

Curriculum for Master of Philosophy (MPhil) Education



**INSTITUTE OF EDUCATION AND RESEARCH (IER)
FACULTY OF SOCIAL SCIENCES
WOMEN UNIVERSITY MARDAN, KP**

Introduction of the Department

The Institute of Education & Research (IER) at the Women University Mardan-KP established in the Fall 2019. The IER fulfill the need of excellence education and research in the area of Education particularly in the Khyber Pakhtunkhwa, and in general in Pakistan. The IER offers various programs including BS (4-Years), MA Education (two years), BEd 1.5, BEd 2.5, and intends to offer MPhil. Graduates from the IER will be able to find out jobs and serve as a capable educationist.

Objectives

The IER is likely to provide the following:

1. To equip students with the advanced relevant knowledge in the field of education.
2. To prepare students in order to where these students will contribute largely to the body of research in the field education
3. To prepare the students to identify problems related to child development, class management and curriculum development. Also to suggest some effective appropriate and prudent policies.

Master of Philosophy in Education

Rationale

Undertaking postgraduate studies in education is a highly competitive and academically and intellectually rigorous programme that involves coursework and an independent research component culminating in the submission of a thesis. For all this, revised and updated courses and training, at par with international standards, is of prime importance. Thus, new theories and models of research in the field of education that have been introduced are incorporated in the proposed courses for postgraduate research scholars. Besides, new subjects have also been introduced, which have provided more rigour and depth in postgraduate research courses.

Scheme of Studies for Master of Philosophy (MPhil) Education

Eligibility Criteria

1. M.Ed with CGPA not less than 2.5 or marks in percentage as per University rules
2. B.Ed 1.5 with CGPA not less than 2.5
3. B.Ed 2.5 with CGPA not less than 2.5
4. B.Ed (Hons) with CGPA not less than 2.5

Duration	2 years
Semester Duration	16-18 weeks
Semesters	04
Course Load Per Semester	12 Credit Hours

Number of Courses per semester	04
Structure of the Scheme	
Courses	Credit Hours
Major Courses	18
Minor Courses	06
Research Thesis	06
Total Credit Hours	30

Table of Contents

S.No	Course Code	Course Title	Category	Cr. Hrs
1.	EDU 711	Philosophy of Education	Major	3
2.	EDU 712	Education in Pakistan	Major	3
3.	EDU 713	Educational Planning and Management	Major	3
4.	EDU 714	Educational Psychology	Major	3
5.	EDU 715	Educational Measurement and Academic Assessment	Major	3
6.	EDU 716	Educational Leadership	Major	3
7.	EDU 717	Curriculum Development and Design	Major	3
8.	EDU 718	Application of Computer in Education and Research	Major	3
9.	EDU 719	Educational Research	Major	3
10.	EDU 799	Research Thesis		6
11.	EDU 701	Academic Writing	Minor	3
12.	EDU 702	School Guidance and Counselling Program	Minor	3
13.	EDU 703	Economics of Education	Minor	3
14.	EDU 704	History of Islamic Education	Minor	3
15.	EDU 705	Education in the Muslim World: Issues and Problems	Minor	3
16.	EDU 706	Gender and Education	Minor	3

Philosophy of Education

EDU 711

Cr. Hrs. 3

Course Description

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

Course Objectives

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

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

Course Outline

Unit 1 Introduction to Philosophy of Education

1.1 Meaning of Education

1.2 Meaning of Philosophy

1.3 Philosophy and Education

1.4 Need for Philosophy of Education

Unit 2 Global Philosophies in Education

2.1 Idealism

2.2 Realism

2.3 Pragmatism

Unit 3 Branches of Philosophy

3.1 Ontology

3.2 Epistemology

3.3 Axiology

Unit 4 Islamic Philosophy of Education

4.1 Sources of Knowledge

4.2 Quran on Education

4.3 Hadith on Education

Unit 5 Western Educational Thinkers

5.1 Jean-Jacques Rousseau

5.2 Friedrich Frobel

5.3 Maria Montessori

Unit 6 Islamic Educational Thinkers

6.1 Al-Farabi

6.2 Rūmi

6.3 Ibn Rushd

Recommended Readings:

Aggarwal, J. C. (2001). *Theories and principles of education: Philosophical and sociological bases of education* (11th ed.). Mumbai: preface books.

Bhattacharya, S. (2006). *Philosophical foundation of education*. New Delhi: Atlantic.

Cahn, S. M. (2009). *Philosophy of education: The essential texts*. New York: Routledge

Pathak, R. P. (2012). *Philosophical and sociological principles of education*. New Delhi: Pearson.

Sharma, P. (2016). *Philosophy of education*. New Delhi: APH Publishing Corporation.

Education in Pakistan

EDU 712

Cr.

Hrs. 3

Course Description

Education has a key role in nation building through developing talent of students. This course will highlight education system in Pakistan by keeping in view key aspects of educational policies, leadership and teacher education in Pakistan. This course will also discuss and present a critical analysis of the current scenario, issues and challenges of education in Pakistan.

