

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 19-12-2024 has approved the recommendations of the Academic Council made at its meeting 13-06-2024 regarding revised Scheme of Studies/Curriculum for M.Phil Education with effect from Session, Fall, 2024.

The revised Scheme of Studies/Curriculum is enclosed herewith as Annexure-'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.**

No. D/ 686 /Acad.

**Sd/-
Registrar**

Dated: 16-01-2025.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Education
2. Director, Institute of Education & Research.
3. Chairperson, DPCC
4. Controller of Examinations
5. Director, IT for placement at website
6. Assistant Registrar (Statutes)
7. Secretary to the Vice-Chancellor
8. Private Secretary to the Registrar
9. Admin. Officer (Syllabus)



**Assistant Registrar (Academic)
for Registrar**

2024

Scheme of Studies

MPhil Education

**Department of Advanced Studies in Education
Institute of Education and Research
University of the Punjab, Lahore**



Scheme of Studies
MASTER OF PHILOSOPHY IN EDUCATION
MPhil Education



INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF THE PUNJAB, LAHORE, PAKISTAN

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Programme	Master of Philosophy in Education (MPhil Education)				
Duration	2 Years	Semesters	04	Credit hours	30
Department	Institute of Education and Research				
Faculty	Education				
Department Introduction					
<p>The Institute of Education and Research (IER) was established in September 1960 in cooperation with the School of Education, Indiana University, USA. It is the pioneer Institute for teacher education and educational research in Pakistan. The institute offers various degree programs such as PhD Education, MPhil Education, BS Education in Secondary, Elementary, Science, Business, Early Childhood, Islamic, Technical, English Language Teaching, Child Rights & Safety, and Institutional Development along with short courses in Montessori and PGD. The Institute has recently started Postdoctoral fellowship in Education to develop liaison with faculty members of other universities and increase community engagement through collaborative research. These programs offer cutting-edge curriculum, demanding and challenging assignments that require students go through rigorous and extensive readings and produce quality academic writing in their research works to meet the criteria. Students, scholars, and fellows in these programs learn latest teaching approaches, understand various educational theories, models and their practices in local and global contexts, develop pedagogical competence, learn qualitative and quantitative research skills and instrument development skills that lead them to develop research projects and project solution-based evidence to impact society. Various MOUs have been signed with well-reputed international organizations for faculty exchange, research collaborations, and joint ventures.</p>					
Department Vision					
Transformation of pre-service teacher education keeping in view the indigenous and global needs to produce effective prospective teachers for global market					
Department Mission					
To achieve excellence in the field of teacher education through empowering teachers and developing their competencies in areas of content, pedagogical skills and research in the field of Education.					
Department Goals					
<ol style="list-style-type: none"> 1. To provide and promote facilities for advanced studies and research in Education. 2. To provide teaching, training and guidance to prepare candidates for the Bachelor, Master, MPhil., and PhD degrees in Education of the University, and such other diplomas in education as may be instituted. 3. To provide opportunities for professional educators to improve their knowledge and ability through summer courses. 4. To publish the results of research, and act as an educational information dissemination center. 5. To render other services to educational institutions. 					
Program Introduction					
Program Started	1992				
Course Duration	2 years				
Total Credit Hours	30				

