

M. Phil (2 YEARS) semester program

Scheme of Studies for M. Phil Education

M. Phil Education Course Work

Semester I-

Total Credit Hrs: 12

S.No	Name of Course	C.Code	Cr- Hours
1	Curriculum Studies	Edu.711	03
2	Advanced Educational Research	Edu.712	03
3	Educational Leadership	Edu.713	03
4	Educational Testing Measurement & Evaluation	Edu.714	03
5	Seminar (Focused on Researched Proposal, Development &----- Foundations of Education)		00

Semester- II

Total Credit Hrs: 12

The students are required to select courses of 12 credit hrs from the following given optional course;

S.No	Name of Course	C.Code	Cr- Hours
1	New Educational Technologies	Edu.721	03
2	Educational Policy Analysis	Edu.722	03
3	Curriculum Development & Text Book Production	Edu.723	03
4	Human Resource Management in Education	Edu.724	03
5	Trends & Issues in Education	Edu.725	03
6	Comparative Education	Edu.726	03
7	Application of Computer in Education	Edu.727	03
8	Research Thesis	Edu.728	06

M.Phil.(Education)

Semester-I

(M.Phil Core Course)

Course Title: Curriculum Studies

Credit Hrs: 3(3+0)

Course Code: **EDU-711**

COURSE DESCRIPTION

Through the study of the basic principles of curriculum development, educators and curriculum leaders are provided with knowledge, skills, and experiences to be actively involved in multiple facets of curriculum development, including planning, design, developmental processes and approaches, implementation, evaluation, and improvement/change. Development of curriculum will systemically address technology integration, evidenced-based practices, innovative and collaborative learning experiences, and the impact of social, political, psychological, and economic factors.

OBJECTIVES:

After completing the course the students will be able (INSHAALLAH)

1. To understand the concept of curriculum, instruction and their relationship,
2. To know the foundations of curriculum development and instruction.
3. To evaluate the curriculum and make improvements.
4. To understand, analyze, evaluate and apply most effective instructional strategies.
5. To understand and apply the procedure of curriculum development.

Course contents

Week 1 & 2

Unit-1: Nature of Curriculum

- 1.1 Modern and Traditional concepts of curriculum
- 1.2 Characteristics of Curriculum
- 1.3 Curriculum as a discipline
- 1.4 The hidden curriculum
- 1.5 School-based Curriculum

Week 3 & 4

Unit-2: Foundations of Curriculum and Instruction

- 2.1 Philosophical foundations
- 2.2 Psychological foundations
- 2.3 Sociological foundations
- 2.4 Economical foundations
- 2.5 Historical foundations

Week 5 & 6

Unit-3: Curriculum Process

- 3.1 The validation of educational objectives
- 3.2 Selection of subject matter
- 3.3 Selection of Curriculum experiences
- 3.4 Rational model
- 3.5 Cyclical model
- 3.6 Dynamic model

Week 7 & 8

Unit-4: Curriculum Design

- 4.1 Subject- centered design
- 4.2 Student centered design
- 4.3 Problem-centered design
- 4.4 Activity based curriculum design
- 4.5 Core learning design

Week 9 & 10

Unit-5: Curriculum Monitoring and Evaluation

- 5.1 Purpose and problems of curriculum
- 5.2 Evaluation models
- 5.3 Guiding principles
- 5.4 Comprehensive models
- 5.5 Implementation and modification
- 5.6 Relationship between monitoring and evaluation

Week 11 & 12

Unit-6: Curriculum Change

- 6.1 Dynamics of curriculum change
- 6.2 Curriculum change process
- 6.3 Processes and practices of curriculum innovation
- 6.3 Curriculum evaluation and change in curriculum
- 6.4 Change as a function of curriculum improvement
- 6.5 Types, methods, strategies and barriers to curriculum change

Week 13 & 14

Unit-7: Curriculum development

- 7.1 Historical overview of curriculum development
- 7.2 Emerging structure in curriculum development
- 7.3 Crucial issues in curriculum development: (Political Realities, Groups that, establish leadership in curriculum development process, Minimum curriculum standards, The pressure for National Curriculum)
- 7.4 Role of teacher in curriculum development

Week 15 & 16

Unit-8: Futuristic Curriculum / Planning

- 8.1 From today to tomorrow: curriculum issues
- 8.2 Identifying future issues
- 8.3 Focus on the new age.
- 8.4 Changing the posture/ Scenario of educational institutions.
- 8.5 The horizon approaches.
- 8.6 Relationship between monitoring and evaluation

SUGGESTED READINGS

1. Kelley A.V (1999) *The Curriculum: Theory and Practice*. London. Paul Chapman.
2. Littledyke, M. and Huxford; L. (Eds) (1998). *Teaching the primary curriculum for constructive learning*, London: David Fulton Publishers.
3. Marsh, C. (1997). *Perspectives: Key concepts for understanding curriculum-I Revised edition*.

London: the Falmer press.

4. Marsh, C. (1997). *Planning, Management and Ideology: Key concepts for understanding curriculum - II*, London: the Falmer Press.
5. Murray P. (1993) *Curriculum Development & Design*, 5th Edition,
6. Ornstein, A. and Hunkins, F. (1998). *Curriculum: Foundations, Principles and Issues*, 3rd Edn. London: Allyn and Bacon.
7. Orstein, A (Ed) (1999). *Contemporary Issues In Curriculum*, 2nd Edn London: Allyn and Bacon.
8. Pollard, A., Theissen, D. and Filer, A. (1997). *Children and Their Curriculum: The Perspectives Of Primary Elementary School Children*, London: The Falmer Press.
9. Quicke, 1, (1999). *Curriculum For Life: Schools For A Democratic Learning Society*, Buckirigham: Open University press.

Sharma R.C (2002) *Modern Methods of Curriculum Organization*. New Delhi:

M. Phil (Education)

Semester -I

Course Title: Advanced Educational Research (Qualitative & Quantitative)

Credit Hrs: 03

Course Code: **EDU-712**

COURSE DESCRIPTION:

The course is intended to introduce basic and advanced research methods used in educational research with emphasis on qualitative research methodologies. Apart from revisiting some basic concepts like sampling, reliability, validity, variance and research methods such as, surveys, case studies, ex-post facto research, action research, experimental and quasi-experimental research; the course will also focus on topics like: effective literature review, content analysis, visual methods in research feminist methodologies etc. It is intended that this course will orient students as to why qualitative research has become particularly relevant, enable students to appreciate the range of research methods possible in the field of education, identify and acknowledge the positives and limitations of various research methodologies and apply these in their future research projects.

OBJECTIVES:

The overall objective of the course is to help students to know different types of educational research and methods of research including the application of statistical method for data analysis. The successful completion of the courses would enable the students to carry out independent research in different areas of education and other social sciences. After completion of the courses a student should be able to:

- 1.** Comprehend range of quantitative and qualitative research methods applicable in the field of education.
- 2.** Compare quantitative and qualitative research methods in education
- 3.** Decide and apply description and inferential statistical technologies to educational research that are relevant to the research question and hypotheses.
- 4.** Analyze, interpret and discuss data and draw inferences and statistical result.