Course Objectives

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

- Education System in Pakistan
- Policies in Pakistan from various aspects
- Leadership and teacher education in Pakistan
- Current Scenario and Challenges of Education in Pakistan

Course Outline

Unit 1 Introduction

- 1.1 Meaning and Nature of Education
- 1.2 Significance of Education in Pakistan
- 1.3 Aims and Objectives of Education in Pakistan

Unit 2 Education Policies in Pakistan

- 2.1 Rationale and Process
- 2.2 Universal Primary Education, Higher Education
- 3.3 Technical and Vocational Education
- 3.4 Curricula and Textbooks

Unit 3 School Leadership and Effective Schools

- 3.1 Effective Leadership
- 3.2 Effective Schools
- 3.3 Impact of Leadership on Quality Education and Effective Schooling

Unit 4 Development of Teacher Education in Pakistan

- 4.1 Historical Development of Teacher Education in Pakistan
- 4.2 Elementary School Teacher Education
- 4.3 Secondary School Teacher Education
- 4.4 Higher Education

Unit 5 Current Scenario: A Critical Analysis

- 5.1 The Current Status of Literacy, Enrolment Rate

5.2 Causes of Low Progress of Education

5.3 Lack of Social Commitment

5.4 Financial Allocation

5.5 Administrative and Social Factors

Unit 6 Issues and Challenges

6.1 Quality of Education, Quality of Teachers

6.2 Retention/Dropout Rate

6.3 Nature of Curriculum, Text Books

6.4 Examination System

Recommended Readings:

Iqbal, M.H. (2011). *Education in Pakistan: Developmental Milestones*. Pakistan: Paramount Publishing Enterprise.

Qureshi S., and Shamim F. (2009). *Schools and Schooling Practice in Pakistan*. Karachi: Oxford University Press.

Siddiqui, S. (2016). *Education Policies in Pakistan*. Karachi: Oxford University Press.

Educational Planning and Management

EDU 713

Cr.

Hrs. 3

Course Description

The basic aim of the course is to enable scholars to explore and discuss the importance of educational management and planning in the field of education. The course also discusses different steps and processes involved in the execution of various tasks related to effective management and planning.

Course Objectives

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

- define the terms educational management and planning
- utilise the skills and knowledge necessary for effective planning and management
- discuss the basic principles, process and different school of thoughts of educational management

- explain different steps and types of educational planning.

Course Outline

Unit 1 Introduction to Educational Management

- 1.1 Concept of Educational Management
- 1.2 Importance of Educational Management
- 1.3 Characteristics of Educational Management
- 1.4 Principles of Educational Management

Unit 2 Basic Elements/Process of Educational Management

- 2.1 Basic Elements of Educational Management
- 2.2 Different Levels of Educational Management
- 2.3 Aspects of Educational Management
- 2.4 Factors influencing Management Process

Unit 3 Different Schools of Thoughts of Management

- 3.1 Classical School of Thought
- 3.2 Behavioural School of Thought
- 3.3 The system School of Thought
- 3.4 The Contingency School of Thought.

Unit 4 Introduction to Educational Planning

- 4.1 Meaning and Nature of Educational planning
- 4.2 Importance of Educational Planning
- 4.3 Objectives of Planning
- 4.4 Principles of Educational Planning

Unit 5 Steps of Educational Planning

- 5.1 Planning for Survey – Need and Requirements
- 5.2 Planning for Allocation of Resources and Formulation of Educational Goals
- 5.3 Planning for Implementation, Monitoring and Evaluation
- 5.4 Re-planning and Revising.

Unit 6 Types of Educational Planning

6.1 Strategic Planning

6.2 Tactical Planning

6.3 Operational Planning

6.4 Contingency Planning

Recommended Readings:

Afridi, A. (2016). *Educational Planning and Management*. Peshawar: Ijaz printers.

Aggarwal, J.C.(1993). *Development and Planning of Modern Education (Revised edition)* India: Vikas Publishing House.

AIOU. (2014). *Educational Management and Supervision, Course Code(6502)*. Department of Secondary School Teacher Education. Faculty of Education. Islamabad: Asad Mehmood Printing Press.

Bush, T., and Middlewood, D. (2005). *Leading and Managing People in Education*. London: Sage Publication.

National University of Educational Planning and Administration (2008). *Educational Administration*. New Delhi: Nangia Publishing Corporation. India

Nehru, R.S.S.(2016). *Educational Administration, Management and Planning*. New Delhi: A.P.H. Publishing Corporation. India.

Sheikh, M.A. (2010).*Understanding Educational Management: A Handbook for Teachers and the Taught*. Murree (Pakistan): Lahore Book Depot.

William, G.C. (1982). *Systemic Planning for Educational Change*. : New York: Mayfield Publishing Company.

Educational Psychology

EDU 714

Cr.

