

Directorate of distance Learning Education

Scheme of Studies

M.Phil/MS

in

EDUCATION



GOVT. COLLEGE UNIVERSITY

FAISALABAD

2012

SUMMARY OF PROPOSED M.PHIL/MS EDUCATION

1.1 Introduction

Faisalabad is the third largest metropolis in Pakistan, the second largest in the province of Punjab after Lahore, and a major industrial center in the heart of Pakistan.

The city-district of Faisalabad is bound on the north by the districts of Hafizabad and Chiniot, on the east by Nankana Sahib, on the south by Sahiwal, and Toba Tek Singh and on the west by Jhang. The population of Faisalabad has a literacy rate of approximately 40%.

The department of education was established in 2003 in Government College University Faisalabad with the vision to provide quality education to prepare reflective educators who possess theoretical knowledge as well as practical mastery of pedagogical techniques and who can face future challenges in the education sector with confidence. Since then the department has produced hundreds of graduates and many are enrolled at present. There are many other institutes (public/private/distance) including GC University Faisalabad which are offering Bachelors and Masters degree programs in Education in Faisalabad but not even a single institute is offering M.Phil in this discipline. The people of Faisalabad and other adjacent areas have to go to the universities in distant locale. To cater their needs it is proposed to introduce M.Phil/ MS in Education in GC University Faisalabad. It will produce competent teachers, administrators as well as high quality researchers which will ultimately cater the needs of local schools and colleges.

DURATION OF THE PROGRAM

Duration of the program will be two years.

ADMISSION CRITERIA

Minimum Academic Requirement: A candidate seeking admission to the degree must have sixteen years of education or 4 years education after F.A./F.Sc./ A-Level or equivalent (at least 130 credit hours) with at least second division/CGPA 2.50 in the degree on the basis of which admission is requested and qualified a GRE / GAT (General) Type Test as may be prescribed by HEC or adopted by the Advanced Studies and Research Board of GC University, Faisalabad.

Domicile: For morning programmes the candidate must have a domicile of the Punjab.

Candidate with domicile other than the Punjab province has to produce a nomination letter from his/her respective provincial government against the reserved seats if any.

Age: A candidate for admission has no age limit

No Objection Certificate (NOC): NOC is required from degree holders from other universities for the registration in GC University, Faisalabad.

MEDIUM OF INSTRUCTION

The medium of instruction and examinations shall be English.

DURATION OF THE COURSE

The duration for the Degrees of MS/M. Phil shall be four semesters (2 years).

The employees of the government/ other agencies nominated for MS/M. Phil degree at this University shall have to take study leave to pursue studies as a regular student, failing which he/ she will not be admitted. However, after getting admission by a nominee in the university, it would be obligatory for the parent department to sanction the study leave or extension in the leave in favour of the nominee within one semester failing which, his/her admission shall stand cancelled.

DURATION OF THE SEMESTER

There shall be 2 semesters per year (Fall and spring) of 18 weeks each. The commencement of semesters shall be regulated by the Academic Council.

MINIMUM REQUIREMENT FOR MS/ M.Phil

A student admitted to the degree programme shall be required to take minimum 24 credits (excluding 06 credits for thesis research).

EXAMINATIONS

The following weightage shall be given to the examinations and home assignments;

A	Mid-semester examination	30%
B	Home assignments, quizzes, presentations	20%
C	Final examination	50%
	Total:	100%

CGPA of 3.00 out of 4.00 is required to qualify for the award of degree.

COMPREHENSIVE EXAMINATION

Comprehensive examination (written + oral) will held after completion of the course work.

HUMAN RESOURCE

G.C.University has its own staff that belongs to this area and also visiting faculty available in local area to run this program immediately.

**M. Phil / MS Education
Scheme of Studies (30 Credits)**

Course Code	Course Title	Credits
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M. Phil / MS Education (24+6*) Credits

Courses

Course Code	Course	Credit Hours
EDU-801	Educational Planning, Management and Sustainable Development	3
EDU-802	Advanced Educational Psychology	3
EDU-803	Advanced Curriculum Development in Education	3
EDU-804	Quantitative Research Methods in Education	3
EDU-805	Qualitative Research Methods in Education	3
EDU-806	Assessment in Education	3
	Area of Specialization 1	3
	Area of Specialization 2	3
	Area of Specialization 3	Non Credit
EDU- 830	Thesis	6

Total Credit Hours M. Phil / MS Education

30(24 + 6*)

Courses to Be Offered in Areas of Specialization

- a. Educational Administration
 - 1) Organization Behavior EDU-811
 - 2) Total Quality Management EDU-812
 - 3) Seminar in Educational Administration (non credit) EDU-813
- b. Educational Psychology
 - 1) Psychology of Exceptional Children EDU-816
 - 2) Learning and Instruction EDU-817
 - 3) Seminar in Educational Psychology (non credit) EDU-818
- c. Curriculum Development
 - 1) Trends and issues in Curriculum EDU-821
 - 2) Curriculum Change in Education EDU-822
 - 3) Seminar in Curriculum Development (non credit) EDU-823