5. Write a research a proposal on a selected educational problem
6. Use a standard format for writing a research report

Course Contents:

Week 1, 2 & 3

Unit-1 Introduction to Research Problem

- 1.1 Identification of problem
- 1.2 Conceptual framework
- 1.4 Formulation of Hypotheses & framing Questions
- 1.5 Testing of Hypotheses and Questions
- 1.6 Statement of the problem
- 1.7 Research Ethics
- 1.8 The Text (Research Body chapter wise introduction)

Week 4 , 5, & 6

Unit-2 Sampling in Research Study

- 2.1 Definition of Population and sampling
- 2.2 Types and characteristics of sampling
 - 2.2.1 Random Sample
 - 2.2.2 Probability Sample
 - 2.2.3 Non Probability Sample
 - 2.2.4 Independent Vs Dependent samples
 - 2.2.5 Representative sample
 - 2.2.6 Purposive sample

Week 7 & 8

Unit-3 Research Designs

- 3.1 Basic Experimental Design
- 3.2 Factorial Designs
- 3.3 Repeated Measure Designs
- 3.4 Single Subject Design
- 3.5 Quasi-Experimental Designs

Week 9, 10 & 11

Unit-4 Research Design in Qualitative research

- 4.1 Difference between Quantitative and Qualitative Research
- 4.2 Case studies and Multisided Studies: A model of Qualitative Research Design
- 4.3 Validity, Reliability and Authenticity
- 4.4 Applied Researches
- 4.5 Evaluation Research
- 4.6 Action Research

Week 12 & 13

Unit-5 Data Collection and Analysis in Qualitative Research

- 5.1 Managing the Data
- 5.2 Analysis after Data Collection
- 5.3 Developing Coding Categories
- 5.4 The Mechanics of working with data
- 5.5 Displaying data
- 5.6 Trustworthiness of interpretation of data

Week 14, 15, 16

Unit-6 Uses of statistical methods in research

- 6.1 Descriptive statistics
- 6.2 Inferential statistics
 - 6.2.1 Significance level
 - 6.2.2 Type 1 and II error
 - 6.2.3 Confidence level
 - 6.2.4 Confidence interval
- 6.3 Parametric Test of significance
 - 6.3.1 Z-t Test
 - 6.3.2 'T' Test for dependent and independent samples
 - 6.3.3 One way analysis of variance
 - 6.3.4 Analysis of variance for factorial design
 - 6.3.5 Prior and post Hoc Tests for Comparisons and contrasts
- 6.4 Non parametric Test of Significance

6.4.1 Chi square and its various Uses

6.4.2 Independence of association, One-way Chi-Square, Two-way Chi-Square

6.4.3 Chi-square as median test

6.5 One-Way analysis of Variance for ranks

6.6 Correlation

6.7 Regression analysis

6.7.1 Regression and Pearson's correlation

6.7.2 Multiple regressions

Books Recommended:

Wiersma, William (1986). Research Methods in educational introduction. Boston Allyn and Boston Inc.

Cohen, L and Manion, L. (1995). Research methods in education: New York: Rutledge

Freenkel, Jack R. and Walla, Norman E. (1993). How to Design and Evaluate Research in education .2nd Edition. New York: McGraw Hill Inc

Wilkinson, D and Birmingham, P (2003). Using research instrument LA Guide for researchers. London: Routledge Falmer

Robert C, Bodgan and Sari Knop Biklen (1992). An Introduction to Theory and Method, second edition. Boston: Allyn and Bacon Inc.

Joseph A. Maxwell (1996) Qualitative research design: An interactive Approach California: SAGE publication

Michael Quinn Patton (1990) Qualitative Evaluation and research Method. New York: Longman.

Norman K, Denzin and Yvonne S, Incoin (1998). Strategies of Qualitative Inquiring Seidman (1998) interviewing As Qualitative research .2nd edition, New York: Teachers college press.

Bruce L, Berg (1998) Qualitative research methods for social sciences, 3rd Edition.

Peter Woods (1986). Inside schools: ethnography in educational research. London Rutledge

M. Phil (Education)

Semester -I

Course Title: Educational Leadership

COURSE CODE: EDU-713

CREDIT HRS: 3(3+0)

COURSE DESCRIPTION:

- (i) Critically explain the contemporary models and theories of educational leadership and how they can be applied in different situations and contexts;
- (ii) Present their ideas on how to lead innovation and organizational change those results in Positive outcomes in their own organizational setting;
- (iii) Portray leadership skills, approaches and capabilities throughout the continuous assessments of this programme;
- (iv) Incorporate the knowledge base on educational leadership through their own research
- (v) Critically suggest effective ways for leadership practice to be extended, shared or distributed within and between organizations;
- (vi) Demonstrate personal leadership and capacity in relation to their organisational setting;
- (vii) Demonstrate professionalism, communication and ethical skills needed to be effective educational leaders and educational researchers.

OBJECTIVES:

The Students will be able to:

1. Take responsibility for their own learning;
2. Initiate professional inquiry through conversations with colleagues;
3. Read critically professional literature;
4. Participate in personal and professional development opportunities;
5. Set high expectations for their professional performance.
6. Develop an advanced understanding of human development;
7. Expect and respect diversity among individuals in educational settings;
8. Promote understanding and respect for all members of the educational community;
9. Help students, stakeholders, and colleagues to develop a global perspective; and
10. Apply their knowledge at all levels of interaction with students by creating educational environments where all individuals feel welcome as leaders and successful learners.

11. Be Engaged in study that leads to continuous improvement of educational leadership;
12. Investigate actively and to solve educational problems through data gathering and assessment;
13. Monitor continuously the learning problems and successes of each learner; and
14. Make appropriate adjustments in practice based on analysis of data.

Week 1, 2, 3, & 4

Unit-1: Reviewing key concepts and theories of leadership

Candidates will review concepts and theories of leadership so they can:

- 1.1 Understanding Educational Leadership
- 1.2 Theories of Educational Leadership
- 1.3 School leadership in Pakistan
- 1.4 Understand the theories most relevant to practice.
- 1.5 Professional development and professional practice.
- 1.6 Understanding the ideas found most challenging to educational leadership,
- 1.7 Developing leadership actions.
- 1.8 Critical analysis of educational leadership theories

Week 5, 6, 7, & 8

Unit-2: Defining successful educational leadership practice

Candidates will further explore concepts and theories of leadership so they can:

- 2.1 Successful educational leadership qualities
- 2.2 Major findings and insights from educational leadership research in Pakistan
- 2.3 Key skills needed to develop a successful leader in schools.

