locally Available Low Cost Material of Educational Technology

Unit -5 Modern Educational Technology Systems and their Application

5.1   Computer-based Educational Technology
5.2   Interactive Video and Multimedia Stations
5.3   Virtual Reality Systems: Simulations & Games
5.4   Teleconferencing
5.5   Personal Digital Assistants (PDAs)

Unit- 6   Planning and Implementation for Effective Technology Integration in Teaching

6.1   Preparing / Planning for Technology Integration
6.2   Obtaining the Right Material and Personnel Resources
6.3   Training the Teachers for using Educational Technology
6.4   Introduction to Technology Support Tools
6.5   Using Graphics Tools
6.6   Using Tools to Support Specific Content Areas
6.7   Using Interactive Videodisc Technology in Teaching
6.8   Using Hypermedia in Teaching and Learning

Unit–7 Integrating Technology into the Curriculum and Instruction

7.1   Completion Type Test (Merits and Demerits)
7.2   Technology in Science and Mathematics Instruction
7.3   Technology in Social Science Instruction
7.4   Technology in Language Arts and Foreign Language Instruction
7.5   Technology in Music and Art Instruction
7.6   Technology in Exceptional Student Education
7.7   Issues and Trends Related to Technology use in Instruction
7.8   Educational Technology Resources

Unit–8 Technology and Instructional Process

8.1 Concept of Teaching: Structure and Features
8.2 Professionalism in Teaching
8.3 Teaching as an Art or Science
8.4 Teaching Competence
8.5 Factors Affecting Teaching Competence

8.6 Effective Teaching or Effective Teacher
8.7 Development of Instructional Technology
8.8 Future Role of Technology

Recommended Books:

1.   Feden, P. D. and Vogel, R. M. (2013). Methods of teaching. Boston: Mc-Graw Hill.
2.   Joyce,B.; Weil , M .& Calhoun , E . (2014).Models of teaching.(6th ed.).Boston: Allyn and Bacon.
3.   Norton, P. & Sprague, D. (2011) Technology for teaching Boston Allyn & Bacon.
4.   Rashid, M. (Ed.). (2013). Allied material on teaching strategies. Islamabad: AIOU.
5.   Sharma, S. R. (2014). Effective classroom teaching: Modern methods, tools and techniques. Jaipur: Mangal Deep Publications.

EDU783   Economics of Education   (3 0 3)

Learning Outcomes:

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

- Be aware of the relationship between education and growth
- Understand the role of education in human resource development
- Appreciate the role of educational indicators
- Have the knowledge of indicators, rate of return and manpower planning

Course Outline:

Unit-1The relevance of education
1.1.   Introduction
1.2.   Economics of Education
1.3.   Economic Value of Education Investment mechanism
1.4.   Cognitive Investment mechanism i

Unit-2 The demand for education
2.1   Education as creation of minimal capabilities
2.2   Education as investment in human capital
2.3   The role of individual talent
2.4   Imperfect financial markets and the indivisibility of human capital investment

Unit-3 Liquidity constraints and access to education
3.1   Access to education and growth
3.2   Individual demand for education and aggregate income distribution
3.3   Data description
3.4   Empirical analysis
3.5   Concluding remarks

Unit-4 The supply of education

    4.1   Human capital formation
    4.2   Class formation and peer effects
    4.3   Integration or segregation
    4.4   Class size
    4.5   Resource effectiveness
    4.6   Resource efficiency
    4.7   Efficiency versus equity

Unit-5 Education financing

    5.1   The demand for education when agents differ in abilities and family incomes
    5.2   An application: the choice between private and public university
    5.3   The collective choice over public or private schooling

Unit-6 Education Growth and Inequality

    6.1   Growth and inequality under public and private schooling
    6.2   Education financing and school stratification
    6.3   The school voucher as a solution?
    6.4   Subsidising or lending?

Unit-7 The return on education

    7.1   The productivity of human capital
    7.2   Effort-enhancing preferences
    7.3   Education as a signal or as a screening device
    7.4   On-the-job training
    7.5   Measuring the return on education
    7.6   Estimating the return on education

Unit-8 Intergenerational persistence

    8.1   An initial model of intergenerational persistence
    8.2   Intergenerational persistence with perfectinformation on children's talent
    8.3   Intergenerational persistence with imperfectinformation on children's talent
    8.4   Intergenerational persistence and equilibriuminequality under imperfect information on talent

References Books:

1.   Blaugh, M. (2014) *An Introduction lo the Economics of Education.*Hannondsworth: Penguin

2.   Checchi, D. (2013). *The Economics of Education: Human Capital, Family Background and Inequality*, Cambridge University Press

3.   Harbison F and Charles A. Myers (2012) *Education, Manpower and Economic Growth.*New York: McGraw-Hill Book Company
4.   Naiarajan S, (2014) *Introduction so Economics a/Education,* New Delhi: Sterling Publishers. Psacharo,
5.   Poulos G. (2012) *Economics of Education; Research and Studies.*Oxford: Pergamon Press.
6.   UNESCO (2012) *Readings in Economics of Education,* Paris,
7.   Vaizy; J. (2013) *The Economics of Education,* London: Faber and Faber.