Hrs. 3

Course Description

In this course, scholars are introduced to theories, research, and themes that form the tenets of psychology. The goal is to prepare scholars to become competent professionals who are well grounded in the principles of educational psychology and are ready to use this knowledge in their research and professional careers. This course primarily follows cognitive approach because now cognitive approach dominates educational psychology. This course examines cognitive development in areas such as perception, memory and learning skills. Several theoretical perspectives, including Piagetian theory and information-processing approach are discussed.

Course Objectives

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

- become competent professionals who are well grounded in principles of educational psychology
- use this knowledge in their research process and professional careers
- examine cognitive development in areas such as memory and learning skills
- discuss Piagetian theory and the information-processing approach.

Course Outline

Unit 1 Educational Psychology: Teaching in the real world

1.1 Teachers, Teaching and Educational Psychology

1.2 Learning to Teach

1.3 Applying Educational Psychology in Classroom

1.4 Research and Theory Building in Educational Psychology

Unit 2 The Study of Learning

2.1 Behavioural approach to Learning

2.2 Cognitive approach to Learning

2.3 Social approach to learning

2.4 Humanist approach to learning

Unit 3 The Cognitive-Developmental Model

3.1 Developmental Stages

3.2 Piaget's approach to cognitive development

3.3 Vygotsky's approach to cognitive development

3.4 Bruner's approach to Cognitive development

Unit 4 Information Processing Theory

4.1 Linear Model of information processing

4.2 Process of Memory (sensory memory; Short-Term and Long-Term Memory)

4.3 Compartments of Memory

4.4 Theories of Forgetting

4.4 Metacognition

Unit 5 Models of information processing

5.1 Cowan's Model

5.2 Schema Theory and Script Theory

5.3 Generative Model of learning of Cognitive Style

5.4 New Directions of Research

Recommended Readings:

Crowel, T.K., Kaminsky, S. and Podell, D.M.(1997). *Educational psychology*. Chicago: Brown and Benchmark Publishers.

Eggen, P. and Kauchak, D. (1992). *Education Psychology: Classroom connections*. New York: Merrill.

Woolfolk, A. (2014). *Educational Psychology (12th Ed)*. New Jersey: Prentice Hall, Englewood Cliffs.

Educational Measurement and Academic Assessment

EDU 715

Cr.

Hrs. 3

Course Description

This course is designed to enhance scholars' understanding of principles and processes related to practices and issues (such as test design, scoring, and statistical analyses of test data) of achievement test, including standardized tests and teacher made tests. The course participants will examine and debate the use of standardized assessment in research, and the utility of educational tests within the broader context of educational policy and decision making. This course also provides scholars with practical skills for designing and validating test items. The purpose of this course is to provide scholars with opportunities to acquire essential understanding and skills that will enable them to perform more efficiently the task of assessing students' learning through tests in their contexts. The course addresses basic concepts in test design and validity, types of tests as well as the characteristics and limitations of various item types.

Course Objectives

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

- explain principles, purposes and methods of classroom assessment; match assessment with learning outcomes and instructional strategies;
- plan, design, implement and review test items; explain the qualities of a good test (reliability, validity, transparency, authenticity);
- design and implement rubrics; differentiate between error analysis, students' responses and feedback; develop effective portfolio.

Course Outline

Unit 1 Introduction to Educational Assessment

1.1 Brief history of testing in education

1.2 Concept of Assessment, Evaluation, Measurement and Testing

1.3 Purpose of Assessment and Types of assessment

1.4 Formative Assessment-Techniques

Unit 2 Assessment and Learning Objectives

2.1 Taxonomy of educational objectives.

2.2 Writing instructional objectives.

2.3 The test blue print.

2.4 Matching test items to instructional objectives.

Unit 3 Types of Educational Measurement

3.1 Criterion Referenced Test

3.2 Norm Referenced Tests

3.3 Standardized Test and Teacher-made-test

3.4 Aptitude and achievement tests

Unit 4 Principles of designing a good test

4.1 Appropriateness

4.2 Validity and Reliability

4.3 Table of specification

4.4 Items construction

Unit 5 Qualitative Practices in assessment

5.1 Portfolio (Purpose, Guidelines and Evaluation criteria)

5.2 Error analysis

5.3 Feedback (Types and Tools)

5.4 Rubrics

Recommended Readings:

Airasian, P. W. (2005). *Classroom assessment: Concepts and applications (5th ed.)*. Boston: McGraw Hill.

Bennett, R. E. (2011). Formative Assessment: A critical review. *Assessment in Education: Principles, Policy and Practice*, 18(1), 5-25.

Chappuis, J., Stiggins, R., Chappuis, S. and Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well (2nd ed.)*. New Jersey: Pearson.

Fisher, D., and Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Virginia: Association for Supervision and Curriculum Development.

Gul, M. and Rodrigues, S. (2012). Unveiling the focus of a teacher's written feedback on students' composition writing in Pakistan. *International Researchers*. 1(3), pp. 58-66.

Klenowski, V. (2002). *Developing portfolios for learning and assessment: Processes and principles*. London: Routledge.