Week 9, 10, 11, 12 & 13

Unit-3: Action planning for developing leadership

- 3.1 The ideas of leadership practices should be focused in leadership activities in Pakistan
- 3.2 Developing a presentation of how these practices should be applied in the context
- 3.3 Priorities of developing educational leadership
- 3.4 Action plan for educational leadership practice in the future.

Week 14, 15, 16

Unit-4: Educational Leadership in Pakistan (Up to higher secondary level)

- 4.1 Evaluate and select the ideas and leadership practices in Pakistan since 1947
- 4.2 Develop a presentation of how can these eras and practices can be summarized
- 4.3 Evaluate educational leadership studies in Pakistani context in terms of strengths and weaknesses–
- 4.4 Make a critical review of educational leadership in Pakistan based on general perceptions, and suggestions for its improvement and effectiveness.

RECOMMENDED BOOKS

Bush, T., (2011). Theories of educational leadership and management. 4th Edition.

Sage Publications.

Harris, A., (2009). Distributed Leadership, Springer Press,

Netherlands Harris, A., (2008). Distributed Leadership in Schools, London, Rutledge Marzano

R. Et al. (2005). School leadership that works. Alexandria Va: ASCD.

Ball, S.J. (2010) New voices, new knowledge and the new politics of education research:

the gathering of the perfect storm? *European Educational Research Journal*. 9 (2), 124-137.

Ball, S.J. (2012) *Global Education Inc*. Abingdon: Rutledge.

Barker, B. (2007) The leadership paradox: can school leaders transform student outcomes? *School Effectiveness and School Improvement*. 18 (1), 21-43.

Bottery, M. (2004) *The Challenges of Educational Leadership*. London: PCP.

Currie, G. and Lockett, A. (2007) A critique of transformational leadership: moral, professional and contingent dimensions of leadership within public services organizations. *Human Relations* 60 (2), 341-370.

Blackmore, J. (1999) *Troubling Women*. Buckingham: OUP.

Foster, W. (1986) *Paradigms and Promises*. Amherst, NY: Prometheus Books.

Gewirtz, S. (2002) *The Managerial School*. London: Rutledge.

- Grace, G. (1995) *School Leadership: Beyond Educational Management*. London: The Falmer Press.
- Gunter, H.M. (2001) *Leaders and Leadership in Education*. London: PCP.
- Gunter, H.M. (2012) *Leadership and the Reform of Education*. Bristol: Policy Press.
- Gunter, H.M., Hall, D., and Bragg, J. (2013) *Distributed Leadership: a study of knowledge production. Educational Management Administration and Leadership*. In press.
- Hall, D., Gunter, H.M. and Bragg, J. (2013) Leadership, New Public Management and the remodeling and regulation of teacher identities. *International Journal of Leadership in Education*. 16 (2), 173-190.
- Hall, D., Gunter, H.M. and Bragg, J. (2011) The discursive performance of leadership in schools. *Management in Education*. 25 (1), 32-36.
- Leithwood, K., Jantzi, D. and Steinbach, R. (1999) *Changing Leadership for Changing Times*. Buckingham: OUP.
- Lingard, B., Hayes, D., Mills, M. and Christie, P. (2003) *Leading Learning*. Maidenhead: OUP.
- Lumby, J., Crow, G. and Pashiardis, P. (eds) (2008) *International Handbook of the Preparation and Development of School Leaders*. New York: Routledge.
- Macbeth, J. (1998) *Effective School Leadership*. London: PCP.
- Rizvi, F. and Lingard, B. (2010) *Globalizing Education Policy*. London: Routledge.
- Smyth, J. (ed) (1989) *Critical Perspectives on Educational Leadership*. London: Falmer Press.
- Thomson, P. (2009) *School Leadership, Heads on the Block?* London: Routledge.
- Ali, N., Sharma, S., & Zaman, A. (2016). School culture and school effectiveness: secondary schools in Pakistan. *Malaysian Online Journal of Educational Management*, 4(4), 50-65.
Link:([http://mojom.um.edu.my/filebank/published_article/10195/\(page%2050-65\)%20SCHOOL%20CULTURE%20AND%20SCHOOL.pdf](http://mojom.um.edu.my/filebank/published_article/10195/(page%2050-65)%20SCHOOL%20CULTURE%20AND%20SCHOOL.pdf))
- Niqab, M., Sharma, S., Ali, N., & Mubarik, M. S. (2015). Perception Based Principal Leadership Measurement: Does It Work in Pakistan?. *International Education Studies*, 8(4), 29-39.
Link: (<http://www.ccsenet.org/journal/index.php/ies/article/viewFile/42252/25344>)
- Ali, N. (2017). *Teachers' perceptions of the relationship between principals' instructional leadership, school culture and school effectiveness in secondary schools in Pakistan/Niaz Ali* (Doctoral dissertation, University of Malaya).http://studentsrepo.um.edu.my/7225/1/THESIS_2017.pdf

Ali, N., Sharma, S., & Kannan, S. (2017). Dimensions of school effectiveness: a study at Khyber Pukhtunkhwa level in Pakistan. *PEMIMPIN*, 12 (12), 88-109.

Link: (http://e-journal.um.edu.my/filebank/published_article/11436/Niaz%2088%20-%20109.pdf)

Ali, N. (2017). Dimensions of school effectiveness in the secondary schools of Pakistan. *Malaysian Online Journal of Educational Management*, 5 (3), 41-63.

(<https://ejournal.um.edu.my/index.php/MOJEM/issue/view/526/Volume%205%2C%20Issue%203%20%5BJuly%202017%5D>)

Ali, N. (2017). Teachers' Perceptions of the Relationship between Principals' Instructional Leadership, School Culture, and School Effectiveness in Pakistan. *Education and Science*. Early Release, 1-19. <http://egitimvebilim.ted.org.tr/index.php/EB/article/view/7088/2681>
DOI: 10.15390/EB.2017.7088

M. Phil (Education)

Semester- I

Course Title: Educational Testing, Measurement and Evaluation

COURSE CODE: EDU-714

CREDIT HRS: 3(3+0)

COURSE DESCRIPTION:

This course defines and explains the relationship among teaching, assessment, testing, measurement and evaluation. Furthermore, will identify the common purposes of assessment and uses of assessment data, and also helps to identify goals and learning targets of instruction and relate testing domains to instruction and curriculum. This course explains the concepts of reliability and validity and the relationship/application to educational assessment. Compare and contrast common assessment tools, including teacher-made tests, commercial materials and standardized tests. It also explains the role and importance of diversity, both ethnic and ability-based, in assessment of learning.

