



University of Lakki Marwat

Department of Education & Research

M.Phil (Education)

PROGRAM LENGTH

Duration:	02 Years
Semesters:	04
Courses:	08
Credit Hours:	30 (Course 24crd + Research Thesis 6 crd)

ENTRY REQUIREMENTS (Eligibility Criteria)

- M.Ed, M.A (Education), B.Ed (1.5 or 2.5 or 4 years) with research thesis
- At least 50% marks plus 50 score in GAT (General).

ANNUAL INTAKE-

There are 20 places available annually:

- 10 Places (Morning)
- 10 Places (Evening/Self-support basis)

Course Structure

1st Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Educational Policies and Planning	EDU-6101	03
2.	Curriculum Development Trends and Issues	EDU-6102	03
3.	Advanced Educational Psychology	EDU-6103	03
4.	Classroom Management and Supervision	EDU-6104	03

2nd Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Trends and Issues in Education	EDU-6205	03
2.	Qualitative Research in Education	EDU-6206	03
3.	Quantitative Research in Education	EDU-6207	03
4.	Foundations of Education	EDU-6208	03
5.	Research Thesis	EDU-500	06



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Course Code: EDU-6101	Educational Policies and Planning	3 Credit Hours
M.Phil (Education)	(1st Semester)	

Objectives

On completion of the course:

- The students will be able to know about policy, its characteristics and types.
- The students will be able to understand different levels and managerial functions of policies.
- The students will be able to know regarding different educational policies of Pakistan.
- The students will be able to learn the concept, need and importance and ingredients of planning.
- The students will be able to know about the factors affecting planning.
- The students will be able to understand educational planning, its needs and agencies involved in process of educational planning.
- The students will be able to know about the problems and difficulties in education in Pakistan.
- The students will be able to understand the context of educational planning.
- The students will be able to know the concept of leadership, leadership types and theories in detail.

PATT-I: EDUCATIONAL POLICIES

Unit 1: Introduction

- Meaning and Definition of Policy
- Characteristics of Policy
- Types of Policy

Unit 2: Levels and Managerial Functions of Policies

- Levels of Policy
- Managerial Functions of Policy

Unit 3: Different Educational Policies of Pakistan

- Educational Policy (1970)
- National Education Policy (1972)
- National Education Policy (1979)
- National Education Policy (1992)
- National Education Policy (1998-2010)
- National Education Policy (2009-2015)
- National Education Policy (2017)
- National Education Policy (2018)

PART-II: EDUCATIONAL PLANNING

Unit 4: Introduction

- Concept of Planning
- Need and importance of planning
- Ingredients of planning
- Factors of affecting planning

Unit 5: Planning Process

- Basic Considerations
- Setting Goals and Priorities
- Planning Procedure
- Implementations of Plan
- Evaluation and Revision

Unit 6: Educational Planning

- Concept of Educational Planning
- Need of Planning in Education
- Agencies Involved in Process of Educational Planning
- Problems and Difficulties in Educational Planning in Pakistan

Unit 7: Context of Educational Planning

- Planning
- Organizing
- Leading
- Controlling
- Resources

Unit 8: Educational Leadership

- Meaning and Definition of Leadership
- Qualities of an Effective Leader
- Characteristics of Educational Leadership
- Leadership Theories

Recommended Books

- i. Education Policies in Pakistan. Politics, Projections and Practices by Prof. Dr. Shahid Siddiqui; Publisher
- ii. Education for Development In Northern Pakistan: Opportunities And Constraints for Rural Household by Andreas Benz
- iii. Bush, T., Bell., Bolam, R., Glatter, R., Ribbins, P., (199). Educational Management: Redefining Theory, Policy and Practice, London: Paul Chapman.
- iv. Education System in Pakistan, Islambad: Asian Society for Promotion of Annotation and Reform in Education by Farooq, R. A (1994).
- v. Higher Education Peshawar: Ijaz Printers by Ghaffar, A. (1994).
- vi. Language Policies in Education: Critical Issues 2nd Edition by James, W. Tollefson
- vii. Hard Questions on Global Educational Change: Policies, Practices and Future of Education by PaslSahlberg, Jonathan Hasak and Vanessa Rodriguoz
- viii. Educational Planning and Management by Dr. Muhammad Nawaz Khan Abbasi; 2nd Ed (April, 2016); Printed at Ijaz Printers.
- ix. Process of Educational Planning In Pakistan by Dr. M.H. Shah AIOU Islamabad.