Popham, J. W. (2008). *Classroom Assessment: What teachers need to know? 5th Edition*. Boston: Pearson.

Rodrigues, S. (2011). *Formative Assessment in a Primary Classroom: A case from Britain*. Germany: VDM Verlag.

Rodrigues, S. (2012). Portfolio assessment: Teachers' experiences of implementation in primary English Language classrooms in Pakistan. *International Researchers*. 1(3), 14-23.

Salend, S. J. (2009). *Classroom testing and assessment for all students: Beyond standardization*. California: Corwin.

Educational Leadership

EDU 716

Cr.

Hrs. 3

Course Description

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

Course Objectives

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

- conceptualize and understand the nature of leadership
- learn about academic leadership in detail
- comprehend about the various styles in leadership

- identify various leadership theories
- recognize the contemporary leadership issues in our education.

Course Outline

Unit 1 Introduction to Leadership

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

Unit 2 Academic Leadership

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

Unit 3 Leadership Styles

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

Unit 4 Leadership Theories

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

Unit 5 Contemporary Leadership Issues in our Education

- 5.1 Interplay between emotions and leadership
- 5.2 Conflict and change: Daily challenges for school leaders
- 5.3 Leading and managing staff in high performance schools

5.4 Leadership challenges and ethical dilemmas

5.5 The social and political context of schools

Recommended Readings:

Busher, H. (2006). *Understanding educational leadership: people, power and culture*. Poland: Open University Press.

Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon Schuster.

Davies, B. et al. (2005). *School leadership in 21st century* (2nd ed.). New York: Routledge-Falmer.

Murphy D. (2013). *Professional school leadership: Dealing with Dilemmas* (2nd ed.). Edinburgh: Dunedin.

Sharma, T.C. (2008). *A hand book for educational leadership*. New Delhi

Sterret, W. (2011). *Insights into actions: Successful school leaders share what works*. Virginia: ASCD.

Whitaker, et al. (2009). *Motivating and inspiring teachers: The educational leaders guide for building staff morale*. (2nd ed.). NY: Larchmont.

Curriculum Development and Design

EDU 717

Cr. Hrs. 3

Course Description

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

Course Objectives

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

- examine the process of curriculum planning
- study various approaches to designing curriculum

- become competent professionals who are well grounded in principles curriculum development
- use this knowledge in their research process and professional careers.

Course Outline

Unit 1 An Approach to Designing Curriculum

- 1.1 The analysis of culture
- 1.2 Learning Theories as a Foundation of Curriculum
- 1.3 The concept of social and cultural learning
- 1.4 The extension of learning and the influence of theories on the curriculum

Unit 2 The process of Curriculum Planning

- 2.1 Principles to guide formulation of objectives
- 2.2 Behavioural objectives
- 2.3 Diagnosis in curriculum Development
- 2.4 Diagnostic devices and diagnosis of curriculum problems.

Unit 3 Curriculum Experiences

- 3.1 Selection and organization
- 3.2 Curriculum content
- 3.3 Related issues with content
- 3.4 Problem Content

Unit 4 The Design of Curriculum

- 4.1 Design forces
- 4.2 Current patterns of curriculum development
- 4.3 Organization for curriculum
- 4.4 Conceptual framework for curriculum design

Unit 5 Strategies for Curriculum Change

- 5.1 Historical perspectives on curriculum change
- 5.2 Current methods of curriculum change

5.3 Trends in Curriculum change

5.4 Integration with teacher training

Recommended Readings:

Murray, P. (1993). *Curriculum Development and Design*. National library of Australia

Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt, Brace and World Inc.

Shubert, *et al.* (2015). *Curriculum in Education*, Teller Road, CA: SAGE.

Application of Computer in Education and Research

EDU 718

Cr. Hrs. 3

Course Description

Computer is a powerful tool of information and communication technology. Hence it is the need of the day to equip our scholars with this technology. The basic aim of this course is to help scholars integrate this technology in their personal and professional practice and to make them efficient users of this technology in education and research.

Course Objectives

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

- Use the computer and Microsoft Office effectively and efficiently

- Use ICT tools and Internet efficiently and positively
- Integrate the technologies in teaching learning process
- Use of SPSS for data analysis

Course Outline

Unit 1 Introduction to Computer and Information Technology

- 1.1 Definition, parts and generations of computer
- 1.2 Types and characteristics of computer
- 1.3 Computer in present day
- 1.4 Operating System (Definition and Types)

Unit 2 Data Processing through MS Office

- 2.1 Microsoft Word
- 2.2 Microsoft Excel
- 2.3 Advanced Features of Microsoft Excel
- 2.4 Microsoft PowerPoint

Unit 3 Internet

- 3.1 Creating an Email Account
- 3.2 Email Management
- 3.3 Browsing Internet
- 3.4 Proper use of Search Engines

Unit 4 ICT Tools for Education

- 4.1 Academic/Educational Web Sources
- 4.2 Computer Based Training
- 4.3 Blogs
- 4.4 Skype
- 4.5 Social Networking