Advanced Educational Psychology

EDU- 802
Cr Hrs. 03

Course Description:

Educational psychology is the study of how humans learn in educational settings. The purpose of this course is to provide prospective teachers with essential background on child development, and other factors related to learning. This course will explore the insights of psychology as they apply to the educational experience. Particular emphasis will be on the contributions from several major areas of psychology (development, cognition, learning and motivation). We will study major theories of intelligence, motivation, learning, psychosocial and moral development, memory, thinking and instruction and discuss how these theories can be applied in classroom teaching. Understanding the psychological basis of these theories will help teachers to manage their classroom in a way that promotes learning and minimizes disruptions.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. apply the insights of psychology to issues related to learning and Development
2. Become effective teacher by knowing the processes involved in student's development, thinking and learning,
3. apply motivation techniques to enhance students' learning,
4. modify students' disruptive behavior through application of modeling techniques,
5. improve their mental health
6. solve their students' upcoming problems and provide them with proper guidance

Course Outline:

Unit 1: Education and Psychology

- 1.1. Introduction to Educational psychology
- 1.2. Role of educational psychology in teaching learning process

Unit 2: Learning

- 2.1. Introduction to learning
- 2.2. Factors affecting learning
- 2.3. Laws of learning
- 2.4. Transfer of learning

Unit 3: Theories of learning

- 3.1. Pavlov's Classical conditioning
- 3.2. Skinner's Operant conditioning
- 3.3. Bandura's social cognitive learning theory
- 3.4. Piaget's theory
- 3.5. Vygotsky's theory

Unit 4: Intelligence

- 4.1. Introduction to intelligence
- 4.2. Models of intelligence
- 4.3. Measurement of intelligence

Unit 5: Motivation

- 5.1. Introduction to motivation
- 5.2. Functions of motivation
- 5.3. Theories of motivation
- 5.4. Factors effecting motivation

Unit 6: Remembering and forgetting

- 6.1. What is memory?
- 6.2. Methods of measuring memory
- 6.3. Types of memory
- 6.4. Improving retention or memory training
- 6.5. What is forgetting?
- 6.6. Causes of forgetting

Unit 7: Mental Health

- 7.1. Mental health in school
- 7.2. Mental health of teacher
- 7.3. Causes of teacher's maladjustment
- 7.4. Programs to improve teacher's mental health

Unit 8: Psycho social and moral development

- 8.1. Erikson's psychological theories
 - 8.1.1. Educational implications
- 8.2. Self concepts and self esteem
- 8.3. Kohlberg's stages of moral development

Unit 9: Learners with special needs/exceptional

- 9.1. Introduction to special education
- 9.2. Areas of exceptionality
- 9.3. Assessment and classification of children mainstreaming and inclusion

Unit 10: Guidance and counseling

- 10.1. Concept, need and importance
- 10.2. Activities of Guidance programs
- 10.3. Process of counseling
- 10.4. Counseling theories
- 10.5. Vocational guidance

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

1. Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
2. Mid Term Examination (Objective & Subjective) 30% = 18 Marks
3. Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:**Books:**

1. Ormrod, J. E. (2003). *Educational Psychology: developing learners (4th ed.)*. New Jersey: Merrill Prentice Hall.
2. Child, D.(2004). *Psychology and the teacher (7th ed.)*. New York: Continuum.
3. Feldman, R. S. (2003). *Essentials of Understanding Psychology (5th ed.)*. New York: McGraw Hill Companies, Inc.
4. Gibb, S. (2002). *Learning and Development*. New York: Palgrave Macmillan.
5. Nayak, A. K., & Rao, V. K. (2002). *Educational Psychology*. New Delhi: APH
6. Santrock, J. W. (2006). *Educational Psychology*. Boston: McGraw Hill.
7. Sprinthall, N. A. & Sprinthall, R. C. (1990). *Educational Psychology: A developmental approach*. Singapore: McGraw Hill.

Journals:

Australian Journal of Educational & Developmental Psychology

<http://www.newcastle.edu.au/journal/ajedp/>

Frontiers in Educational Psychology

http://www.frontiersin.org/educational_psychology

Journal of Online Learning and Teaching

<http://jolt.merlot.org/>

Journal of Technology, Learning, and Assessment

<http://ejournals.bc.edu/ojs/index.php/jtla/>

<http://www.ergobservatory.info/ejdirectory.html>

Online Resources:

www.ebooksclub.org

www.openpdf.com

Advanced Curriculum Development in Pakistan

EDU- 803
Cr Hrs 03

Course Description:

Curriculum is one of the most important tools used by the educational institutes to achieve their objectives. Constant effort is needed to make this tool useful and to evaluate its effectiveness. Therefore, understanding the curriculum concepts, its foundations, different theories and models and process of curriculum development is necessary for making provision for the challenges and demands of the society. This course is designed to provide students with essential knowledge of different concepts of curriculum and how these concepts can be utilized in curriculum development.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Understand the concepts and foundations of curriculum development
2. Comprehend a body of knowledge related to past and present curriculum development theories and practices
3. Comprehend conceptual models of curriculum development
4. Conduct a study of or develop a curriculum
5. Evaluate the present curriculum

Course Contents:

Unit 1: Introduction

- 1.1 Concept of curriculum
- 1.2 Components and elements of curriculum
- 1.3 Characteristics of curriculum
- 1.4 Principles of curriculum development
- 1.5 Types of curriculum

Unit 2: Foundations of curriculum

- 1.1 Philosophical foundations
- 1.2 Psychological foundations
- 1.3 Social foundations
- 1.4 Economic foundations

Unit 3: Theories of curriculum

- 3.1 Structure oriented theories
- 3.2 Value oriented theories
- 3.3 Content oriented theories
- 3.4 Process oriented theories

Unit 4: Models of curriculum development

- 4.1 Rational model (Tyler and Taba)
- 4.2 Cyclic model (Wheeler, Nichols and Nicols)
- 4.3 Dynamic model (Walker, Skilbeck)

Unit 5: Curriculum Planning

Planning at

- 5.1 Design phase
- 5.2 Development phase
- 5.3 Implement phase
- 5.4 Evaluation phase

Unit 6: Process of curriculum development

6.1 In Pakistan

6.2 Issues and problems in curricular development

Unit 7: Curriculum implementation and evaluation

7.1 Curriculum implementation

7.2 Curriculum evaluation

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

1. Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
2. Mid Term Examination (Objective & Subjective) 30%= 18 Marks
3. Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:

Books:

1. Kelly, A. V. (1989). *The Curriculum: Theory and Practice*. London. Paul Chapman Publishing Ltd.
2. Tanner, D.& Tanner, L. (1975). *Curriculum Development: Theory into Practice*. New York: McMillan Publishing Company.
3. Marsh C.J. (2009). *Key concepts for understanding curriculum*. USA: Roultagé.
4. Print, M. (1993). *Curriculum development and design*. Australia: Alin & Alvin.
5. Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & world, Inc.

Journals:

Journal of Curriculum and Instruction

<http://www.joci.ecu.edu/index.php/JoCI>

Online Resources:

www.ebooksclub.org

www.openpdf.com

Quantitative Research Methods in Education

EDU- 804
Cr Hrs. 03

Course Description

This course will help novice researchers to design, collect, and analyze quantitative data and then present their results to the scientific community. It stresses the importance of ethics in quantitative research and taking the time to properly design and think through any research endeavour.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. comprehend different concepts related to quantitative research
2. apply scientific method towards the solution of research problems
3. follow the ethics of research
4. employ different sampling techniques
5. develop different kinds of research instruments
6. write a good research report

Course Contents:

Unit 1: Introduction to Research

- 1.1 Nature, need and importance of research
- 1.2 Scientific method and educational research

Unit 2: Problem Identification and Hypotheses Formulation

- 2.1 Understanding research problem
- 2.2 Identification of research problem
- 2.3 Variables of research problem and the conceptual framework
- 2.4 Understanding different types of hypotheses
- 2.5 Formulating hypotheses and research questions
- 2.6 Statistical techniques for Hypotheses testing

Unit 3: Quantitative Research

- 3.1 Salient features of quantitative research
- 3.2 Designing and conducting quantitative research

Unit 4: Validity and Reliability

- 4.1 Concept of validity
- 4.2 Types of validity in research
- 4.3 Concept of reliability
- 4.4 Methods of measuring reliability

Unit 5: Sampling Designs

- 5.1 Sampling design framework
- 5.2 Types of sampling techniques
- 5.3 Considerations on drawing samples
- 5.4 Practicum (Developing a sampling design)

Unit 6: Research Instrumentation and Data Collection

- 6.1 Conceptual Framework for developing a research instrument
- 6.2 Research instruments
 - 6.2.1 Achievement tests

- 6.2.2 Survey questionnaires
- 6.2.3 Scales for measuring constructs
- 6.2.4 Rating scales
- 6.2.5 Checklists
- 6.3 Process of instrument development
- 6.4 The validity and reliability of an instruments
 - 6.4.1 Exploratory factor analyses (using SPSS)
 - 6.4.2 Confirmatory factor analyses (using LISREL)
- 6.5 Data collection: procedures and considerations

Unit 7: Ethics and legal issues in education research

Unit 8: Developing a Research Proposal

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

- 1) Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
- 2) Mid Term Examination (Objective & Subjective) 30% = 18 Marks
- 3) Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:

Books:

1. Best, J. W., & Kahn, J. V. (1999). *Research in education*. Prentice Hall: New Delhi.
2. Cohen, L. Manion, L. and Morrison, K. (2007) *Research methods in education* (5th edition). London: Routledge.
3. Field, A. and Hole G. (2007) *How to design and report experiments*. London: Sage Publications.
4. Fraenklen, J. R. and Wallen, N. E. (2000) *How to design and evaluate research in education* (4th edition). New York: McGraw Hill Book Co.
5. Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th edition). Boston, MA: Allyn and Bacon.
6. Mertler, C.A. & Charles, C.M. (2008). *Introduction to educational research*. Pearson: Boston.