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Course Code: EDU-6102	Curriculum Development Trends and Issues	3 Credit Hours
M.Phil (Education)	(1st Semester)	

Objectives

After completing the course the students will be able to:

- Describe the concept of Curriculum
- Aware about the process of Curriculum development in Pakistan.
- Examine the elements/components of curriculum development.
- Differentiate among the different types of curriculum.
- Write curriculum objective in behavioral terms.
- Review the critical issues, problems and trends in curriculum critically and understand contemporary ideological and pragmatic trend in curriculum.

Unit 1: Curriculum Introduction

- Concept of Curriculum and Hidden Curriculum
- Nature of Curriculum
- Characterizations of Curriculum
- Curriculum: a cultural construct
- School-based curriculum development

Unit 2: Curriculum Presage

- Curriculum Planning
- Curriculum foundations
- Curriculum developer

Unit 3: Models of Curriculum

- Rational Models: Tyler, Taba
- Cyclical Models: Wheeler, Nichols and Nicholls
- Dynamic Models: Walker, Skilbeck

Unit 4: Curriculum Design

- Curriculum design and process
- Subject-centered designs
- Learner-centered designs
- Problem-centered designs
- Activity Centered Designs

Unit 5: Curriculum Intent

- Concept of Aims, goals and objectives
- Definition and types of objectives
- Function of objectives
- Features of Effective Objectives

Unit 6: Principles of Curriculum Construction

- Nature of Content
- Process of Content Selection
- procedure of content selection
- Needs and principles of content selection

Unit 7: Evaluation and Assessment

- Concept of Measurement, Assessment and Evaluation
- Nature of evaluation
- Types of evaluation
- Evaluation of curriculum materials

Unit 8: Curriculum Application and Change

- Implementation and modification of Curriculum concepts
- Needs of Curriculum change
- Dynamics of curriculum change
- Curriculum change process
- Curriculum Change strategies
- Curriculum Change agents
- Innovations and its Nature
- Characteristics of innovations

Recommended Books

- i. Beane I.A, Toefer C.F & Alessi S.J (1986) *Curriculum Planning & Development*. Boston and Bacon
- ii. Farooq, R.A. (1993) *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
- iii. Kelley A.V (1999) *The Curriculum: Theory and Practice*. London. Paul Chapman.
- iv. MC Neil J.D (1990) *Curriculum: A Comprehensive Introduction*, (4th Edition). Los Angeles: Harper Collins
- v. Murray P. (1993) *Curriculum Development & Design*, 5th Edition,
- vi. Sharma R.C (2002) *Modern Methods of Curriculum Organization*. New Delhi.



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Course Code: EDU-6103	Advanced Educational Psychology	3 Credit Hours
M.Phil (Education)	(1st Semester)	

Objectives

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

- Describe the concept of psychology and educational psychology
- Aware about the Growth and Development
- Examine the elements/components and theories of learning and personality.
- Comprehend the concept of Motivation, Adjustment and Frustration.
- Apply the above mentioned concepts in practical educational setting

Unit 1: Introduction to Psychology

- Meaning, Nature and Scope, field and branches
- Educational Psychology, Meaning, Nature and Scope
- Methods and Techniques of Educational Psychology

Unit 2: System and Perspectives of Psychology

- Perspectives (Structuralism, Functionalism, Behaviorism, Gestalt Psychology)
- Systems (Psychoanalysis --- Freud's System, Psychodynamics --- Behavioral Process, Individual Psychology --- Adler system and its contributions to education)

Unit 3: Concept of Growth and Development

- Growth vs Development
- Principles of Growth and Development
- Factor influencing Growth and Development
- Theories of Growth and Development

Unit 4: Concept of Motivation

- Motivation, Needs and Drives
- Content theories of Motivation
- Process theories of Motivation

Unit 5: Concept of Learning

- Transfer of Learning
- Principles of learning
- Factor affecting learning
- Theories of learning (Trial and error, Classical Conditioning, Operant Conditioning, Insightful Learning)