Unit 5 Introduction to SPSS

- 5.1 Primary SPSS windows and their function

- 5.2 Basic commands in SPSS
- 5.3 Creating a data file and entering data
- 5.4 Screening and cleaning the data
- 5.5 Importing data from MS Excel

Unit 6 Data Analysis – Quantitative and Qualitative

- 6.1 Using SPSS for descriptive statistics like frequency distribution, subgroups and graphs
- 6.2 Using SPSS for inferential statistics like one sample T-Test, independent sample T-Test, paired sample T-Test, Chi-square Test
- 6.3 One factor ANOVA between groups
- 6.4 Inferential statistics: Association and Regression
- 6.5 Qualitative Data Analysis – Introduction
- 6.6 NVivo, ATLAS.ti

Recommended Readings:

Ali, A.S. and Nudrat, A. (2000). *Fundamental Concepts of Computer System*. Peshawar: The Ayes Publisher.

Ali, R. and Ali, A. (2019). *Introduction to Computer and ICT* (1st edition). Peshawar: AL-ILUM Publications, Qissa Khawani Bazar.

Miles, M.B., Huberman, A.M. and Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook (4th ed.)*. Thousand Oaks, California: SAGE Publications Ltd.

MS Office Manual; SPSS brief guide available at <http://www.spss.com>; Widows Manual

Educational Research

EDU 719

Cr. Hrs. 3

Course Description

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

Course Objectives

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

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

Course Outline

Unit 1 Introduction to Research

1.1 Introduction to research and educational research (definitions, characteristics)

1.2 Steps for conducting research (research process)

1.3 Purpose of research: Basic research, applied research, and action research

Unit 2 Different Designs of Research

2.1 Quantitative Design

2.2 Qualitative Design

2.3 Mixed-Methods Design

Unit 3 Steps in Research

3.1 Investigating research problem

3.2 Developing research questions

3.3 Literature review

Unit 4 Literature Review

4.1 Finding Suitable Sources - Developing Critical Approaches, Avoiding Plagiarism,

4.2 Managing the Sources

4.3 Summarising and Paraphrasing

4.4 Organising Paragraph – Paragraph structure, Development of ideas

4.5 Introducing paragraphs and Linking paragraphs

4.6 References and Quotations

4.7 Avoiding plagiarism

Unit 5 Research Methodology

5.1 Population/Sampling

5.2 The types of Sampling

5.3 Different Research tools

5.4 Types of data

5.5 Data analysis

Unit 6 Report Writing and References

6.1 Proposal Writing

6.2 Report Writing

6.3 Different References Styles

Recommended Readings:

Best, J. W., and Kahn, J. V. (1998). *Research in Education (8th ed.)*. Needham Heights, MA: Allyn and Bacon.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE.

Gay, L. R., Mills, G. E., and Airasian, P. (2011). *Educational Research with My education lab Access Code: Competencies for Analysis and Applications*. London, England: Pearson.

Judith, B. (1999). *Doing Your Research Project (3rd Ed.)*. Buckingham. Philadelphia: Open University Press.

Kumar, R. (2010). *Research Methodology: A Step-by-Step Guide for Beginners*. Thousand Oaks, CA: SAGE.

Mills, G. E., and Gay, L. R. (2016). *Educational Research: Competencies for Analysis and Applications*.

Academic Writing

EDU 701

Cr. Hrs. 3

Course Description

This course is designed to reinforce essay composition skills and introduce scholars to the practice of writing for academic purposes. It aims to prepare scholars for working in high level English academic writing environment in which research writing is a requirement. It introduces

basic research writing skills including: conducting literature research and review, note taking, paraphrase, summary, direct quotation, positioning, and APA citation style. The course aims at placing emphasis on macro-level composition skills such as: essay structure, paragraph structure, coherence, unity; and micro-level skills such as: sentence structure, grammar, vocabulary, spelling and mechanics.

Courses Objectives

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

- compose and develop individual paragraphs and essays that use evidence, sources, and appropriate rhetorical modes to support topic sentences and thesis statements;
- demonstrate critical thinking and reading skills by writing expository paragraphs and essays in response to course readings;
- compose a text that supports and develops an effective thesis statement with specific supporting details and examples, and is coherently organized with a clear understanding of introductory, developmental, and concluding paragraphs;
- write varied sentences, using correct standard English, free from errors in mechanics, usage, grammar, and spelling; identify effective writing techniques in their own work;
- employ correct APA citation style, including parenthetical, in-text citation and works-cited pages; and avoid plagiarism.