Qualitative Research Methods in Education

EDU- 805
Cr Hrs. 03

Course Description:

This course will help novice researchers to design, collect, and analyze qualitative data and then present their results to the scientific community. It stresses the importance of ethics in qualitative research and taking the time to properly design and think through any research endeavor.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Effectively design, collect, organize, and analyze data and then to present results to the scientific community
2. Use the Internet as both a resource and a means for accessing qualitative data
3. Recognize the importance of ethical concerns before they actually begin the research collection, organization, and analytic process
4. Understand basic elements associated with researcher reflexivity and research voice

Course Contents:

Unit 1: Introduction to Research

- 1.1 Nature, need and importance of research
- 1.2 Defining Qualitative Research
- 1.3 Nature and perspectives
- 1.4 Characteristics and importance of qualitative research
- 1.5 Inductive analysis
- 1.6 Comparisons between Qualitative and quantitative research

Unit 2: Problem Identification

- 2.1 Understanding research problem
- 2.2 Identification of research problem
- 2.3 Criteria of a good research problem

Unit 3: Literature review

- 3.1 Components of Literature Review
- 3.2 Why do we write literature reviews?
- 3.3 Before writing the literature review
- 3.4 Strategies for writing a good literature review

Unit 4: Major types of qualitative research

- 4.2 Biography
- 4.2 Case study
- 4.3 Ethnography
- 4.4 Phenomenology
- 4.5 Grounded Theory
- 4.6 Feminist theory

Unit 5: Qualitative research design**5.1 Sampling**

- 5.1.1 What is a sample/sampling?
- 5.1.2 What is the purpose of sampling?
- 5.1.3 Bias and error in sampling
- 5.1.4 Sample size
- 5.1.5 Types of samples
 - Purposive sampling
 - Quota sampling
 - Snowball sampling

5.2 Qualitative research methods

- 5.2.1 Observation
- 5.2.2 Interviews
- 5.2.3 Document Analysis

5.3 Trustworthiness in qualitative research

- 5.3.1 Credibility
- 5.3.2 Dependability
- 5.3.3 Transferability

5.4 Data analysis

- 5.4.1 Use of NVIVO for qualitative analysis

Unit 6: Ethical Guidelines in Qualitative Research**Unit 7: Developing a Research Proposal****Unit 8: Writing qualitative research reports****Methodology:**

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

- 4) Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
- 5) Mid Term Examination (Objective & Subjective) 30% = 18 Marks
- 6) Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested readings:

1. Bogdan, R. & Taylor, S. J. (1975). *Introduction to Qualitative Research*. London : Routledge
2. Bogdan, R. C. & Bicklen, S. K. (1982). *Qualitative Research for Education*. London: Routledge
3. Berg, B. L. (2012). *Qualitative Research Methods for the Social Sciences*. Pearson
3. Cohen, L. & Manion, L. (1990). *Research Methods in Education*. London : Routledge.
4. Lincoln, Y. S & Guba, G . (1985). *Naturalistic Inquiry*. Beverly Hills: Sage Publications

Assessment in Education

EDU- 806
Cr Hr 03

Course Description:

Evaluation plays a pivotal role in deciding what the learners learn and what the teachers teach in schools. The course deals with the concepts important to the measurement and assessment in education. Discussion of types of informal and formal assessment; the purpose of assessment; the development and use of valid, reliable objective assessment instruments, including paper-and-pencil tests and performance assessment; the selection of tests, administration, scoring, grading and interpretation of test scores; and the use of assessment information are of main significance for prospective teachers to become successful classroom evaluators.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. understand the importance of educational assessment in teaching learning process
2. define and describe various concepts related to educational measurement and assessment
3. develop and use various type of classroom tests in accordance with the course objectives and nature of content
4. apply the techniques of scoring and grading the tests
5. evaluate students' performance effectively
6. Develop a systematic record of students assessment report precisely and meaningfully the progress of students to parents, administration and students.