EDU 784 Sociology of Education   (30 3)

Learning Outcomes:

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

- Understand relation between school and society
- Comprehend the process of socialization and social development
- Identify the social factors affecting education
- Understand the role of teachers and school in socialization of student and development of society

Course Outline:

Unit-1   Society
        1.1   Definition of Society
        1.2   Structure and Function of Society
        1.3   Individual and Society
        1.4   Status and Role
        1.5   Social Interaction

Unit-2   Culture
        2.1   Meaning of Culture
        2.2   Characteristics of Culture
        2.3   Cultural Diversity
        2.4   Culture of Pakistan Society
        2.5   Elements of Pakistani Culture
        2.6   Role of Education in Promoting Culture

Unit -3   Group and Group Dynamics
    3.1   Meaning of Group
    3.2   Group Dynamics
    3.3   Types of Social Groups
    3.4   Individual Behavior and Group Behavior
    3.5   Role of School and Teacher in Molding Individual and GroupBehavior

Unit-4   Socialization
    4.1   Meaning and Aims of Socialization
    4.2   Agencies of Socialization
    4.3   Stages of Social Development
    4.4   Role of School in Socialization
    4.5   Teacher as Role Model

Unit-5   Social Institutions
    5.1   Definition of Social institutions
    5.2   Types of Social Institutions
        5.2.1   The Family
        5.2.2   Economic Institutions
        5.2.3   Religious Institutions
        5.2.4   Political Institutions
        5.2.5   Educational Institutions
        5.2.6   Play and Recreational Institutions

Unit-6   Social Change
    6.1   Causes
        6.1.1   Culture
        6.1.2   Demographic Changes
        6.1.3   Conflict
        6.1.4   Ideology
        6.1.5   Social Institution
        6.1.6   Physical Environment
    6.2   Social Problems
    6.3   Resistance to Social Change

Unit-7   Social Control
    7.1   Definition
    7.2   Social Deviation and Tolerance
    7.3   Methods of Social Control
    7.4   Role of School and Teacher in Developing Social Control

Unit-8   Teacher, School and Community
    8.1   Relationship between School and Society
    8.2   Effects of School on Community
    8.3   Effects of Community on School
    8.4   A Critical Analysis of Social Role of School and Teachers in
            Pakistani Society

Recommended Books

1.   Anderson, M., and Howard, F. T. (2012). "Sociology the Essentials". Australia: Wadsworth.
2.   Brown, K. (2014). "Sociology". UK: Polity Press
3.   Gidden, K. (2014). "Introduction to Sociology" UK: Polity Prtess.
4.   Horton, P. B., Bruce, J. C., and Hunt, C. L. (2012)."Sociology", McGraw Hill Ltd.
5.   Pamela, A. C. (2014). "School and Family Partnership", Children Resource International, Islamabad

EDU786   Issues and Problems in Higher Education System   (3 0 3)

Learning Outcomes:

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

• Study the Higher education in Pakistan in historical perspective
• Link the education system with that prevalent during the British period
• Be familiar with the proceedings of First Educational Conference 1947:
• The recommendations of the Commission on National education 1959
• Scan the salient features of education polices 1970.1972-80, 1979 and 1998-2010 with references to Higher education in Pakistan:
• Analyze the salient features of the education policies mentioned above

Course Outline:

Unit-1 Higher Education in Historical Perspective

  1.1   Pre-British period and Educational Legacy
  1.2   Continuation of the System Inherited from the British
  1.3   Substitute Model of Sergeant Scheme of Studies
  1.4   Status of Education at the time of Independence

Unit-2 Higher Education in Pakistan

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

Unit-3 National Education Policy 1979

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

Unit-4 National Education Policy 1992

  4.1   Identify National objectives from 1992 NEP
  4.2   Salient of the Policy and Implementation Gap
  4.3   Areas of national and suggested strategies

Unit-5 Comparative Analysis of highereducation Polices

5.1   Objectives
        5.2   Salient features and National Direction
        5.3   Achievement of targets and Lapses
        5.4   Strong and weak areas

Unit-6 Comparison of Higher Education in Pakistan World

        6.1   Japan   6.2   Malaysia
        6.3   Korea   6.4.   China
        6.5   Indonesia   6.6   USA
        6.7   UK   6.8   Australia

Unit-7 Financial and Manpower Planning for Higher Education in Pakistan

        7.1   Resources and Resource Mobilization Funded By International Agencies
        7.2   Financial Allocation and Utilization Hinders the Achievement of Set Targets
        7.3   Wastage in Education by Corruption and Incompetency
        7.4   Planning Strategies and Implementation Mechanism