Unit 6: Concept of Personality

- Theories of Personality (Psychoanalytic Theory, Learning Theory, Phenomenological Theory, Trait Theory)
- Personality Assessment (Interview, Situational test, Inventories, Projective technique)

Unit 7: Concept of Socialization

- Social aspects of individual behavior (Aggression, Regression, Physical Symptoms)
- Attitudes
- Social organization --- social class – status and role.
- Group process -----competition, cooperation and leadership

Unit 8: Concept of Adjustment

- Frustration (Fear, stress, anxiety)
- Conformity
- Social Adjustment (Sources of Adjustment – parents, school and peer)
- Conflict
- Defense Mechanisms

Recommended Books

Bigge, M.L & Hunt, Psychological foundation of Education. New York, Harper & Row Publishers.

Lazarus, R.S Patterns of Adjustment Tokyo, McGraw-Hill.

Mangal, S.K Advanced Educational Psychology. New Delhi Prentic-Hall.

Munn, N.L Fernald, Jr. L.D & Fernald, P.S Introduction to Psychology, New York, Loughgton Mifflin Co.

Morgan, C.T., King, R.A & Robinson, N.M introduction to psychology.



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Course Code: EDU-6104	Classroom Management and Supervision	3 Credit Hours
M.Phil (Education)	(1st Semester)	

Objectives

On completion of this course trainee teachers will be able to:

- Explain the meaning and concept of classroom management
- Demonstrate the establishment of a constructive classroom learning environment
- Apply various management techniques to assist learners to be responsible for their classroom behavior
- Demonstrate classroom organization to increase student motivation
- Analyze classroom situations to minimize behavioral problems
- Organize learning within a classroom environment to maximize available resources and space according to a variety of ages and grade levels of learners and
- Evaluate classroom organization in simulated and actual classroom situations.
- Understand the concept and nature of assessment
- Differentiate between standardized and classroom tests
- Integrate objectives with learning assessment
- Develop and analyze test items of different levels
- Understand different alternative classroom assessment techniques

Unit 1: Introduction to Classroom Management

- Concept of Management and Classroom Management
- Elements of “classroom management
- Teacher’s role in Classroom Management

Unit 2: Classroom organization, learner interest and class participation

- Elements of Classroom Management
- Impact of classroom organization on student behavior
- Organizing and Regulating Classroom Learning activities

Unit 3: Classroom Design and Learning

- Sources for learning
- Seating arrangements and learning experiences
- Physical facilities and learning environment
- Evaluating the effective learning classroom
- Managing the overcrowded classroom

Unit 4: Classroom Incentives and Reward

- Concept of Incentives and rewards
- Students Success and behavioral problems in the classroom
- Types of incentives and rewards

Unit 5: Classroom Discipline

- Concept discipline and its types
- Positive Classroom Environment
- Strategies for Managing Discipline

- Problems and its Solution in the Classroom Environment

Unit 6: Classroom Assessment

- Concept of assessment and evaluation
- Purpose of assessment
- Types of Assessment
- Standardized and classroom assessment

Unit 7: Achievement Test

- Definition and concept of Test and Achievement Test
- Characteristics of a good Achievement test
- General guidelines for test construction
- Types of test items (Essay type test items, Objective type test)

Unit 8: Test Construction

- Preparation of Test
- Organization of Test
- Assembling of Test
- Administration of Test
- Conducting Test
- Item Analysis and Modifications

Recommended Books

- i. Angelo, T.A. & Cross, P.K. (1993). Classroom Assessment Techniques (2nd ed.). San Francisco: Jossey-Bass.
- ii. Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- iii. Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Routledge Flamer.
- iv. Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.
- v. Kumari, Sarita (2005). Education Assessment, Evolution and Remedial. ISHA Books.
- vi. Mehnaz Aziz, (2007) Assessing children's Development through Observation, Children's Global network Pakistan.
- vii. Smith, D, (2005). Theory of Educational Measurement. New Delhi: Commonwealth.
- viii. Smith, D. (2005). History of Measurement and Evaluation. New Delhi: Commonwealth.
- ix. Smith, D., (2005). Methods of Educational Measurement, New Delhi: Commonwealth.
- x. Swain, Sanjaya, (2005). Educational Measurement, Statistics and Guidance. Kalyani Publications.
- xi. Thomas A. and K. Patricia Cross, 1993, Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition, San Francisco: Jossey-Bass Publishers.



