

## M.Sc. Education

**Edu-701 Philosophical Foundations of Education 3(3-0)**

### Objectives

After completing this course the students should be able to:

- i. Explain the concepts of philosophy.
- ii. Compare and contrast alternative philosophies.
- iii. Describe the application of each type of philosophy of education to educational issues such as aims, curriculum, teaching methods etc.

### Course Contents

Meanings, origin, and significance of philosophy. Basic concepts and branches of philosophy: Metaphysics, Epistemology, and Axiology. Styles of Philosophy: Speculation, Analytical. Philosophy of Education, Definition and explanation, Functions of Educational Philosophy. General Philosophies; Idealism, Realism, Pragmatism, Existentialism. Contemporary philosophies of Education; Perennialism, Essentialism, Progressivism, Deconstructionism. Conceptual analysis of Education in Pakistan; Professionalism in Education, Teacher Education, Quality Education in Teaching Learning Process & Evaluation Mechanism.

### Recommended Books

1. Aggarwal, J.C. 2003. Theory & principles of education. Vikas Publishing House Pvt., Delhi.
2. Chandra, S.C. and Rajendra K. Sharma. 2002. Sociology of education. Atlantic, New Delhi.
3. Sarivastava. 2003. Philosophical foundations of education. Kanishka Publishers, New Delhi.
4. Sharma, R.N. 2000. Textbook of educational philosophy. Kanishka Publishers. New Delhi.
5. Taneja, V.R. 2003. Socio-philosophical approach to education. Atlantic Publishers, Delhi.
6. Turner, T.N., W.B. Russell and S. Waters. 2013. Essentials for elementary social studies. 4<sup>th</sup> ed. Taylor and Francis, New York.

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Edu-702/ HDF5-702	Educational Psychology	4(3-1)	Already approved
Edu-703/ RS-703	Research Designs in Social Sciences	3(2-1)	Already approved
Edu-704/ HDF5-703	Elementary Childhood Education	4(3-1)	Already approved
Edu-705/RD-705	Human Resource Development	3(3-0)	Already approved
Edu-706/Ext-706	Audio visual Communication	3(2-1)	Already approved
Edu-707/ Ext 707	Scientific and Technical Writing		Already Approved

**Edu-708      Educational Management      3(3-0)      New**

### **Objectives**

After completing this course the students should be able to:

- i. Explain the concepts related to management.
- ii. Conduct organizational analysis.
- iii. Manage an educational institution

### **Course Contents**

Introduction to organization & management. The concept & definition of management, Historical background of management, Management functions & process, Management roles & skills. Basic concepts of educational management. Management in education, Approaches to management in education, Roles & functions of educational management, Principles & advantages of school management, Management of resources in education; Human resources, Physical resources, Financial resources, Informational resources, Educational leadership; Definition & concept, Types of leadership, Theories of leadership, Leadership behavior & style, Desirable characteristics of leader, School culture & leadership role. Concept of Supervision; Meaning & importance of supervision, Kinds of supervision, Functions of supervision, Objectives of educational supervision, Techniques of supervision, The supervisor's qualities/ skills, Guiding principles of supervision, Supervisory practices in Pakistan.

### **Recommended Books**

1. Choudhry, N.R. 2001. Management in education. A.P.H. Publishing, New Delhi.
2. Coulter, P. and S.P. Robins. 1999. Management. Prentice Hall, New Delhi.
3. Certo, S.C. 1997. Supervision quality, diversity & technology. IRWIN Publishing Co., Chicago.
4. Hay, W.R. and G.S. Michel. 1996. Educational administration theory, research & practice. McGraw Hill, London.
5. Law, S. and D. Glover. 2000. Educational leadership & learning. Open University Press.
6. Tileston, D.W. 2005. 10 best teaching practices. 2<sup>nd</sup> ed. Corwin Press and Sage Publication Company, Thousand Oaks, California.