OBJECTIVES:

After successful completion of the course, the students should be able:

1. To describe how measurement and evaluation are used to improve instruction
2. To describe the characteristics of various measurement scales
3. To understand differences between various types of test
4. To describe how test and other measurement instrument are used for various purposes
5. To be able to construct various types of objectives types test
6. To develop skill how to make graphical presentation of test data
7. To know how to analyze an item and make its interpretation
8. To understand measures of central tendency
9. To understand criteria for evaluation of test and measurement

COURSE CONTENTS

Week 1 & 2

Unit-1: The role of measurement, testing and evaluation

1.1 The importance of evaluation in teaching

1.2 Relationship between teaching and evaluation

- 1.3 The concepts of measurement
- 1.4 Various scales of measurement

Week 3 & 4

Unit-2: Testing (Classification)

- 2.1 Individual and group tests
- 2.2 Objective and subjective tests
- 2.3 Power and subjective tests
- 2.4 Performance and pencil and papers test
- 2.5 Standardized tests

Week 5 & 6

Unit-3: Reasons for using tests and other measurement Instruments

- 3.1 Selection and placement
- 3.2 Diagnosis and remediation
- 3.3 Feedback: Norm referenced and criterion referenced interpretation
- 3.4 Formative and summative evaluation
- 3.5 Theory development

Week 7 & 8

Unit-4: principles of test construction

- 4.1 Constructing true-false test
- 4.2 Constructing multiple choice items
- 4.3 Constructing matching tests
- 4.4 Constructing essay tests

Week 9 & 10

Unit-5: Item Analysis and interpretation

- 5.1 Reasons for analysis items
- 5.2 Interpreting items analysis data
- 5.3 Use of item analysis for various purposes
- 5.4 Development an items file

Week 11 & 12

Unit-6: summarizing measurement (Graphs)

6.1 Rules for constructing graphics

6.2 Line graphs

6.3 The histogram

6.4 The bar graphs

6.5 The pie-chart

Week 13 & 14

Unit-7: Measures of central tendency

7.1 Common measures of central tendency

7.2 The mean

7.3 The median

7.4 The mode

7.5 Relationship among the above measures

7.6 Standard score (Z and T)

Week 15, 16

Unit-8: Criteria for measuring test and measurements

8.1 The reliability of measurement

8.2 The validity of measurement

8.3 Standardized tests

8.3.1 Intelligence tests

8.3.2 Aptitude tests

8.3.3 Academic achievement tests

8.3.4 Interest attitude and value tests

8.3.5 Personality traits

Recommended Books

1. Sax gill et al.(1980)principles of educational and psychological measurement and evaluation, California wads worth Inc
2. Anastasia Anne (19976) psychological testing New York Macmillan
3. Cronleach L...J (1970) essential of psychological testing .New York harper & row publishers

4. David Frederick B (1964) Educational measurement and their interpretation Walworth publishing Co.
5. Thomolike R.L (19969) Measurement and evaluation in psychology and education. New York Macmillan publishing Co
6. Allama Iqbal open university educational measurement and evaluation (Course 841).AIOU Islamabad

M. Phil (Education)

Semester -II

Total Credit Hrs: 12

The students are required to select courses of 12 credit hrs from the following given optional course;

S.No	Name of Course	C.Code	Cr- Hours
1	New Educational Technologies	Edu.721	03
2	Educational Policy Analysis	Edu.722	03
3	Curriculum Development & Text Book Production	Edu.723	03
4	Human Resource Management in Education	Edu.724	03
5	Trends & Issues in Education	Edu.725	03
6	Comparative Education	Edu.726	03
7	Application of Computer in Education	Edu.727	03
8	Research Thesis	Edu.728	06

M. Phil (Education)

Semester- II

Course Title: New Educational Technologies

Course Code: **Edu-721**

Credit Hrs: 3(3+0)

COURSE DISCRIPTION

In this course students will examine ways in which newer technologies can be integrated effectively in educational settings for the enhancement of teaching and learning. This course is designed to address current research and theory, instructional design and product development, information access and delivery issues, and pragmatic ideas for integrating educational technology in the classroom to meet the needs of diverse learners.

OBJECTIVES:

The advent of the new era of computer and technology has replaced the traditional ways by the new one that have created extra facilities for peoples to perform better through these modern approaches. Education is no exception to these rules. The traditional method of comparative knowledge is being changed in replaced by new skills and instructional technologies. The course attempts the integrated educational technologies into learning process. The tools that the new approached use in the skills in technologies that are to be employed for better learning have been made part of the course.

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

1. Use technology to facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital-age work and learning
4. Promote and model digital citizenship and responsibility
5. Recognize the importance of continued professional growth and leadership in achieving and maintaining expertise in the use of educational technology

Week 1, 2, & 3

UNIT-1:

- 1.1 Education technology in the context, planning and implementation for effective technology Integration
- 1.2 Learning theories and integration mode.

Week 4, 5, & 6

UNIT-2:

- 2.1 Using instructional software in teaching and learning
- 2.2 Using productively software and other tools for teaching

Week 7, 8, & 9

UNIT-3:

- 3.1 Use of multimedia and hypermedia for teaching purpose
- 3.2 Distance learning option

Week 10, 11, & 12

UNIT-4:

- 4.1 Using internet in education for the future of education
- 4.2 Technology in language and arts

Week 13, & 14

UNIT-5:

- 5.1 Technology in Science and Mathematics
- 5.2 Technology in Social Studies

Week 15, 16

UNIT-6:

- 6.1 Technology in Arts and Music
- 6.2 Technology in Physical Education and Health

6.3 Technology in special education

6.4 Recap

RECOMMENDED TEXT:

M.D. Roblyer and Jack Edwards, (2000). Integrating Educational Technologies into Teaching. Prentice Hal

Cuban.L. (1986). Teachers and Machines: The Classroom Use of Technology since 1920. Teachers Collage Press. (Sayfa 51-71 arası hariç).

Chadwick, C (2002). Why Computers are failing in the Education of our Children. Educational Technology. 35-40.

Industry Report (2011). Training.

Brown, A & Green, T. (2011) Issues and Trends in Instructional Technology: Lean Times, Shifts in Online Learning, and Increased Attention to Mobile Devices

Türkoğlu, P.(----). Tonguç ve Köy Enstitüleri. İş Bankası yayınları.

Tahir, K. (2006). Bozkırdaki Çekirdek. İthaki Yayınları.

Alkan, C. & Kurt, M. (2007).Ozel Ogretim Yontemleri Disiplinlerin Ogretim Teknolojisi (Bolum1-Bir Disiplin olarak Egitim Teknolojisi, Bolum2-Kuramsal Boyut). Ani Yayincilik. (Bu dokümana erişim gelen istek üzerine kaldırılmıştır.)

Cuban, L., Kirkpatrick, H. & Peck, G. (2001). High Access and Low Use of Technologies in High School: explaining an apparent paradox. American Educational Research Journal. 38(4), 813-834.