Course Outline

Course topics will include the following:

Unit 1 Introduction to Academic Writing

- 1.1 Deciding where and how to begin
- 1.2 Academic writing: Purpose, Common Types, General Features
- 1.3 Difficulties and Constraints in academic writing
- 1.4 Selection of Stylistic Tools

Unit 2 Title, Abstract and Introduction

- 2.1 Title – structure, focus, quality
- 2.2 Abstract Structure, purpose, quality
- 2.3 Introductions – Contents and Structure

Unit 3 Methodology, Results, Discussion and Conclusion

- 3.1 Methodology – Contents and Structure of Methodology

- 3.2 Results – Contents and Structure of Results
- 3.3 Discussion – Contents and Structure of Discussion
- 3.4 Conclusions – Contents and Structure of Conclusions

Recommended Readings:

- Bailey, S. (2020). *Academic Writing: A handbook for international students*. London: Routledge.
- Chin, P. (2012). *Writer of Academic writing skills*. Cambridge : Cambridge University Press.
- Day, T. (2018). [*Success in academic writing*](#). Basingstoke, Hampshire : Palgrave Macmillan.
- Godfrey, J. (2015). *Academic writing*. London : Macmillan education/Palgrave.
- McMillan, K. and Weyers, J. (2019). *How to write for university: academic writing for success*. Harlow, United Kingdom: Pearson.
- Osmond, A. (2016). *Academic writing and grammar for students*. Los Angeles: SAGE.

School Guidance and Counselling Program

EDU 702

Cr. Hrs. 3

Course Description

School guidance and counselling course offers scholars to get to grips with various aspects of guidance and counselling within the school context. First, in Introduction to Guidance, introductory aspects of guidance will be discussed, followed by guidance types, guidance services, and various schools related guidance topics. Thereafter, an introduction to techniques of counselling, from a range of perspectives, dimensions and approaches will be provided. This will be followed by Career Development and Guidance and Occupational Information in Guidance Units, which focus upon career development issues and information pertaining to occupation and its various dimensions respectively. Finally, research in guidance and counselling will be discussed in detail.

Course Objectives

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

- explain the importance and scope of Guidance and Counselling.
- discuss various techniques and procedure of counselling.
- reflect on career development theories and its application in school situation.
- explain the importance of occupational information and plan activities in the content of school.
- explain the need for research in guidance and counselling.
- undertake small research projects and conduct evaluation of school guidance programmes

Course Outline

Unit 1 Introduction to Guidance

- 1.1 Guidance: Meaning, nature, purpose, scope and principles; difference between guidance and counselling
- 1.2 Types of Guidance: Socio-personal, educational, vocational guidance
- 1.3 Guidance Services: need of importance of different guidance services
- 1.4 Individual and Group guidance

Unit 2 Introduction to Techniques of Counselling

- 2.1 Meaning, nature, scope and principles of counselling
- 2.2 Techniques of Counselling
- 2.3 Directive, non-directive and eclectic
- 2.4 Counselling process: concepts, stages, steps
- 2.5 Individuals and Group Counselling

2.6 Approaches to Counselling- Person Centred Counselling, Existential Counselling, Gestalt Theory, Rational-Emotive Theory, Behavioural and Cognitive Counselling

2.7 Counselling for teachers and students and children with special needs

Unit 3 Career Development and Guidance

3.1 Nature and Meaning of work, human motives, work and work ethics

3.2 Theories of Career choice and Career development

3.3 Career pattern and life stages

3.4 Career maturity and Career adjustment.

3.5 Career development of men and women

Unit 4 Occupational Information in Guidance

4.1 Meaning and types of occupations, changes in the occupational pattern, need for occupational skills; training and apprenticeship, wage and self-employment

4.2 Use of standardized tests – aptitude and interest inventories in knowing one’s self.

4.3 Source of occupational information: Primary, Secondary, and Government-private;

4.4 Dissemination of occupation – Group techniques; Career talks, Career exhibitions, Career Conference etc.

4.5 Case study and Career monographs

4.6 Use of Internet in providing occupational information

Unit 5 Research in Guidance and Counselling

5.1 Need and Scope of research in guidance

5.2 Qualitative and quantitative research methods appropriate to guidance and counselling, action research

5.3 Experimental and descriptive researches like survey and Case study

5.4 Review and trends of research studies in guidance and counselling

5.5 Identification and designing of a research study problem.

5.6 Application of statistics for data analysis and interpretation.

5.7 Writing research report and methods of dissemination.

5.8 Evaluation of Guidance programmes in school

Recommended Readings:

Baker, S. (1992). *School Counselling for 21st Century*. New York: Macmillan

Brown, D. and Brook L., (eds). (1990). *Career Choice and Development*. San Francisco: Jessey Bass.

Florida's School Counselling and Guidance Framework. (2001). *A Comprehensive Student Development Program Model*.

Gibson L.B, Mitchell, M.H (2009). *Introduction to Counselling and Guidance*. India: Pearson Prentice Hall.

Gladding, Samuel, T. (1996). *Counselling: a Comprehensive profession*. New York: Prentice Hall

Gladding, T. S., Kishore, R. (2018). *Counselling-A Comprehensive Profession*. India: Pearson Education Services Pvt Ltd.

McLeod J. (1998). *An Introduction to Counselling*. Buckingham: Open University Press

Nayak, A.K. (1997). *Guidance and Counselling*. New Delhi. APH Publishing House.