Total Semesters	4
Qualification on Completion:	Master of Philosophy in Education
Program Objectives	
<p>Master of Philosophy (MPhil) in Education started at IER in 1992. Almost 1100 students have graduated with MPhil degree from the institute. Major aims of the program are to:</p> <ol style="list-style-type: none"> 1. Enhance the potential of MPhil Education scholars in the field of educational research. 2. Offer a content enriched scheme of study related to the theoretical and professional foundations of education discipline with vertically in depth rather than surface approach. 3. Develop inquisitive and disciplined minds, able to carry out problem- oriented research in the field of education to serve the country in practical life. 4. To introduce scholars to global and local trends in educational research and developing positive attitude towards educational research. 5. To enhance the skills required for conducting, reporting and publishing the research. 	
Market Need / Rationale of the Program	
<ol style="list-style-type: none"> 1. Offering the extensive content related to the educational research and preparing the scholars to carry out the research through classroom assignments, small scale educational research projects, sessional work like presentations, quizzes etc. 2. Designing the scheme of study comprising of the courses related to the theoretical foundation courses and professional courses so that scholars not only strengthen their theoretical foundations of education but also choose for their area of specialization for conducting research. 3. Developing a transparent mechanism to ensure the quality research meeting the timeline of the degree requirement. Devising a pathway from selection of the research to the execution and evaluation. Providing the opportunities to scholars to appear before panel of experts at each stage and present and defend his research on a well- defined format. 4. Organizing the seminars, conferences and workshops on education and research and ensuring participation of MPhil scholars. 5. Providing enabling experience to the scholar in the form of content courses and workshops with a major focus on data analysis, referencing, academic writing and publications. 	
Admission Eligibility Criteria	
<p>Minimum qualifications required of an applicant for admission to MPhil in Education programme is:</p> <ol style="list-style-type: none"> 1. Masters/BS Degree in Education or equivalent (16 years of education; 120 credit hours) as per HEC and PU rules. 2. Bachelor of Education 1.5 after 16 years of education; 45-54 credit hours as per HEC and PU rules. 3. No 3rd division in the career. 4. All candidates will have to qualify for an admission test and interview separately conducted by the Institute. 5. Equivalence from PU is required. Qualification from Institutions other than the University of the Punjab will be equalized by the Equivalence Committee of the University of the Punjab. Candidates must apply well in time to Equivalence Cell, PU 	

and must provide the same before the interview. Equivalence of Degrees Awarded by the chartered foreign universities will be also required from HEC Pakistan. PU equivalence is also required.

6. Submission of the result notification by the Controller of Examinations, of the relevant University/ DAI before written test is **COMPULSORY**. Note: Admission criteria & eligibility requirement for regular and self-supporting programs are the same.
7. All rules and regulations framed by University of the Punjab, Lahore will be applicable.

Scheme of Studies MPhil Education

Courses (Any Five Courses + Translation of Holy Quran)

Sr.	Course Code	Title of the Course	Credit Hours
1	EDMP701	Philosophical Foundations of Education	3
2	EDMP702	Sociology of Education	3
3	EDMP703	Information and Communication Technologies in Education	3
4	EDMP704	Advanced Research Methods	3
5	EDMP705	Academic Writing	3
6	EDMP706	Instrument Development and Data Analysis Techniques	3
7	EDMP707	Continuing Professional Education	3
8	EDMP708	Internationalization of Education	3
9	EDMP709	Critical Theories and Pedagogies	3
10	QT-710	Translation of the Holy Quran (Compulsory) OR	Non Credit
	ETH-710	Religious Studies and Ethics (for Non-Muslims)	
Semester Total Hours			15
11-14	EDMP 711-799	Three Courses from any Area of Specialization: Curriculum Studies Educational Administration Educational Psychology Science Education Educational Assessment Quality Assurance in Education Inclusive Education Early Childhood Care and Education Teacher Professional Development	9
15	EDMP700	MPhil Thesis	6
Total Credit Hours for Course Work			24
Total Credit Hours (24+6)			30

Area of Specialization (Any Three Courses from anyone Area of Specialization)

Curriculum Studies			
11	EDMP711	Curriculum Development Process	3
12	EDMP712	Curriculum Evaluation	3
13	EDMP713	Curriculum and Pedagogical Practices	3
14	EDMP714	Multicultural Perspectives in Curriculum	3

OR

Educational Administration			
11	EDMP721	Educational Leadership and Management	3
12	EDMP722	Organizational Behavior in Education	3
13	EDMP723	Educational Policy Analysis	3
14	EDMP724	Leading Innovation and Change	3

OR

Educational Psychology			
11	EDMP731	Advanced Educational Psychology	3
12	EDMP732	Psychological Testing	3
13	EDMP733	Social Psychology	3
14	EDMP734	Cognition and Learning	3