AECT Standards, 2012 version Adopted by the AECT Board of Directors, July 16, 2012

Tevfik, A. (1919). Mekteplerde Projeksiyon. Edebiyat Mecmuası, 5. Retrieved From: <http://etarih.com/index.php/erol-koemuer-basyazi/381-mekteplerde-projeksiyon>

Fatih Projesi Presentations by Yüksel Göktaş

M. Phil (Education)

Semester- II

Course Title: Education Policy Analysis

COURSE CODE: EDU-722

CREDIT VALUE: 03

COURSE DESCRIPTION:

This course is an introductory survey course, with a focus on the development of professional skills in policy analysis. It is a course focused on the pragmatics of education policy problem definition and solution, and on knowledge utilization for decision-making.

COURSE OBJECTIVE:

After studying this course students will be able:

1. To know the conceptual framework of policy formulation, its phases and process
2. To know the relationship of policy with planning, the issues related to policy analysis, implementation and evaluation.
3. To be aware of the issues addressed in to First Education Conference 1947.
4. To know the policy issues raised in the New Education Conference 1970.
5. To know the issues highlighted in the New Education Conference 1970.
6. To know policy makers in education development in 1972 – 80 had faced what issues.
7. To be familiar with the issues while proposing restructuring of education system 1979.
8. To be aware of the issues while prioritizing certain aspects of education in 1992.
9. To know what problems and issue have been obstructing quality at various levels of education in Pakistan.

Course Contents:

week 1 & 2

Unit – 1: Policy Formulation

- 1.1 Phases and Characteristics of Education Policy Making
- 1.2 The Process of Education Policy Making
- 1.3 Concepts and Analytical Perspectives of Education Policy Analysis
- 1.4 Education Planning and Policy Analysis
- 1.5 Policy Implementation, Analysis and Evaluation

Week 3 & 4

Unit – 2: Issues Focused in the First Education Conference, 1947

- 2.1 Weaknesses identified in the system
- 2.2 Issues confronted the conference in the reconstruction of education system in Pakistan
- 2.3 Guide-lines forwarded for restructuring the system
- 2.4 What to be recognized in the system

Week 5 & 6

Unit – 3: Issues Focused on Education by Commission on National Education 1959

The problem of reorganization of education system

- 3.1 Reformulation of educational objectives
- 3.2 Issues relating to financing primary education
- 3.3 Re-structuring secondary education
- 3.4 Re-strutting higher education.

Week 7 & 8

Unit – 4: Issues Addressed in New Education Policy 1970

Ideological consideration in policy on education

- 4.1 Universalization of elementary education
- 4.2 Shifting emphasis of secondary education to scientific, technical and vocational education
- 4.3 Innovating higher education

4.4 Administrative reorganization.

Week 9 & 10

Unit – 5: Concerns in the Education Policy 1972 – 80

- 5.1 Concerns reflected in the objectives of the policy
- 5.2 Introduction of Agro-tech concept
- 5.3 Innovations in higher education problem and issues
- 5.4 Nationalization of private institutions
- 5.5 Strategy for universalization of primary education.

Week 11 & 12

Unit – 6: Issues Addressed in National Education Policy 1972 – 80

- 6.1 Making education system ideological oriented
- 6.2 Reviving indigenous institutions
- 6.3 Promotion of scientific, technological and vocational education
- 6.4 Integration of Madrassa system of education
- 6.5 The issues of medium of instruction.

Week 13 & 14

Unit – 7: Issues Highlighted in National Education Policy 1992

- 7.1 Issues observed in the conceptual framework and objectives of policy
- 7.2 Innovation proposed in the policy
- 7.3 Strategic issues in literacy and primary education
- 7.4 The issues of quality in public instruction
- 7.5 Issues relating to financing and generation of recourses

Week 15, 16

Unit – 8: Issues Addressed in National Education Policy 1998

- 8.1 The main thrust of policy
- 8.2 What is reflected from aims and objective of education
- 8.3 Providing ideological orientation to the system of education
- 8.4 The issues of reforming religious system of education
- 8.5 Dealing with quality in education in Pakistan.

RECOMMENDED TEXT:

Bardach, E. 2000. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective

Fowler, F. 2013. Policy Studies for Educational Leaders. Chapter 1. Policy: What It is and Where It Problem Solving. New York. Chatham House Publishers. Part I. The Eightfold Path and Part II. Gathering Data for Policy Research. (Coop and Gutman Library). isbn: 1889119296. [90 pages]

Carter, J. 2014. A Call to Action. Women, Religion, Violence, and Power. New York. Simon and•comes From and Chapter 2. Power and Education Policy. [45 pages] Schuster. Pages 32-59. [27 pages].

AAMIR SAEED, S. Z., GHALIB ATA, KASHIF RATHORE 2015. Impact of Globalization and the Role of International Agencies in Education Policy Making Process of South Asian countries – a Case of Pakistan. South Asian Studies, 30, 293 - 311.

AFZAL, M. M. 1988. Some innovations for primary education. Islamabad: Basic Research and Implementation in Developing Education Systems (BRIDGES) Project; Academy of Educational Planning and Management & Harvard Institue of International development.

AHSAN, M. (2003). An analytical review of Pakistan's educational policies and plans. Research Papers in Education, 18(3), 259-280.
doi: 10.1080/0267152032000107329.

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ALI, S. (2017). The sphere of authority: governing education policy in Pakistan amidst global pressures. Globalization, Societies and Education, 15 (2), 217-237.
doi: 10.1080/14767724.2015.1127575

ANDERSON, M. B. C., NUZHAT PARVEEN 1989. The impact of the mosque schools policy on girls' access to education in Pakistan. Islamabad: Harvard University, BRIDGES Project & Academy of educational Planning and Management.

M. Phil (Education)

Semester- II

Course Title: Curriculum Development & Textbook Production

Course Code: **EDU.723**

Credit Hrs: 3(3+0)

COURSE DESCRIPTION:

Curriculum underpins the engagement between learners, educators and ideas. Our understandings of curriculum have changed over time as theorists have devised and designed curriculum to meet specific socio-cultural and political needs. At the center of curriculum design, is the teacher. The course seeks to help you identify and analyze curriculum theory in relation to your understandings. You can use this as a starting point to investigate more deeply the curriculums in which you participate, and devise a renewed curriculum taking into consideration developed understandings and skills.

OBJECTIVES:

After completing this course, the learners will able to:

1. Conceptualize the term curriculum
2. Discuss the scope and elements of curriculum in the reference to Pakistani context
3. Discusses the foundation of curriculum development in general
4. Demonstrate the knowledge about some of the types of curriculum applicable in Pakistan
5. Explain the process of curriculum development being followed in Pakistan,
6. Identify the limitation of curriculum development in Pakistan and suggest some improvements.
7. Determine and formulate instructional strategies accordingly
8. Discuss various teaching aids and develop low cost material.

Course Contents:

Week 1 & 2

Unit-1: Introduction

- 1.1 Conceptual understanding of curriculum
- 1.2 Scope of curriculum
- 1.3 Elements of curriculum
- 1.4 Interrelationship between these elements.