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Course Code: EDU-6205	Trends and Issues in Education	3 Credit Hours
M.Phil (Education)	(2nd Semester)	

Objectives

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

- To know about science and technology.
- To know about the impact of science and technology on education.
- To learn population dynamics and socio economic development.
- To understand human resource development of Pakistan.
- To know about the technological development of education.
- To understand population pressure of socio-economic development of Pakistan.
- To learn different areas of education
- To learn super learning.
- To understand innovation of education.

Unit 1: Introduction to Education

- Definition of Science and Technology
- Impact of Science and Technology in Education
- Role of science and Technology in Education / in our life.
- Challenges of Science & Technology in Education

Unit 2: Population Dynamics and Socio Economic Development

- Future population Situation
- Cognitive Domain of Population trends
- Increasing Demands for Education
- Population Pressure of Socio Economic Development in Pakistan

Unit 3: Trends in Education of Pakistan

- Human Resource Development of Pakistan
- Technological Development of Education
- Problems and Issues of Education in Pakistan

Unit 4: Areas of Education

- Environmental Education
- Drug Education
- Gender Education
- Peace Education
- Special/Inclusive Education
- Islamization of Education

Unit 5: Super Learning

- What is Super Learning
- Mind Mapping and its Applications
- Mind Mapping Techniques
- Development of Mind Mapping in Different Subjects

Unit 6: Innovations in Education

- Workshops
- Seminars
- Conferences
- Micro Teaching
- Team Teaching
- Teacher's Centered Problems
- Modes of Education

Unit 7: Issues and Problems in Education

- Concept of Issues and Problems
- Primary Level School Problems
- Elementary Level School Problems
- Secondary Level School Problems
- Higher Education Level of School Problems

Unit 8: The Role of Teacher in Education

- The various roles of a teacher
- Teacher as a changing agent
- Teachers' strategies to tackle problems

Recommended Books

Way to Think about the Future" from the future, June-Feb , 1985 (pp 26-27)

Now what is used to be" from the future, July-Aug., 1985 (pp13-16)

Faure, Edgar et.al. " learning to be" UNESCO, Paris , 1972

Coombs, Philips H. 'the world crises in Education: Oxford University Press, NY. 19985

IBE, UNESCO, " the Future of Education": IBE, UNESCO, Paris, 1981 (pp5-10)

UNESCO, APIED. " Future of Education": Report of Regional Meeting held in Bangkok from 2nd -8th Nov, 1983 (pp31-54)

Traverso A. " the Scientific Enterprise: today and tomorrow" UNESCO, Paris, 1997 (pp325)

Rukunuddin R. and Nazim I.F. "The state of population in Pakistan" NISP, Islamabad. (pp 125149. 151-193,169-173,223-225,237-242,247-252)

Demeny, P. "1984 and After" Quarterly PEOPLE, IPPF. London, Vol: II No.I

Rose C and Malcolm L.N. "Accelerated for the 21st century" Bantam and Doubleday Dell Publishing Group. NY, 1997.

Institute of social Sciences, "Module for Participatory Development" Cooperation with family planning association of Pakistan, 2001.

Buzan T. "The power of creative intelligence" Harper Collins Publishers, London.



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Course Code: EDU-6206	Qualitative Research in Education	3 Credit Hours
M.Phil (Education)	(2ndSemester)	

Objectives:

The students will be able:

- To know the concept of qualitative research, its importance and characteristics
- To differentiate between qualitative and quantitative research
- To understand the steps in process of qualitative research
- To identify research problem
- To search out review of related literature in qualitative and quantitative research
- To learn research design and research methodology
- To understand the analysis of data and its interpretation
- To know about research report and proposal

Unit 1: Introduction to Qualitative Research

- Definition of Research and Importance of Educational Research
- Similarities and Differences between Quantitative and Qualitative Research
- Characteristics of Qualitative Research
- Steps in the Process of Qualitative Research