Siddiqui, M.J. (2008). *Guidance and Counselling*. New Delhi. APH Publishing House.

Economics of Education

EDU 703

Cr. Hrs. 3

Course Description

This course focuses upon economics of education and helping scholars get to grips with the various aspects of education economics within various spheres of education. In addition, the course provides an overview about econometrics and discusses aspects of educational production, educational technology and educational indicators.

Course Objectives

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

- analyse the ways through which education is organized and delivered to achieve economic growth in most efficient ways.
- explore and discuss the efficacy of reforms pertaining to teacher salaries, student teacher ratio and schools
- develop an understanding of the importance of education in economic growth of a country.

Course Outline

Unit 1 Introduction to Economics of Education

1.1 Defining economics of education

1.2 Educational problem,

1.3 Importance of Schooling

Unit 2 Econometrics Overview

2.1 Empirical research methods in the economics of education

2.2 Human Capital theory: The basic economic perspective on education

2.3 Education as a Signal: Signalling in the labour market

2.4 Returns to education in developing countries with special reference to Pakistan social rate of returns to education

Unit 3 Educational Production

3.1 Education and health

3.2 Education and inequality

3.3 School Accountability and Standards

Unit 4 Education through Technology

4.1 Technology and Education

4.2 Role of state in education

4.3 Educational privatization

Unit 5 Education Indicators

5.1 Education as Investment

5.2 Cost-Benefit Analysis of Educational Investment

5.3 Educational Indicators of Pakistan

5.4 Education Statistics of KP

Recommended Readings:

Dominic J. Brewer, Patrick J. McEwan, *Economics of Education*, (latest edition) Elsevier.

Government of KP(2017). *EMIS Data*.

Government of Pakistan (2014). *Economic Survey of Pakistan*.

Johnes, G., Agasisti, J.T. and Laura, *Contemporary Education Economics*, Edward Elgar Publishing

Mixon, F.G. and Cebula, R.J. [*New Developments in Economic Education*](#), (latest edition), Edward Elgar Publishing.

History of Islamic Education

EDU 704

Cr.

Hrs. 3

Course Description

This course has been designed to give an insight to scholars to study rigorously history of Islamic Education and its impact on whole world.

Course Objectives

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

- examine education during the life of Muhammad (S.A.W)
- discuss Educational Personalities in Companions of Muhammad (SAW)
- evaluate the Impact of Islamic Education on the World

Course Outline

Unit 1 Islam and Education

1.1 Quranic Perspective

1.2 Hadith perspective

1.3 Quranic Verses related to Education

1.4 Quranic Verses related to Female Education

Unit 2 Education During the life of Muhammad (S.A.W)

2.1 Impacts on the whole on Community

2.2 Formal education in *Dar e Arqam*

2.3 *Suffa* school in Madina and its impact

2.4 Informal Education and Milieu Education

Unit 3 Educational Thinkers/Scholars in Companions of the Prophet SAW

3.1 Obbad e Salasa

3.2 Qatada

3.3 Moaaz Bin Jabal

3.4 Alqma and Abu Durda

Unit 4 Educational Progress During the period of Caliphs

4.1 Four Caliphs Educational thoughts

4.2 Education System

4.3 Establishment of Cites for the purpose of Education

4.4 Selection Criteria - Method of Teachers

Unit 5 Educational Progress and Development During Ummayids and Abbasids

5.1 Educational thoughts

5.2 Education System

5.3 Purpose of Education

5.4 Selection Criteria - Method of Teachers

Unit 6 The Impact of Islamic Education on the World

6.1 Impacts on Society

6.2 Change of Culture

6.3 Freedom of life and thoughts

6.4 Clash of civilizations

Unit 7 Madrassa Education

7.1 History of *Madrassa* Education in the Sub-Continent

7.2 Curriculum and Issues

7.3 Contemporary world

7.4 Reforms in *Madrassa* Education

Recommended Readings:

Balkhi, I. (1979). *History of Islamic Education*. 2nd Edition, Islamic Publication limited, Lahore.

Inamullah, H.M., Hifaztullah, H. (2010). Reforming The *Madrassah* Education System. *Contemporary Issues In Education Research*, 3, 43-46

Inamullah, H.M., Hifaztullah, H. and Sarwar, M. (2010). Attitude of Religious Class Towards Contemporary Female Higher Education. *International Business and Economics Research Journal*, 9, 06-11.

Nazar, A.H. (1987). *Analysis of Madaris In Pakistan*. Lahore: Muslims Academy.

Shibli, A. (1963). *History of Islamic Education and Training*. Institute of Islamic Culture, Pakistan.

Education in the Muslim World: Issues and Problems

EDU 705

Cr. Hrs. 3

Course Description

The Muslim world, especially Pakistan, is passing through a transition period of tremendously fast geopolitical transformation and of rapid social changes. This course aims at providing conceptual understanding to scholars and would aim to help them discuss issues, problems and prospects of Islamic concepts. This course is an attempt to help scholars to explore different aspects of issues and problems in Muslim education and help them analyse and discuss various issues and problems concerning education in the Muslim world.