Week 3 & 4

Unit-2: Foundation of Curriculum

- 2.1 Philosophical foundations
- 2.2 Psychological Foundations
- 2.3 Socio-cultural foundation

Week 5 & 6

Unit-3: Types of Curriculum

- 3.1 Subject based curriculum
- 3.2 Teachers centered curriculum
- 3.3 Learner centered curriculum
- 3.4 Activity based curriculum

Week 7 & 8

Unit-4: Curriculum, Design

- 4.1 Situational Analysis's
- 4.2 Formulation of objectives
- 4.3 Selection and organization of contents
- 4.4 Selection of appropriate methods
- 4.5 Assessment of student's achievements.

Week 9 & 10

Unit-5: Curriculum Development in Pakistan

- 5.1 Various agencies involved in the process of curriculum development in Pakistan
- 5.2 Provincial CRDC's

5.3 Bureau of curriculum development and research

5.4 Curriculum wing.

5.5 HEC

5.6 Role of teachers in curriculum Planning

Week 11 & 12

Unit-6: Instructional objectives

6.1 Goals, Aims and Objectives

6.2 Importance of learning objectives.

6.3 Identifying behavioral objectives

6.4 Taxonomy of Educational objectives

Week 13 & 14

Unit-7: Instructional Material

7.1 Importance and characteristics of Audio aid

7.2 Importance and characteristics of visuals aids

7.3 Teaches role in the development of low cost material

Week 15, 16

Unit-8: Evaluation & Revision of Curriculum

8.1 Method of evaluation

8.2 Procedures of revision

8.3 Revision of curriculum for secondary class in Pakistan

8.4 Policy and principals for textbook production

8.5 The role of private sector in textbook production

8.6 Problems and issues in textbook production

RECOMMENDED TEXT:

Roger Crombie White (1997) A celebration of class room Practice, Published by Edm undsbury(UK)

Vor goodson(1993) school subject and curriculum change ,published in falmer press

Washington(London)

Me neil ,J.D (1990)Curriculum development and design 5th editon allon and lenpin,Malaysia

Rehman mehmuda(1999) Curriculum and Instraction,Peshawer ,Ijaz printers ,Pakistan

M. Phil (Education)
Semester- II

Course Title: Human Resource Management in Education

COURSE CODE: EDU-724

CREDIT HRS: 3(3+0)

COURSE DESCRIPTION:

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training and rising benefit costs are analyzed. Best practices of employers of choice are considered.

OBJECTIVES:

Upon successful completion of this course the student should be able to:

1. Demonstrate an understanding of the strategic nature of human resource management.
2. Describe the role of human resource planning with an emphasis on maintaining organizational competitiveness and global perspective.
3. Describe and differentiate between the various components of the labor market.
4. Name and explain the dimensions of diversity and the role of equal employment and affirmative action in preserving diversity of the workforce.
5. Explain the critical importance of job analysis as a foundation for various human resource activities.
6. State the several recruiting opportunities and selection activities emphasizing several interview methods.
7. Describe the various orientation and training activities that impact human resource development and performance appraisals.
8. Identify the components of compensation and the increasing importance of employee benefits.

9. List the federal regulations that govern the employee work environment and collective bargaining process.
10. Summarize the factors essential in evaluating human resource management.

Week 1 & 2

UNIT-1: The Nature of Human Resource Management

- 1.1 The Nature of Human Resource Management
- 1.2 Definition of Human Resource Management
- 1.3 Definition of Human Resource
- 1.4 The Issues in Human Resource Management

Week 3 & 4

UNIT-2: Functions and Activities of Human Resource Management

- 2.1 Functions of Human Resource Management
- 2.2 Staffing
- 2.3 Employee Development
- 2.4 Employee Relations
- 2.5 Activities of Human Resource Management

Week 5 & 6

UNIT-3: Models of Human Resource Management

- 3.1 The Fombrun, Tichy and Devanna Model of HRM The Harvard Model of HRM
- 3.2 The Warwick Model of HRM
- 3.3 The Storey Model of HRM

Week 7, 8 & 9

UNIT-4: Principles and Theories of Motivation

- 4.1 Principles of Motivation
- 4.2 Theory of Human Needs
- 4.3 Theory X and Theory Y
- 4.4 Implications of Motivation for Staff

Week 10 & 11

UNIT-5 Job Analysis, Job Satisfaction and Performance

5.1 Job Analysis

5.2 Job Satisfaction and job Performance

Week 12, 13 & 14

UNIT-6: Personnel and Human Relations

6.1 Meaning of Human Relations

6.2 Personnel and Human Relations

6.3 Principles of Human Relations

Week 15, 16

UNIT-7: Organizational Culture and Effectiveness

7.1 What is an Organization

7.2 Organizational Culture

7.3 Personnel Commitment to Work in Organization

7.4 Organizational Effectiveness

RECOMMENDED TEXT:

1. Tajik Mitra. Job satisfaction and turnover among Staff, Management article database. 2012. <http://www.system.parsiblog.com> .
2. Bazaz Jazayeri SA, Pardakhtchi MH. Measuring the work-life quality model of employees in an organizations. Journal of Management Sciences of Iran, second year. 1386;5:123–151.
3. Becker BE, Huselid MA, Ulrich D. Scorecard: linking people, strategy and performance; 2001. The HR, Boston, Massachusetts: Harvard Business School Press.
4. Fallahi F, Sojudi S. Factors effecting the efficiency of human resources in Iranian industries. Journal of Research in Human Resource Management of Imamhosein University, third year. 1390:1.
5. Mark A. Huselid. The Impactof Human Resource Management Practices on Turnover, Produce Productivity, and Corporate Financial Performance, Journal. 1995;38(3):635–638.

6. Oladipo Jimoh Ayanda & Abdulkadir Danlami Sani. European Journal of Economics, Finance and Administrative Sciences. 2011;32 ISSN: 1450-2275.
7. Mirzaee B. Factors affecting the improvement of labor productivity in industry, mining and commerce in Tehran. 2012. www.system.parsiblog.com .
8. <http://iau-sari.ir/ShowPage.aspx?page =form&orde> .
9. Abili Kh. Tehran: Publication of the International Institute; 2005. Assessment of plans and programs for development.
10. Shahkarami pour Z, Hedayat T. The relationship of in-service training and staff empowerment. Journal of Educational Strategies. 2012;5(4):232–233.
11. Mirsepasi N. Tehran, Mir: Strategic Human Resource Management and Labor Relations; 2005. pp. 251–252.
12. Sharifzade F, Abdi F. Defining training needs and the effect of in service training on financial Administrative Office of Telecommunications category district of Tehran. Journal of Management Studies, First Year. 2008;1:69.
13. Vakilian M. publication PNU; 2006. Methods and techniques of teaching; pp. 185–189.
14. Seif A. Douran publication; 2009. Modern educational psychology, psychology of learning and teaching; pp. 292–296.
15. Khorshidi A. Yastoroun publication; 2008. Methods and techniques of teaching; pp. 38–39.
16. Baghdarnia M. PNU Student Guide, publication PNU. 2009:3–6.
17. Satari Sadredin. Evaluate the components of effective teaching, nursing students. Journal of Curriculum, Tenth year. 2013;12:135.
18. Khandaghi A, Seif Gh. Capabilities and skills required for effective teaching at the University. Quarterly journal of Research and Planning in High Education. 2013;69:121–129.
19. Aghazade M. Vol. 31. Aeej publication; 1999. Guide to new teaching methods for education and training.
20. Greenwood GE, Gridges Ch, Jr, Ware MB, Mclean JE. Student evaluation of collage teachingbehaviorsinstrument. factor analysis journal of higher education. 2003:44.
21. Majdfar M. Tehran: Sorna publication; 2004. Principles of Management and Leadership; p. 91.