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Edu-709/ HDFS-706      Sociology of Childhood      2(2-0)      Already approved

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**Edu-710      Curriculum Development      3(3-0)      New**

### **Objectives**

After completing this course the students should be able to:

- i. Describe the process of curriculum development.
- ii. Develop curriculum in a simulated situation.
- iii. Criticize the developed curriculum

## Course Contents

Concept of Curriculum; Traditional & progressive concepts of curriculum. Comparative analysis of curriculum vs subject, course, syllabus, and Educational Program. Hidden Curriculum and core Curriculum, Elements of curriculum, Need & importance of curriculum, Characteristics of Curriculum. The Process of Curriculum Development: Situation Analysis, Formulation and Classification of Curriculum Objectives (Bloom's Taxonomy), Selection of Content, Selection of Instructional Strategies, Evaluation, Factors influencing Curriculum Development. Foundations of curriculum; Philosophical foundations, Psychological foundations, Socio-cultural foundations, Economic foundations. Curriculum Change; Concept of Curriculum Change, Strategies for Curriculum Change, Barriers in Curriculum Change. Curriculum Evaluation; Objectives of Curriculum Evaluation, Functions of curriculum evaluation, Formative & Summative Evaluation, Process of Curriculum Evaluation. Curriculum Reforms in Pakistan; Review of Curriculum Reforms in Pakistan in line with national Education policies, Curriculum Reforms introduced by the present Government.

## Recommended Books

1. Bilbao, P.P., P.I. Lucido, T.C. Iringan, and R.b. Javier. 2008. Curriculum development. Lorimar Publishing, Inc. Quezon City.
2. Parker, W.C. 2012. Social studies in elementary education. 14<sup>th</sup> ed. Dorling Kindersley, New Delhi.
3. Pinar, W.F., W.M. Reynolds, P. Slattery and P.M. Taubman. 1995. Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses. Peter Lang, New York.
4. Saxe, D.W. Social studies in schools: A history of the early years. State University of New York, New York.
5. Tiwari, D. 2006. Methods of teaching communication. Crescent Publishing Corporation, New Delhi

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Edu-711/HDFS-711	Theories of Human Development	2(2-0)	Already approved
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## **Edu-712      Educational Evaluation      3(2-1)**

### Objectives

After completing this course the students should be able to:

- i. Define the concepts related to educational evaluation.
- ii. Describe various methods of evaluation.
- iii. Conduct evaluation of an educational program/object.

## Course Contents

### Theory

Measurement, assessment and evaluation. Assessment procedures. Criterion and norm referenced test. Instructional objectives: taxonomy of instructional objectives, criteria for selecting appropriate Instructional objectives, Method of Selecting Instructional objectives. What is test; Class room test, Standardize Test, Validity of the test, Reliability of the Test. Test construction; Developing a Specification of test, Selecting Appropriate type of test Items, Construction of objective test item, Construction of subjective test items, Item analysis. Continues assessment; what is continuous assessment, Need for continuous Assessment, Techniques of continuous assessment, International assessment, National assessment, National assessment in Pakistan. Interpretation of test scores and norms; Grade norms, Percentile rank, standard scores, Profiles, Skill Analysis, Cautions in interpreting test scores. Grading and Reporting; Functions of grading and Reporting system, Types of grading and reporting system, Record keeping and grading software, Reporting test results to Parents. Alternative methods of evaluation. Collecting and analyzing evaluation data. Writing evaluation report.

### Practical

The students will plan and conduct evaluation studies. They will present their reports in the form of seminars.

### Recommended Books

1. Gronlund , N.E. 2005. Measurement assessment in teaching . Mc Millan Publishing Company, New York.
2. Gronlund N.E. 1998. Assessment of student's achievements. Allyn and Bacon, Boston.
3. Ramchandni, S. 2004. Modern methods and techniques of teaching. Dominant Publishers and Distributors, New Delhi.
4. Wiersma ,W.and J. Stepheng. 1990. Educational measurement and testing. Allyn and Bacon, Boston.