Unit-8 Challenges to the Higher Education in Pakistan

        8.1   Resource Constraints and National Aspirations
        8.2   Resource Mobilization and International Community
        8.3   Environmental Pollution and Higher Education

References Books:

1.   Government of Pakistan,2009 The education Policy 2009. Islamabad Ministry of Education.
2.   Government of Pakistan, 1992. The education Policy 1972-80. Islamabad Ministry of Education.
3.   Government of Pakistan. 1979. National educational Policy1979. Islamabad Ministry of Education.
4.   Zaki, W.M. 2012. Education in Pakistan, Islamabad: Allama Iqbal Open University.

EDU791   Advanced Course in Educational Research (30 3)

Learning Outcomes:

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

- Understand the basic concept, need and importance of research
- Review the relevant literature
- Understand the philosophy, management and paradigms of educational research
- Understand the ethical, financial and other problems of research
- Understand the major characteristics of research (ethics, validity, reliability, generalization, standardization)
- Distinguish between different types of researches and their underlying assumptions and hypotheses

- Prepare a research proposal and conduct research

Course Outline:

Uni-1:   Introduction to Educational Research
    1.1   The scientific method and Its Application in Education
    1.2   Limitations of the Scientific Method
    1.3   Research process
    1.4   Classification of Research

Unit -2: Selection of ResearchProblem
    2.1   Identifying a Problem or Question to Research
        2.1.1 Sources of Research Problem
        2.1.2 Narrowing the Problem
    2.2   Characteristics of Good Research Problem
    2.3   Formulating and Stating Hypothesis

Unit -3   Review of Related Literature
    3.1   Definition, Purpose, and Scope
    3.2   Steps of Literature Review
    3.3   Writing the Literature Review Report

Unit -4   Population, Sample and Measurement
    4.1   Defining Population
    4.2   Sampling Techniques
    4.3   Sample size and Sampling Error
    4.4   Research Instrument and Measurements
        4.4.1 Types of Instruments
        4.4.2 Characteristics of Good Research Instrument
        4.4.3 Types of Measurements

Unit -5 Use of Theory in Research
    5.1   The types of Variables in a Quantitative Study
    5.2   A Practical Definition of a Quantitative Theory
    5.3   A Model for Writing a Theoretical Perspective into a Quantitative Study Using a Script
    5.4   Types of Theories Used in Qualitative Research
    5.5   Options for Placing Theories in a Qualitative Study
    5.6   How to Place a Theoretical Lens into a Mixed Methods Study

Unit -6 Selection of a Research Design and Preparing Research Plan
    6.1 Defining Research Design
        6.1.1   Selecting Research Design
        6.1.2   Identifying a Worldview with Which You are Most Comfortable
        6.1.3   Defining the Three Types of Research Designs
    6.2 Preparing a Research Plan
        6.2.1   Definition and Purpose of Research Plan
        6.2.2   General Considerations in Research Plan
        6.2.3   Components of Quantitative Research Plan

6.2.4   Components of Qualitative Research Plan

Unit -7 Qualitative Research Method
    6.1   Nature of Qualitative Research
       6.1.1   The Nature of Qualitative Research
       6.1.2   Steps in Qualitative Research
       6.1.3   Approach to the Qualitative Research
       6.1.4   Generalization in Qualitative Research
    6.2   Types of Qualitative Research
       6.2.1   Ethnography Research
       6.2.2   Historical Research
       6.2.3   Case Study
       6.2.4   Content Analysis

Unit -8 QuantitativeResearch Method
    7.1   Nature of Quantitative Research
       7.1.1   The Nature of Quantitative Research
       7.1.2   Steps in Quantitative Research
       7.1.3   Approach to the Quantitative Research
       7.1.4   Generalization in Quantitative Research
    7.2   Types of Qualitative Research
       7.2.1   Descriptive Research
       7.2.2   Co relational Research
       7.2.3   Casual Comparative Research
       7.2.4   Experimental Research

Recommended Books:

1. Best, J. W., & Kahn, J. V. (2012). Research in education. Boston: Pearson/Allyn and Bacon.
2. Cohen, L., Manion, L., & Morrison, K. (2014). Research methods in education. London: Routledge Falmer.
3. Creswell, J. W. (2012). Educational research: Planning, conducting and evaluating quantitative and qualitative research. Boston: Pearson Education.
4. Gay, L. R., & Mills, G. E. (2013). Educational research: Competencies for analysis and application. New York: Pearson.
5. Good, C. V. (2014). How to do research in education. New Delhi: Cosmo Publications.
6. Wengraf, T. (2015). Qualitative research interviewing: Semi-structured, biographical, and narrative methods. London: Sage Publications.