M. Phil (Education)

Semester -II

Course Title: Trends and Issues in Education

COURSE CODE: EDU-725

CREDIT HRS: 3(3+0)

COURSE DESCRIPTION:

Course Description

This course examines current and emerging issues and trends impacting education: inquiring into demographic shifts; globalization; technology, data-based decision-making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

OBJECTIVES:

Students will:

1. Be able to explain several of the seismic shifts and major trends and their implications for society at large and schools and school districts in particular.
2. Articulate how student diversity can help teachers and administrators develop curriculum that includes global literacy with a significant effect on economic, cultural, and political matters, with particular attention on how culture influences learning.
3. Be able to explain the definitions and characteristics of children with special learning needs, i.e., learning disabilities, behavioral disorders, visual and hearing impairment, ADHD, and giftedness.
4. Describe the educational rights of individuals with disabilities including the legal foundations, models of service delivery, and the concepts of mainstreaming and inclusion.
5. Describe ways in which special educators and regular educators can partner with regard to shared goals, collaboration, referrals, and placements. •

6. Be able to articulate effective knowledge management strategies that use technology to enhance administration, teaching, and learning at the school and district levels.
7. Be able to synthesize recent research relative to student achievement in diverse school settings, with particular attention to the relationships between student achievement and gender, race, and poverty.
8. Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community groups.
9. Demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.

COURSE CONTENTS

Week 1, 2, & 3

Unit-1: Futurology and Education:

- 1.1 Emergence of futurology
- 1.2 Implication for education, future challenges.
- 1.3 Futuristic transformation.
- 1.4 Globalization & futurology
- 1.5 Impact of education on controlling the future hazards.

Week 4, 5 & 6

Unit-2: Impact of Science and Technology on Education:

- 1.1 Definition of science and technology,
- 2.2 Role of science and technology in life.
- 2.3 Challenges of science and Technology.
- 2.4 Population dynamics and socio-economic development.
- 2.5 Social Issues related to technological development.

Week 7, 8, & 9

Unit-3: Future Population Situation and Resource Constraints.

- 3.1 Educational implication of population trends,
- 3.2 Increasing demand for education,
- 3.3 Population pressure and socio-economic development in Pakistan.

3.4 New Trends in Pakistani Education:

3.5 Education curriculum, Human resource development education,

Week 10, 11, 12, 13 & 14

Unit-4: Technological Development and Education,

4.1 Education of world for work.

4.2 Problems and Issues in Pakistani Education

4.3 Brain ology Accelerated Learning Methods: Importance, Suggest to, Super learning.

4.4 Mind Mapping: techniques and development

4.5 Communication Skills.

Week 15, 16,

Unit-5: Team Building in an Educational Institution:

5.1 (Definition & Importance)

5.2 Game; Broken Squares, Characteristics of good team,

Characteristics of good team members, Characteristics of good team leader.

RECOMMENDED TEXT:

1. "Ways to think about the future" From the Future, Jan-Feb., 1985 (pp 26-27)
2. "Now what is used to be" From the Future, Jul-August., 1985 (pp 13-16)
3. Faure, Edgar et.el. "Learning to be" UNESCO, Paris, 1972.
4. Coombs, Philips H. "The Worlds Crises in Education" Oxford University Press, NY. 1985.
5. IBE, UNESCO, "The Future of Education" IBE, UN ESCO, Paris, 1981 (pp5-10)
6. UNESCO, APIED, "Future and Education" Report of a regional meeting held in Bangkok from 2nd – 8th Nov, 1983 (pp 31-54)
7. Traverso A. "The Scientific Enterprise: Today and tomorrow" UNESCO, Paris, 1997 (pp 3-25)
8. Rukunuddin, R. and Nazim I.F. "The State of Population in Pakistan", NIPS, Islamabad. (pp 125-149, 151-163, 169-173, 223-225, 237-242, 247-252)
9. Demeny, P. "1984 and After" Quartly PEOPLE, IPPF. London, Vol: II No. I, 1984,
10. IUCN-IPPF "Population Trends-Resource Challenges" Quartly PEOPLE, IPPF, London, Vol: II No. I.

11. Rose, C and Malcolm L N. "Accelerated for the 21st Century" Bantam and Doubleday Dell Publishing Group. NY, 1997.
12. Institute of Social Sciences, "Module for Participatory Development" Cooperation with Family Planning Association of Pakistan, 2001.
13. Buzan T. "The Power of Creative Intelligence" Harper Collins Publishers, London.
14. Pakistan, Government of "National Education Policy 1998-2010" Ministry of Education, Islamabad, 1998.

M. Phil (Education)

Semester- II

Course Title: Comparative Education

COURSE CODE: EDU-726

CREDIT HRS: 3(3+0)

COURSE DESCRIPTION:

This course is aimed to deepen the theoretical and methodological foundations of comparative education, and to understand the historical and contemporary contexts, processes, strategies and trends in the development of education around the world and, particularly, in Pakistan. To provide an introduction to the study of various types of educational systems and to improve the skills necessary for working with international databases, to critically reflect and to analyze the educational systems from a comparative perspective.