Course Outline:

Unit1: Role of measurement and assessment in teaching

- 1.1 Instructional decisions requiring assessment data
- 1.2 Assessment, test and measurement
- 1.3 General principles of assessment
- 1.4 Assessment and instructional process
- 1.5 Types of assessment procedures
- 1.6 Measurement scales

Unit 2: Instructional goals and objectives as foundation of assessment

- 2.1 Bloom's taxonomy of objectives
- 2.2 Solo taxonomy
- 2.3 Instructional objectives as learning outcomes
- 2.4 Methods of stating instructional objectives
 - 2.4.1 General Instructional objectives
 - 2.4.2 Specific learning outcomes

Unit 3: Types of tests

- 3.1 Criterion referenced tests
- 3.2 Norm referenced tests

Unit 4: Qualities of a measuring instrument

- 4.1 Validity
 - 4.1.1 Nature of validity
 - 4.1.2 Major consideration in assessment validation
 - 4.1.2.1 Content consideration
 - 4.1.2.2 Construct consideration
 - 4.1.2.3 Assessment criterion relationships

4.1.2.4 Consideration of consequences

4.1.3 Factors influencing validity

4.2 Reliability

4.2.1 Nature of reliability

4.2.2 Determining reliability by correlation methods

4.2.3 Standard error of measurement

4.2.4 Factors influencing reliability measures

4.3 Usability

4.3.1 Ease of administration

4.3.2 Time required for administration

4.3.3 Ease of interpretation and application

4.3.4 Availability of equivalent or comparable forms

4.3.5 Cost of testing

Unit 5: Planning classroom assessment

5.1 Purpose of classroom assessment

5.2 Developing specifications for assessment (table of specification)

5.3 Selecting appropriate type of items and assessment tasks

Unit 6: Classroom test construction

6.1 Objective type tests

6.2 Subjective type tests

Unit 7: Approaches to classroom assessment

7.1 Portfolio

7.1.1 Criteria for selection of work for portfolio

7.1.2 Potential strength and weaknesses of portfolio

7.1.3 Purpose of portfolio

7.1.4 Guideline for portfolio entries

7.1.5 Use of portfolio in instruction and communication

7.2 Anecdotal Records

7.3 Peer appraisal

7.4 Self-report techniques

Unit 8: Assembling administering and appraising the classroom test and Assessments

8.1 Assembling the classroom test

8.2 Administering and scoring

8.2.1 Scoring of objective type tests (through key)

8.2.2 Scoring of subjective type tests (through rubric)

8.3 Appraising classroom test

8.3.1 Item analysis for criterion referenced tests

8.3.2 Item response theory for norm referenced tests

Unit 9: Scoring, and grading

9.1 Scoring Key and marking scheme

9.2 Functions of Grading and Reporting system

9.3 Types of Grading and reporting systems

9.4 Assigning letter grades

Unit 10: Recording and reporting assessment results

10.1 Record keeping

10.2 Conducting parent teacher conferences

10.3 Reporting results to parents

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

- 1) Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
- 2) Mid Term Examination (Objective & Subjective) 30% = 18 Marks
- 3) Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:**Books:**

1. Banks, S. R. (2005). *Classroom assessment issues and practices*. Prentice Hall: USA.
2. Haladyna, T. M. (1994). *Developing and validating multiple-choice test items*. Hillsdale: Lawrence Erlbaum.
3. Gronlund, N. E. and Linn, R. L. (1990). *Measurement and evaluation*. Alaska: Peacock Publishers Inc.
4. Kubiszyn, T. & Borich, G. (2004). *Educational testing and measurement*. Willy: Singapore.
5. Linn, R. (Ed.), *Educational measurement, (3rd ed.)*. Washington, D.C.: American Council on Education.
6. Linn, R. L., & Gronlund, N. E. (2000). *Measurement and assessment in teaching*. Pearson: Singapore.
7. McDaniel, E. (1994). *Understanding educational measurement*. WCB: USA.
8. Thorndike, R. M. & others (1991). *Measurement and evaluation in psychology and education*. New York: Mcmillan Publishing Company.
9. Wiggins, G. (1998). *Educative assessment*. Jossey Bass: USA.
10. Worthen, B. R., White, K. R., Fan, X., & Sudweeks, K. R. (n.d). *Measurement and assessment in schools*. Longman: London.

Journals:

Journal of Technology, Learning, and Assessment
<http://ejournals.bc.edu/ojs/index.php/jtla/>
 Practical Assessment, Research and Evaluation
<http://pareonline.net/>
 Pakistan Journal of Education
<http://www.aiou.edu.pk/PakistanJournals.asp>

Online Resources:

www.ebooksclub.org
www.openpdf.com

Organizational Behavior

EDU- 811
Cr Hr 03

Course Description:

This course is oriented toward developing a better understanding of human behavior and using that knowledge to help people be more productive and satisfied in organizational settings. The primary values characterizing this field include (1) an emphasis on establishing cause-and-effect relationships, (2) a commitment to change, (3) a humanistic concern for people, (4) a concern for organizational effectiveness, and (5) a reliance on empirical research and the scientific method.