Unit 2: Identifying a Research Problem

- Research Problem
- Research Problem in Qualitative Research
- Statement of the Problem (Sources of Research Problem, Criteria of Research Problem, Steps involved in qualitative research problem)

Unit 3: Reviewing the Literature

- Literature Review and its Importance and Organization
- Literature Review in Qualitative Studies
- Steps in Conducting a Qualitative Literature Review

Unit 4: Research Designs

- Concept of Research Design
- Grounded Theory Designs
- Ethnographic Research Designs
- Narrative Research Designs
- Mixed Method Research Designs
- Types of Mixed Method Research Designs

Unit 5: Research Methodology

- Population and Sampling Procedure
- What is Data?
- Process Steps in Qualitative Data Collection
- Types of qualitative data

- Data Collection Tools
- Ethical Issues in Qualitative Data Collection

Unit 6: Analyzing and Interpreting Qualitative Data

- Prepare and Organize the Data for Analysis
- Steps in Analyzing and Interpreting Qualitative Data
- Reporting and Validating the Accuracy of Findings

Unit 7: Reporting and Evaluating Qualitative Research

- Writing Research Report and Its Types
- Parts of the Report
- Evaluating the quality of a Research Report

Unit 8: Research Proposal

- Difference between research synopsis and research proposal
- importance of a research proposal
- Process of research proposal development

Recommended Books

John W. Creswell. Educational Research. Pearson Publishers. 4th Edition

John W. Best. Research in Education. Ninth Edition

Qualitative Research Methods composed by Collier Kumar.

Qualitative Research in Education by Thoraabee, A.M., &Kabaab, W. T.

Walter, P. (1960): Qualitative Research in Educational, London

Young, R.S. (2011). Qualitative Research and Its Methodology, Cambridge.



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Course Code: EDU-6207	Quantitative Research in Education	3 Credit Hours
M.Phil (Education)	(2nd Semester)	

Objective

After completing the course, the student will be able to:

- Understanding the philosophy, management and paradigms of education research;
- Acquaint students with the potentials and limitations of research;
- understanding of the ethical, financial and other problems of research; apply knowledge and skills to the organization and management of their own research;
- Provide students with an understanding of the contribution that research methods have made to education;
- Apply formal planning techniques to scheduling of research
- Have skills based training in the use of computers and practical understanding of the measurement
- Survey sampling, experimental design, data collection, procedures, questionnaires/rating scale construction
- Analyze simple numeric and textual data set of research and statistics.

Unit 1: Introduction to Educational Research

- Concept of Educational Research
- Types of Educational Research
- Significance, Need and Characteristics of Educational Research
- Functions of Educational Research

Unit 2: Review of Literature

- Meaning, Concept and Perception of Literature Review
- Major Sources of Literature Review
- Procedure for Conduct of Literature Review
- Citing different types of literature review

Unit 3: Formulation of Research Problem

- Concept of Research Problem
- Selection of Research Problem
- Sources of Research Problem
- Variables and Types Of Variables
- Research Questions
- Concept and Types of Hypothesis

Unit 4: Research Procedure

- Theoretical Framework
- Population
- Sample and Sampling Techniques

Unit 5: Research Instruments/Data Collection Procedure Tools

- Questionnaire and Types of Questionnaire
- Interview and Types of Interviews
- Observation and Methods of Recording Observations

Unit 6: Characteristics of Research Instrument

- Validity
- Reliability
- Objectivity
- Usability

Unit 7: Statistical Analysis and Applications

- Measurement of Central Tendency (Mean, Median, Mode)
- Measurement of Variability (Variance, Standard Deviation)
- Z-Test, T-Test and ANOVA)
- Regression (Single or Linear)
- Chi-Square Distribution (Simple)
- Co-relation Techniques (Spearman, Rank Order)

Unit 8: Format and Style of Research Proposal/Themes

- Format of Research Proposal/Synopsis
- Format and Style of Research Thesis/Report
- Evaluation of Research Report/Thesis