OBJECTIVES:

At the end students will be able to:

1. Describe the meaning and significance of Comparative Education
2. Compare the education systems of selected developed countries
3. Compare the education systems of selected developing countries
4. Analyze critically the education system of Pakistan

Week 1 & 2

Unit-1: Introduction to Comparative Education

- 1.1 Concept of comparative education meaning objectives, need and scope
- 1.2 Purpose of Comparative Education
- 1.3 Problems & advantages of Comparative Education

Week 3, 4 & 5

Unit-2: Method of Comparative Education

- 2.1 Descriptive methods
- 2.2 Historical approach

2.3 Social approach

2.4 Psychological methods

2.5 Quantitative and statistical approach

2.6 Scientific approach

Week 6 & 7

Unit-3: Elements of Comparative Education (both Qualitative and Quantitative Dimensions)

3.1 Objectives

3.2 Curriculum

3.3 Teaching Methodology

3.4 Assessment and Evaluation (Student Achievement, Examination System)

3.5 Facilities

3.6 Educational Structure

3.7 Administrative and Financial Setup

Week 8, 9 & 10

Unit-4: Comparative Education in Developed Countries

4.1 USA

4.2 UK

4.3 JAPAN

4.4 FRANCE

Week 11, 12 & 13

Unit-5: Comparative Education in Developing Countries

5.1 PAKISTAN

5.2 CHINA

5.3 MALAYSIA

5.4 INDIA

Week 14 & 15

Unit-6: Distance Education in Various Countries

6.1 Examination System in UK

6.2 Examination System in USA

6.3 Examination System in PAKISTAN

6.4 Examination system in INDIA

Week 16 & 17

Unit-7: Teacher Education in Various Countries

7.1 Teacher Education in UK

7.2 Teacher Education in USA

7.3 Teacher Education in PAKISTAN

7.4 Teacher Education in INDIA

RECOMMENDED TEXT:

Anderson-Levitt, K.M. (2003). A world culture of schooling? In Kathryn M. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp.1- 26). New York: Palgrave MacMillan.

Bray, M., Adamson, B. and Mason, M. (eds.) (2007 or please see note on Mondo). *Comparative Education Research: Approaches and Methods*. Hong Kong: The University of Hong Kong.

Cowen, R. & Kazamias, A.M. (eds.) (2009). *International Handbook of Comparative Education*. Part One. London: Springer.

Cowen, R. & Kazamias, A.M. (eds.) (2009). *International Handbook of Comparative Education*. Part Two. London: Springer.

Noah. H.J. & Eckstein, M.A. (1998). *Doing Comparative Education: Three Decades of Collaboration*. Hong Kong: The University of Hong Kong.

Bray, M. (ed.) (2003). *Comparative Education - Continuing Traditions, New Challenges, and New Paradigms*. London: Kluwer Academic Publishers.

Chinapah, V. (2007). *Education for All – A Critical Review*. Stockholm: Institute of International Education, Department of Education, Stockholm University. Crossley, M., & Watson, K. (2003). *Comparative and International Research in Education: Globalisation, context and difference*. London: Routledge Falmer.

Epstein, E.H. (1994). *Comparative and International Education: Overview and Historical Development*. In T. Husén & T.N. Postlethwaite (eds.) *The International Encyclopedia of Education*. Oxford: Pergamon Press.

Hellstén, M., & Reid, A. (2008). *Researching International Pedagogies. Sustainable Practice for Teaching and Learning in Higher Education*. Dordrecht: Springer.

Marshall, J. (2014). *Introduction to Comparative and International Education*. London: Sage. Meyer, H.D. & Benavot, A. (eds.). (2013). *PISA, Power, and Policy: the emergence of global educational governance*. Oxford: Symposium Books Ltd.

Mullis, I.V.S., M.O. Martin & P. Foy et al. (2012). *TIMSS 2011 international results in mathematics*. Chestnut Hill, MA: TIMSS & PIRLS International Study

M. Phil (Education)

Semester -II

COURSE TITLE: APPLICATION OF COMPUTER IN EDUCATION

COURSE CODE: EDU-727

CREDIT HRS: 03(3+0)

COURSE DESCRIPTION:

This course will help students to learn essential computer applications and Internet technology skills for personal, academic, and professional success. Students will effectively use a current Windows operating system and appropriate file management resources; develop and refine keyboarding skills on computers for speed and accuracy; apply word processing and desktop publishing functions to create, edit, manipulate, format, cite resources, print, and store common personal and business documents; apply spreadsheet functions to solve mathematical and statistical problems; create and edit charts and graphs to interpret spreadsheet data; design and create databases to extract, sort, calculate, and report data; design, create, and execute an artistic and professional Power Point presentation which includes appropriate text formatting, graphics, animation, and public speaking skills, and use the internet in an ethical manner to research, communicate, collaborate, and efficiently retrieve information.

OBJECTIVES:

After the completion the course, the learner should be able to:

1. Know and understand fundamentals of computer.
2. Describe the components and appliances of a computer and know their functions, besides be able to know Net-working.
3. Apply the most common productivity software applications in education.
4. Define portable digital devices.
5. Explore new digital technologies including digital audio, digital video and digital photograph.
6. Explore other new technologies.
7. Use Net and World Wide Web.

Course Contents

Week 1, 2, 3, & 4

Unit-1: Concepts of Computer Literacy & Communication Technology

1.1 Introduction (Definition, Need, Importance of computer)

1.2 Basic concepts of the computer hardware and software.

1.3 Input and output devices.

1.4 Classification and functions of computer.

1.5 Hardware of central processing Unit. (CPU).

Week 5, 6, 7 & 8

Unit-2: Computer Software

2.1 Definition, types and applications of software.

2.2 Operating system of software/enhancing accessibility.

2.3 Different types of assistive technologies and their functions.

2.4 Computer security & computer viruses

2.5 Copy right & computer legislation.

Week 9, 10 & 11

Unit-3: Net Working & ICT in Every Day Life

3.1 LAN, WLAN, WAN client/server computers.

3.2 The internet, downloading, uploading, data transfer rate, internet connection, services.

3.3 Information & communication technology, E-learning, Tele working, Electronic mail, Instant messaging (IM), on Line communication, multimedia.

3.4 Security, Computer viruses, data protection legislation.

3.5 Starting/Restarting the computer, using help, viewing the computer, system saver, common folders, common icons, working with windows).

Week 12, 13 & 14

Unit-4: Word processing, document handling

- 4.1 Creating a document
- 4.2 Composing educational document.
- 4.3 Internet browsing,
- 4.4 E-mail

Week 15, 16

Unit-5: Spread Sheet (Excel) and Power Point

- 5.1 Charts & Graphs
- 5.2 Sorting and handling data base.
- 5.3 Sum, Subtraction, Multiplication, Division, Simulating and Modeling change.
- 5.4 Composing presentation
- 5.5 Delivering presentation.

RECOMMENDED BOOKS:

1. Norton, Peter (2003) introduction to computer, 5th edition, New York, Mcgraw Hill Book Co.
2. Norton,P, and Spragu, D. (2000), technology for Teaching Allyin & Bacon, Boston.
3. Faden, P.D., and Vogel, RM, (2003), Methods of Teaching, MC-Graw, Hills Boston.
4. Joyce, B., Weil M., and Calhoun, E (2000) Models of Teaching, 6th ed, Allyin and Bacon Boston.
5. Sharma., A, (1999), Modern, Educational Technology, Prentice-Hall, Columbia, Boston, New York.
6. Sharma, SR, (2000), Effective Classro0om Teaching and Modern Methods Tools and Techniques, Mangal Deep Publications, Jaipur.
7. Norton, P. (2000), Introduction to Computers 5th Edition, New York, McGraw Hill Book Co.