THE PURPOSE OF THIS COURSE is to provide students with an understanding of the field of organizational behavior and the various research strategies that it employs. Students will receive extensive exposure to the scientific method, various research methodologies, and the use of academic research journals

Learning Outcomes:

Successful completion of this course will enable the student to:

1. Solve organizational behavior problems/issues.
2. Explain how the study of organizational behavior can influence effectiveness of the organization.
3. Describe the factors that influence individual behavior and performance.
4. Explain the leading theories of motivation and apply them to improve employee productivity.
5. Describe the various strategies used to design jobs and explain the relationship between job design and motivation.
6. Discuss the dynamics at work within work teams including the stages of development, team norms, and the effect of individual behavior on team performance.
7. Describe the elements required to build successful work teams.
8. Describe the basic process of decision making and relate the factors which cause organizations to escalate commitment to a poor decision.
9. Identify the various sources from which individuals in organizations draw their power and discuss the pro's and con's of influence tactics.

Course Contents:

Unit 1: Fundamental of organizational behavior

1. The dynamics of people and organizations
2. Models of organizational behavior
3. Managing communications
4. Social system and organizational culture

Unit 2: Motivation and reward system

1. Motivation
2. Appraising and rewarding performance

Unit 3: Leadership and empowerment

1. Leadership
2. Empowerment and participation

Unit 4: Leadership and Empowerment

1. Leadership
2. Empowerment and Participation

Unit 5: Individual and interpersonal behavior

1. Employee Attitude and their Effects
2. Issues between Organizational and Individuals
3. Interpersonal Behavior

Unit 6: Group Behavior

1. Informal and formal groups
2. Teams and team Building

Unit 7: Change and its Effect

1. Managing Change
2. Stress and Counseling

Unit 8: Emerging Aspects of organizational Behavior

1. Organizational Behavior across Cultures

Suggested Readings:

John W. Nestorm (2007). Organizational Behavior (12th ed.). Bostan: McGraw-Hill.

Online Resources:

www.ebooksclub.org
www.openpdf.com

Total Quality Management

EDU- 812
Cr Hrs. 03

Course Description:

This course will help managers in higher education as well as for head teachers in the school sector. It will provide an opportunity for the readers in education to acquaint themselves with TQM in the education context. It will also help educators develop a framework for quality management in school, college, department or university.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Understand current quality scenario and its application in education in Pakistan
2. Learn how the concepts of TQM fits into education/educational administration/institutions
3. Be able to effectively use the key quality measurement and quality analysis tools to measure and assess process characteristics and performance
4. Learn how to establish TQM functions in educational administration organizations
5. Learn/ practice TQM techniques in real life problems particularly education

Course Contents:

Unit 1: Introduction to quality

- 1.1 Concept of quality
- 1.2 Importance of quality
- 1.3 Growth of interest in quality
- 1.4 Consumers' role in quality
- 1.5 Educational product
- 1.6 Education and its consumers

Unit 2: Total Quality Management

- 2.1 Concept of TQM
- 2.2 Features of TQM
- 2.3 The quality of learning
- 2.4 Barriers to introducing TQM in education

Unit 3: Gurus of TQM

- 3.1 W Edward Deming
- 3.2 Juseph Juran
- 3.3 Philip Crosby
- 3.4 Tom Peters
- 3.5 Kaoru ishikawa

Unit 4: Kite Marks

- 4.1 ISO 9000

Unit 5: Leadership

- 5.1 Educational leader
- 5.2 Role of leader in developing a quality culture
- 5.3 Empowering teachers

Unit 6: Team work

- 6.1 Importance of team work in education
- 6.2 Team formation
- 6.3 The effective team
- 6.4 Quality circles

Unit 7: Tools and techniques of TQM

- 7.1 Pareto chart
- 7.2 Cause and effect diagrams
- 7.3 Check sheets
- 7.4 Histograms
- 7.5 Scattered diagrams
- 7.6 Run charts and control charts
- 7.7 Stratification

Unit 8: Benchmarking

- 8.1 Concept of benchmarking
- 8.2 Educational benchmarking

Unit 9: Measurement

- 9.1 Why measure educational quality?
- 9.2 Why value-added?

Unit 10: Strategic management

- 10.1 Concept of strategic management
- 10.2 Vision, mission, values and goals
- 10.3 Market search
- 10.4 SWOT analysis
- 10.5 Quality policy and quality plan
- 10.6 Costs and benefits of quality
- 10.7 Monitoring and evaluation

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be assessed through different assessment techniques with distribution of marks as given under

1. Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
2. Mid Term Examination (Objective & Subjective) 30% = 18 Marks
3. Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:**Books:**

1. Devid, L. (2001). *Quality assurance in higher education: a study of developing countries*. Ashgate: The University of Michigan
2. Mukhopadhyay, M. (2005). *Total Quality Management in Education*. London: Sage Publications Pvt. Ltd.
3. Sallis, E. & Jones, G. (2001). *Knowledge Management in Education*, London: Kogan Page.
4. Sallis, E. (2002). *Total Quality Management in Education*. USA: Kogan Page.