OR

Science Education			
11	EDMP741	STEAM Education	3
12	EDMP742	Constructivism in Science Education	3
13	EDMP743	Teaching and Learning in Science	3
14	EDMP744	Critical Thinking and Reflective Practices in Science	3

OR

Educational Assessment			
11	EDMP751	Assessment and Evaluation in Teaching	3
12	EDMP752	Test and Scale Development	3
13	EDMP753	Theories of Test Development	3
14	EDMP754	Portfolio Assessment: Practices and Developments	3

OR

Quality Assurance in Education			
11	EDMP761	Quality Assurance: Theory and Practice	3
12	EDMP762	Standards and Standardization in Education	3
13	EDMP763	Performance Excellence Awards and Rankings	3
14	EDMP764	Quality Auditing in Education	3

OR

Inclusive Education			
11	EDMP771	Inclusive Classroom Development	3
12	EDMP772	Diversity and Inclusion	3
13	EDMP773	Inclusive Education: Research to Practice	3
14	EDMP774	Inclusive Teacher Education: Teacher for All	3

OR

Early Childhood Care and Education			
11	EDMP781	Fundamentals of Early Childhood Care and Education	3
12	EDMP782	Early Childhood Education Pedagogies	3
13	EDMP783	Wellbeing in Early Years	3
14	EDMP784	Cognition, Language and Literacy	3

OR

Teacher Professional Development			
11	EDMP791	Professionalism in Teaching	3
12	EDMP792	Transforming Teacher Education	3
13	EDMP793	Teacher Development in Contemporary World	3
14	EDMP794	Global Perspectives of Teacher	3

Research Thesis / Project /Internship					
After completion of course work, students will be offered MPhil Thesis (EDMP700) of 6 credit hours.					
Award of Degree					
Degree awarding criteria consists of: <ul style="list-style-type: none"> • CGPA percentage required to Qualify as per rules of HEC and University of the Punjab, Lahore • MPhil Thesis 					
NOC from Professional Councils (if applicable)					
1. The in-service selectees for admission to MPhil Regular, Evening and Self-Supporting programme will have to arrange Two years study leave from their parent departments. 2. The in-service selectees for MPhil programme will not be allowed to register in the first semester unless they produce letter of sanction of study leave along with relieving orders from their parent departments.					
Faculty Strength					
Degree	Area/Specialization				Total
PhD	Educational Administration Curriculum Studies Educational Assessment Early childhood Education Inclusive Education Teacher Education Science Education Quality Assurance in Education Mathematics Education Educational Psychology				30
MPhil	Educational Administration Science Education Teacher Education				04
Total	10				34
Present Student Teacher Ratio in the Department					
Total Faculty	33	Total Students	198	Ratio	1:5

Course Outlines

Institute of Education and Research
Faculty of Education
 University of the Punjab, Lahore



Programme	MPhil Education	Course Code	EDMP-701	Credit Hours	3
Course Title	Philosophical Foundations of Education				
Course Objectives & Outcomes					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> 1. Understand the philosophical concepts and determinants applicable to the analysis of educational phenomenon. 2. Critique the influence of basic philosophies and theories of education in contemporary field of education. 3. Examine educational thought of leading philosophers in classroom application 4. Widen the scope of reflective, creative, and critical thinking in teaching-learning process. 5. Apply relevant philosophy to concrete educational situations. 					
Syllabus Breakdown					
Week 1	Philosophy: Introduction: Philosophy: Meaning and Concept				
	Philosophy of Education: Meaning and Concept				
Week 2	Functions of Educational Philosophy				
	Philosophy, Science and Religion				
Week 3	Philosophy as Wisdom				
	Philosophy as Critical Inquiry				
Week 4	Philosophy as Ideology				
	Areas/Branches of Philosophy: Ontology				
Week 5	Epistemology				
	Sources of Knowledge				
Week 6	Personal Epistemological Beliefs				
	Axiology				
Week 7	Cosmology				
	Theology				
Week 8	Basic Philosophies and their Proponents: Idealism				
	Realism				
Week 9	Pragmatism				
	Existentialism				
Week 10	Naturalism				
	Theories of Education and their Proponents: Perennialism				