Course Objectives

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

- examine conflict between tradition and modernity.
- discuss secularization of education and its impact on Muslim society.
- analyse other languages of Muslim world and policy

Course Outline

Unit 1 Education and Culture in the Muslim World: Conflict between Tradition and Modernity

1.1 Culture and civilization

1.2 The role of religion

1.3 Primordial tradition Vs Changing attitude

Unit 2 Aims and Objectives of Islamic Education

2.1 Secularization of education and its impact on Muslim society

2.2 Modernization and cultural identity

Unit 3 Diarchy in Education

3.1 Historical perspective

3.2 Unity in Islamic system of education

Unit 4 Crisis in Social and Natural Sciences

4.1 Traditional Vs Modern concepts

4.2 Unity Vs multiplicity in society

4.3 Integration and confrontation of social sciences with natural sciences

Unit 5 The problem of Language

5.1 Arabic, The *lingua Franca* of the Muslim world

5.2 Other languages of Muslim world and policy

5.3 The Disciplined Muse

5.4 The Tower of Babel

Recommended Readings:

Ashraf, S.A and Hussain S.S. (1979). *Crisis in Muslim education*. Jeddah: King Abdul-Aziz University.

Bulter, D. (1968). *Four Philosophies and Their Role In Education and Religion*. London: Harper and Row Publishers

Count, G.S. (1969). *A New Social Order*. New York: Anro Press and New York Times.

Durani, A. (1980). *Islamic Thoughts and Culture*. Lahore: Maktaba AAlia.

Qutub, M. (1980). *The System of Islamic Education and Training*. Lahore: Islamic Publication.

Gender and Education

EDU 706

Cr. Hrs. 3

Course Description

The course on gender and education aims at developing critical perspectives on the status of women in society and focuses upon acquainting scholars with thorough grounding into the norms of patriarchy and gender roles across cultures and communities, The scholars will also develop insight into policy perspectives towards bridging gender gaps in education and empowerment, in addition to helping and promoting gender inclusive teaching learning environment. Moreover, the course sheds light on and presents analyses of gender issues in girls' education and empowerment and would aim to help scholars develop an awareness of legislative measures in favour of women.

Course Objectives

On completion of this course, the scholars will be able to:

- develop critical perspectives on the status of women in society
- understand norms of patriarchy and gender roles across culture and communities
- develop insight into policy perspectives towards bridging gender gaps in education and empowerment
- promote gender inclusive teaching learning environment
- analyse gender issues in girls' education and empowerment
- develop an awareness of legislative measures in favour of women

Course Outline

Unit 1 Women and the society: critical perspectives

1.1 Women across Pakistan: multi-cultural perspectives

1.2 Understanding patriarchy

1.3 Women in Pakistan

Unit 2 Social psychology of gender roles

2.1 Gender as a social category

2.2 Gender differences and socialisation

2.3 Changing roles and socialisation

2.4 Media images of women

Unit 3 Policy frameworks and gender concerns in education and women's empowerment: critical perspectives

3.1 Concepts, Dimensions and Parameters

3.2 National policies and approach to Five Year Plans

3.3 Committees and Commissions in education set-up by GoP

3.4 Projects, programmes and schemes to bridge gender gaps in education and women's empowerment

Unit 4 Gender inclusive education systems

4.1 Gender inclusiveness in curriculum, its presentation and transactions

4.2 Teaching, learning and support materials

4.3 Classroom management

4.4 Teacher behaviour and teacher preparation

4.5 Transgender and education

Unit 5 Gender issues in education and women empowerment

5.1 Socio – cultural perspectives in girls' education: identifying issues and concerns in girls' education

5.2 Analytical analysis of gender issues in girls' education

5.3 Interventions (both government and non – government organisations) Addressing gender based disparities in education and empowerment

Unit 6 Empowerment of Women through Legal Awareness

6.1 International Conventions

6.2 State laws and women; Rights of the girl child

6.3 Laws for work and employment

6.4 Laws for violence against women

Recommended Readings:

Kandaswamy, D. (2005). Gender Insensitivity in School Education: *Educational Journal-Gender and Education* Internet Version.

Kingdon, G.G. (2001). *The gender Gap in Educational Attainment in India: How Much Can be Explained?* University of Oxford: Department of Economics.

Mehrotra, S. (2006). Child Malnutrition and Gender Discrimination in South Asia. *Economics and Political Weekly*.

Sharma, M.C. and Sharma, A.K. (2003). *Discrimination based on Sex, Caste, Religion and Disability Addressing through educational Interventions: A Handbook for Sensitizing Teacher and Teacher educators*. NCTE and Human Rights Commission.

Subrahmanium, R. (2005). Gender Equality in Education: Definitions and Measurements. *International Journal of Educational Development*.

Vimala, R. (1998). *Girls' and Women' Education: Policies and Implementation Mechanisms: Case Study*. India. Bangkok: UNESCO.