## Edu-713 Comparative Education 3(3-0)

### Objectives

After completing this course the students should be able to:

- i. Compare and contrast the worldwide educational systems.
- ii. Identify lessons learnt from the comparative analysis.
- iii. Suggest improvements in the Pakistani system of education

### Course Contents

Comparative education; Introduction & definition, Factors affecting system of education, Purposes in comparative analysis. Methods of comparative education, The problems of comparability. Education & development; Education as an investment. Education & social change, Problems of educational planning. Internationalism in education: education, dependency & neocolonialism, international aid & assistance, trends & future. Worldwide comparative studies in education: educational profile, teacher education, gender disparities,

non- formal education, key challenges, classroom behavior; Techniques for measuring students' achievements, and expenditure. Teacher efficiency & effectiveness. Cross- sectional studies; Primary education, Higher education, NFE programs, Adult education, Woman education, Environmental education.

### **Recommended Books**

1. Arnove, R. and Torres, C.1999. Comparative education: The dialectic of the global and the local. Rowan and Littlefield, Oxford.
2. Best, J.W. and J.V. Kahn.2006. Research in education (9<sup>th</sup> Edition). Publisher Prentice Hall of India Pvt. Ltd. New Delhi.
3. Bray, M., B. Adamson and M. Mason. 2007. Comparative education research approaches and methods. Springer, Hong Kong and Dordrecht.
4. Bukhari, A.Z.2006. Mass media and methods of education. Anmol Publications Pvt. Ltd. New Delhi.
5. Farooq, R.A. 1994. Education system in Pakistan. Asia Society for Promotion of Innovation and Reforms in Education, Islamabad.
6. Morsy, Z. and P.G. Altbach. 1996. Higher Education in an International Perspective : Critical Issues. Garland Pub., New York.
7. Shukla, R.2005. Dictionary of education. APH Publishing Cooperation, New Delhi.

### **Edu-714 History of Education in Pakistan 3(3-0)**

#### **Objectives**

After completing this course the students should be able to:

- i. Describe the history of education in Pakistan. .
- ii. Identify lessons learnt from the study of history.
- iii. Suggest a course of action for the development of education in Pakistan in future.

#### **Course Contents**

Historical Background of Education in Pakistan; Educational system during Muslim Period, British Period of Education, Educational movements before 1947, Development of Educational system during British Rule. Development of Education in Pakistan; Educational Policies up to 1998, Educational Policy 1998—2010, Education Sector Reforms (ESR) 2002-2006, Public Private Partnership in the Education Sector. Structure of Education in Pakistan; Education system at federal, provincial and district level, Decentralization agenda and implementation, Major public sector organizations in Education. Situational analysis of Pakistani Education; Current policies and reforms, Standards and structures, Administrative Processes, Quantity projections and Quality challenges, Planning & Financing issues. Critical perspectives on Pakistani system of Education; Religious Education and institutions, Basic Education & literacy, Secondary & Higher Education, Technical & Vocational Education, Teacher Education.

### **Recommended Books**

1. Buzan, T. 2001. The power of creative intelligence. Martins the Printers Ltd., UK.
2. Farooq, R.A.1994. Education system in Pakistan. Asia Society for Promotion of Innovation and Reforms in Pakistan, Islamabad
3. Government of Pakistan .1998-2010. National education policy. Islamabad.

4. Malik, S.A. 1999. The system of Education in Pakistan. National Book Foundation, Islamabad.
5. Rose, C. and M.J. Nicholl.1997. Accelerated learning for the 21<sup>st</sup> century. Dlacoste Press, USA.
6. UNESCO. 2004. Literacy trends in Pakistan. Islamabad.

**Edu-715      Guidance and Counseling in Education      3(3-0)**

**Objectives**

After completing this course the students should be able to:

- i. Define concept related to guidance and counseling.
- ii. Apply strategies for guidance.
- iii. Evaluate a guidance program.