Recommended Books

Borg, Walter R (1989) Educational Research London: Longman Greens Co
Burgess, R (1993) Studies in Quantitative methodologies, Vol. I. London: Jan Press.
Cohen, L, Manion, L.C(1989) Research methods in education (Third Edition), London: Rout Ledge.
Gay, L. R. 2005. Educational Research New York: Macmillan Publishing Company
Best, J. W. and J.V. Kahn. 2006. Research in Education. Pearson Prentice Hall.
Gillort, S (1991) Empirical Foundations of Educational. Research. New Jercey: Prentice Hall, Inc, Cliff.
Khan Wazim (1998) Techniques of Research Peshawar: Ijaz Printers.
Marvin C. Alkin (1992) Encyclopedia of Educational Research (Sixth Ed). New York: Macmillan Publishing Company,
Micheal, Young (1992) Innovation and research in education, London: Kegan Paul
Solomon, P: Achieving a Ph.D. ten Students experience, Stroke-on-Trent, Trentham books.



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Course Code: EDU-6208	Foundations of Education	3 Credit Hours
M.Phil (Education)	(2nd Semester)	

Objectives

On completion of the course:

- The students will be able to know about the meaning, aims and modes of education.
- The students will be able to understand the relationship of Education to other social sciences.
- The students will be able to know regarding different schools of philosophy.
- The students will be able to learn various foundations of education at higher level.
- The students will be able to know about Muslim and Western thinkers/philosophers.
- The students will be able to understand Islamic concept of education in detail.
- The students will be able to know about social structure, social groups and social institutions.
- The students will be able to understand multi-factors affecting education in Pakistan.

Unit 1: Philosophy and Education

- Meaning and Definition of Philosophy
- Relationship between Philosophy and Education
- Schools of Philosophy/ Contribution of Philosophies to Education

Unit 2: Foundations of Education

- Islamic Foundations
- Sociological Foundations
- Psychological Foundations
- Economical Foundations
- Historical Foundations

Unit 3: Muslim Thinkers/Philosophers

- Allama Muhammad Iqbal
- Imam Ghazali
- Ibn e Sina
- Ibn Khaldoon
- Alfarabi

Unit 4: Western Thinkers/Philosophers

- John Dewey
- Plato
- Aristotle
- Socrates
- Karl Marx

Unit 5: Islamic Education

- Concept of Islamic Education
- Aims of Islamic Education
- Areas/Branches of Islamic Philosophy of Education
- Organization of Islamic Education
- Teaching Methods

Unit 6: Social Structure

- Meaning and concept of Social Structure
- Social Groups and Education
- Role of Education for Setting Social Structure
- Social Institutions and Education

Unit 7: Factors Affecting Education in Pakistan

- Educational Set up (Educational System)
- Curriculum
- Medium of Instruction
- Evaluation system
- Government policies regarding education
- Educational resources
- Implementation
- Duration of session (Time factor)

Unit 8: Special Education

- Definition and concept of special education
- Social foundations
- Cultural foundations
- Political foundations

Recommended Books

Bases of Islamic Culture by Syed Abdul Latif.
Culture and Education by Lawrence Sten House.
Foundation of Education by Joseph Feallahan Leonard.
Foundation of Teaching and Learning by Robert R Dun Well and Robert L Wendal.
History of Islamic Philosophy by Majid Fakery.
The Challenges of Islamic Renaissance by Syed Abdul Qadus.
The Sociology of Education by Ivor Morrish.
Problems of Muslim Theology by Dr. Abdul Khaliq, Lahore.
Muslim Philosophy by Dr. Abdul Khaliq and Yousaf Shaidae Lahore, Azis Publishers, 1993.
A History of Islamic Philosophy, Lahore, 2nd Edition; New York; Columbia University Press, 1983.
A History of Muslim Philosophy Volume 2nd, (Reprint) Karachi: Royal Book, Co., 1983.
Free Will and Pre-Destination in Early Islam by Montgomery, W. Watt, London Luzac And Co., 1948.
Philosophical Issues in Education by Kleenig Joh: London Croom Helm, 1984.
Reading In Introductory Philosophical Analysis by Hesper John, London, 1969.
Philosophical Foundations of Education by Cahn and Steven, M, New York Hesper and Raw.



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Course Code: EDU-500	Research Thesis	3 Credit Hours
M.Phil (Education)		