Psychology of Exceptional Children

EDU- 816
Cr Hr 03

Course Description:

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Explain the significance of educational psychology.
2. Discuss the growth and development during childhood and adolescent.
3. Explain the concept of human needs/individual differences/special needs.
4. Discuss the nature of learning and motivation.
5. Explain concept of testing.

Course Contents:

Unit 1. Introduction to Educational Psychology

- 1.1 Nature and Functions of Educational Psychology
- 1.2 Educational Psychology Related to Handicapped Children
- 1.3 Role of Educational Psychology in education

Unit 2. Theories of Development

- 2.1 Cognitive development and Theory of Cognitive Development.
- 2.2 Social development and theory of Social Development
- 2.3 Emotional development and theories of emotional development
- 2.4 Moral development and theories of emotional development.

Unit 3. Individual Differences and the Development of Personality

- 3.1 Factors that account for individual differences
- 3.2 Cognitive differences
- 3.3 Physical and social difference

Unit 4. Psychology in Learning and Teaching

- 4.1 The nature and type of learning
- 4.2 Stimulus response theory and its application in Special Education

Unit 5- Exceptional children and their Management

- 5.1. Nature of exceptional children
- 5.2.Types and Problem of exceptional children
- 5.3. Children with Hearing Impairment.
 - 5.3.1 Concept, nature and characteristics
 - 5.3.2 Education and management of children with hearing impairment
- 5.4 Children with Visual Impairment
 - 5.4.1Concept, nature and characteristics
 - 5.4.2 Education and management of children with Visual Impairment
- 5.5 Children with Mental Retardation
 - 5.5.1Concept, nature and characteristics
 - 5.5.2 Education and management of children with Mental Retardation
- 5.6 Children with Physically Handicapped
 - 5.6.1Concept, nature and characteristics

- 5.6.2 Education and management of children with Physically Handicapped
- 5.7 Children with Emotional disturbance
 - 5.7.1 Concept, nature and characteristics
 - 5.7.2 Education and management of children with Physically Handicapped
- 5.8 Children with Dyslexia
 - 5.8.1 Concept, nature and characteristics
 - 5.8.2 Education and management of children with Dyslexia
- 5.9 Children with Autistic
 - 5.9.1 Concept, nature and characteristics
 - 5.9.2 Education and management of children with Autistic
- 5.10 Children with ADHD
 - 5.10.1 Concept, nature and characteristics
 - 5.10.2 Education and management of children with ADHD
- 5.11 Creative Children
 - 5.11.1 Concept, nature and characteristics
 - 5.11.2 Education and management of creative children
- 5.12 Delinquent children
 - 5.12.1 Concept, nature and causes
 - 5.12.2 Education and management of delinquent children
- 5.13 Slow learner children
 - 5.13.1 Concept, nature and characteristics
 - 5.13.2 Education and management of slow learner

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

4. Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
5. Mid Term Examination (Objective & Subjective) 30% = 18 Marks
6. Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:

Books:

1. Freud, S. (1993). *New Introduction Lectures in Psycho Analysis*. New York: Norton.
2. Harris, M & Butter Worth, G. (2002), *Developmental Psychology: A student's handboo*. New York: Psychology Press Limited.
3. Rashid, M. (1997). *Educational Psychology*, Code 840. Islamabad: Allama Iqbal Open University.
4. Skinner, C. E. (1993). *Educational Psychology, 4th ed*. New Delhi: Prentice Hall of India Private Limited.
5. Slavin, R E (1994), *Educational Psychology, 4th ed*. Boston: Allyn and Bacon
6. Worell, J. & William, E. S. (1981). *Psychology for Teachers and Students*. New York: McGraw Hill Company.

Learning and Instruction

EDU-817
Cr Hrs 03

Course Description:

How do people learn? How can instruction promote learning? The course, *Learning and Instruction*, thoroughly and succinctly answers these two fundamental educational psychology questions. It takes a models approach by presenting separate units on individual theorists and perspectives. Within this well-organized structure, the course offers meticulously accurate coverage of contemporary learning theories and their application to educational practice—including issues of readiness, motivation, problem-solving, and the social context for learning.

Learning out comes:

It is hoped that the study of this course will enable the students to:

7. Apply the insights of psychology to issues related to learning and instruction
8. Become effective teachers by knowing the processes involved in student's learning and their own instruction
9. Apply the principles of learning and instruction in the process of education.