**Course Contents**

Introduction to Guidance; Historical Development of Guidance, Nature of guidance, Aims & Scope of guidance, Role of Guidance in Education, Guidance in the Schools, Guidance & Personality Development at Elementary Level, Organizing Guidance Program at Elementary Level, Problems of Secondary Schools Students, Attitude of Pupils, Parents and Teachers, Organizing Guidance Programmed at Secondary Level Strategies for Guidance, Individual Assessment, individual Guidance, Group Guidance, Tools of Guidance, Introduction to Counseling; Definitions and Scope of Counseling, Purpose of Student Counseling, Theories of counseling. Vocational Guidance; Approaches to Vocational Guidance, Career Corner, Career Talk, Career Conference, Vocational Counseling, Factors Effecting Vocational Development, Guidance & Counseling Personnel, Evaluation of Guidance Programme, The Process of Evaluation of Guidance and Counseling in Elementary Schools, Evaluation of Guidance and Counseling in Secondary Schools.

**Recommended Books**

1. Gladding, S. 1996. Counseling a Comprehensive Process. Merril, an imprint of Prentice Hall., New Jersey.
2. Hillier, Y.2005. Reflective Teaching in further and adult education.2<sup>nd</sup> ed. Continuum, London, New York.
3. Kochhar, S.K. 2003. Guidance & counseling in colleges & universities, Sterling Publishers, New Delhi.
4. Shah, R.K. 2003. Vocational counseling. Pointer Publishers, Jaipur.
5. Pearson, R.E. 1990. Counseling and social support, Sage Publications, London.
6. Presley, M. 1995. Advance educational psychology .Harper & Collins College Publications, New York.
7. Weber, A.L. 1991. Introduction to psychology. Harper Perennial Publishers, New York.

**Edu-716 Contemporary Trends and issues in Education 3(3-0)**

**Objectives**

After completing this course the students should be able to:

- i. Describe current trends in education in Pakistan.
- ii. Conduct debate on issues
- iii. Suggest strategies to resolve issues

**Course Contents**

Education System of Pakistan; Primary Education, Secondary Education, Higher Education, Examination System, Teacher Education, Curriculum Development in Pakistan. Literacy Trends in Pakistan; Rationale, Need and Significance, Literacy Defined in Some Other Countries, International Context of Definitions, Changing Definitions of Literacy in Pakistan, Functional Literacy, Impact of Science and Technology on Education; Definition of Science and Technology, Role of Science in Life, Challenges of Science and Technology, Role of Information Technology in Education. Human Brain and Its Educational Implications; Brain Development, Brain Structure, Left and Right Brain: Functions, Capacity of Human Brain, Brain Waves, Memory Processing Model, Accelerated Learning Methods their Introduction and Significance. Cooperative Learning; Elements of Cooperative Learning. Issues in Cooperative Learning, Mind Mapping, Introduction and Significance, Mind Mapping Techniques, Innovative Programme; Incentive Scheme for Primary School Teachers, Education Card, National Education Testing Service, Utilization of Pakistani Talent Abroad, Monitoring and Evaluation, National Council for Educational Development, Provincial Council On Educational Development, Provincial Policy Implementation Committee, District Education Authority, School Management Committee

**Recommended Books**

- 1. Bansal, H. 2007. Modern methods of teacher training. APH Publishing Cooperation, New Delhi
- 2. Buzan, T. 2001. The power of creative intelligence, Martins the printers Ltd., UK
- 3. Farooq, R.A. 1994. Education system in Pakistan. Aisa Society for Promotion of Innovation and Reforms in Education, Islamabad.
- 4. Malik, S.A. 1999. The system of education in Pakistan. National Book Foundation, Islamabad.
- 5. Pollard, A. 2006. Reflective teaching. 2<sup>nd</sup> ed. Continuum, London, New York.
- 6. UNESCO. 2004. Literacy trends in Pakistan, Islamabad.

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Edu-717/Ext-717      Qualitative Research Methods      3(2-1)      Already approved

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**Edu-718      Internship/Teaching Practice      3(0-3)      New**

The students will be sent on internship to learn and practice teaching in real life situations i.e. schools, colleges.

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Edu-719      Special Problem      1(0-1)  
Edu-720      Seminar      1(0-1)

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