Course Contents:

Unit 1: Overview

- 1.1. Introduction to learning
- 1.2. Introduction to instruction
- 1.3. Role of learning in everyday affairs
- 1.4. History of learning theories
- 1.5. Relationship between learning and instruction

Unit 2: Early Learning Theories

- 2.1. Classical Conditioning and Connectionism
- 2.2. Principles of Learning
- 2.3. Principles of Instruction
- 2.4. Educational Applications

Unit 3: B.F. Skinner's Operant Conditioning

- 3.1. Principles of Learning
- 3.2. Principles of Instruction
- 3.3. Educational Applications

Unit 4: Robert Gagne's Conditions of Learning

- 4.1. Principles of Learning
- 4.2. Principles of Instruction
- 4.3. Educational Applications

Unit 5: Cognitive Perspectives: I. The Processing of Information

- 5.1. Principles of Learning
- 5.2. Principles of Instruction
- 5.3. Educational Applications

Unit 6: Cognitive Perspectives II. Metacognition and Problem Solving

- 6.1. The Nature of Complex Learning
- 6.2. Principles of Instruction
- 6.3. Educational Applications

Unit 7: Jean Piaget's Cognitive-Development Theory

- 7.1. Principles of Cognitive Development
- 7.2. Principles of Instruction
- 7.3. Educational Applications

Unit 8: Lev S. Vygotsky's Theory of Psychological Development

- 8.1. Principles of Psychological Development
- 8.2. Principles of Instruction
- 8.3. Educational Applications

Unit 9: Albert Bandura's Social-Cognitive Theory

- 9.1. Principles of Learning
- 9.2. Principles of Instruction
- 9.3. Educational Applications

Unit 10: Constructivism

- 10.1. What is the Philosophy Referred to as Constructivism?
- 10.2. What is Educational Constructivism?

Unit 11: Cognitive Models and a Theory of Motivation

- 11.1. Principles of Motivation
- 11.2. Principles of Instruction
- 11.3. Developing Programs for Motivational Change

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

- 4. Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
- 5. Mid Term Examination (Objective & Subjective) 30% = 18 Marks
- 6. Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:

- 1. Gredler, M. E. (2009). *Learning and Instruction: Theory into Practice*, 6/E. USA: Pearson.
- 2. Mayer, R. E. (2008). *Learning and Instruction*. USA: Pearson.
- 3. Driscoll, M.P. (2005). *Psychology of Learning for Instruction*, 3/E. USA: Pearson.

Journal:

Learning and Instruction

<http://www.journals.elsevier.com/learning-and-instruction/>

Curriculum Change and Innovation in Education

EDU- 821
Cr Hr 03

Course Description:

Curriculum change and innovation is an ongoing phenomena and dynamic process. Some aspect of curriculum work is likely to be going on in a school most of time. This course is designed for the students to provide them knowledge of curriculum change and innovation, so that they may understand the changing situations for the development of curriculum.

Learning Outcomes:

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

6. Understand different concepts and purpose of curriculum study
7. Comprehend a body of knowledge related to phenomenon of curriculum change
8. Understand the concepts and process of curriculum innovation
9. Learn the role of teacher in curriculum change and innovation
10. Evaluate curriculum change and innovation in Pakistan

Course Contents:

Unit 1: Concepts of curriculum and purpose of curriculum study

- 1.6 Meaning of curriculum
- 1.7 Components and elements of curriculum
- 1.8 Curriculum Framework
- 1.9 Purpose of curriculum study

Unit 2: The phenomenon of curriculum change

- 2.1 Concepts of curriculum change
- 2.2 Nature of curriculum change
- 2.3 Types of curriculum change
- 2.4 Needs for curriculum change
- 2.5 Factors affecting curriculum change
- 2.6 Stages for curriculum change
- 2.7 Strategies of curriculum change

Unit 3: Curriculum Innovation

- 3.1 Meanings and concepts of curriculum innovation
- 3.2 Process of curriculum innovation
- 3.3 Strategies for curriculum innovation
- 3.4 Difference between curriculum change and innovation

Unit 4: Role of teacher in curriculum change and innovation

- 4.1 The control of change
- 4.2 Complementary roles
- 4.3 Curriculum reform- An example

Unit 5: Curriculum change and innovation in Pakistan

Methodology:

Lectures, Presentations, Seminars, Group discussions and activity based teaching methodology will be applied for the instruction different concepts of this course

Evaluation:

The course will carry 60 Marks in total. Performance of the students will be accessed through different assessment techniques with distribution of marks as given under

7. Assignments (Written paper, small projects, review of research articles etc. whatever the teacher thinks suitable) 20% = 12 Marks
8. Mid Term Examination (Objective & Subjective) 30% = 18 Marks
9. Final Term Examination (Objective & Subjective) 50 = 30 Marks

Suggested Readings:**Books:**

6. Kelly, A. V. (1989). *The Curriculum: Theory and Practice*. London. Paul Chapman Publishing Ltd.
7. Tanner, D.& Tanner, L. (1975). *Curriculum Development: Theory into Practice*. New York: McMillan Publishing Company.
8. Marsh C.J. (2009). *Key concepts for understanding curriculum*. USA: Roultagé.
9. Print, M. (1993). *Curriculum development and design*. Australia: Alin & Alvin.
10. Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & world, Inc.

Journals:

Journal of Curriculum and Instruction
<http://www.joci.ecu.edu/index.php/JoCI>

Online Resources:

www.ebooksclub.org
www.openpdf.com