Week 11	Essentialism
	Progressivism
Week 12	Reconstructionism
	Process of Education and Philosophy: (<i>Aims, Curricula, Methodology, Role of Teacher, Evaluation</i>)
Week 13	Philosophers and Their Contributions in Education: Al-Ghazali
	IbnKhalidun
Week 14	Allama Muhammad Iqbal
	John Dewey
Week 15	Bruner Russell
	Plato
Week 16	Aristotle
	Socrates
Textbooks and References	
Barrow, R., Wood, R. (1989). <i>An Introduction to Philosophy of Education</i> . London: Routledge.	
Brubacher, John S. (1989). <i>Modern Philosophies of Education</i> . New York: McGraw Hill Book Company	
Butler, J. Donald. (1988). <i>Four Philosophies and their Practice in Education and Religion</i> . New York: Harper & Row.	
Gutek, G. L. (2004). <i>Philosophical and Ideological Voices in Education</i> . Boston: Allyn& Bacon.	
Haydon, Graham (2006). <i>Education, Philosophy, and Ethical Environment</i> . London: Routledge.	
Khan, M. Hamiuddin (1967). <i>History of Muslim Education</i> . Karachi: Academy of Educational Research.	
Kneller, George F. (1989). <i>Introduction to the Philosophy of Education</i> . New York: John Wiley & Sons.	
Knight, George R. (1989). <i>Educational Philosophy</i> . Michigan: Andrews University Press.	
Muhammad Rafiuddin (1983). <i>First Principles of Education</i> . Lahore: Iqbal Academy Pakistan.	
Ozman, HA; Creaver, S. M. (2002). <i>Philosophical Foundations of Education</i> . 7 th ed. NJ: Prentice Hall.	
Pring, Richard (2006). <i>Philosophy of Educational Research</i> . London: Continuum.	
Palmer, J. (2001). <i>Fifty Major Thinkers on Education</i> . New York: Routledge.	
Provenzo, Eugene F. (ed.) (2006). <i>Critical Issues in Education: An Anthology of Readings</i> . New York: Sage Publications, Inc.	
Syed, Mohammad Saleem (2002). <i>MaghrabiFalsafa-e-TaleemKaTanqeediMutallia (in Urdu)</i> . Lahore: IdaraTaleemiTahqeeq	

William Hare & John Portelli (eds) (2001). *Philosophy of Education: Introductory Readings*. Calgary, Alberta: Temeron Books Inc.

Winch, C., &Gingell, J. (Eds.) (1999). *Key Concepts in the Philosophy of Education*. New York: Routledge.

ZaghloulMorsy (1994). *Thinkers on Education*. Volume 1. Paris: UNESCO.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
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 University of the Punjab, Lahore



Programme	MPhil Education	Course Code	EDMP-702	Credit Hours	3
Course Title	Sociology of Education				
Course Objectives & Outcomes					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> 1. understand and critically analyze various sociological theories related to education. 2. explore the relationship between education and social stratification, inequality, and mobility. 3. examine the impact of educational institutions on identity and socialization. 4. investigate contemporary issues in education from a sociological perspective. 					
Syllabus Breakdown					
Week 1	Introduction to Sociology of Education Definition and scope of the sociology of education. Historical development of the field. Importance of studying education sociologically				
Week 2	Theoretical Perspectives in Sociology of Education Functionalism. Conflict Theory. Symbolic Interactionism				
Week 3	Education and Social Stratification Social class and educational attainment The role of cultural capital				
Week 4	Education and Social Mobility The role of education in promoting social mobility. Barriers to social mobility within educational systems				
Week 5	Education and Social Inequality Gender, race, and ethnicity in education. Intersectionality in educational outcomes				
Week 6	Educational Systems and Policies Comparative education systems. The impact of policy on educational outcomes				
Week 7	The Hidden Curriculum Definition and implications of the hidden curriculum. Case studies and examples				
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation				
Week 9	Identity and Socialization in Educational Contexts Role of education in shaping identity. Processes of socialization within schools				
Week 10	Education and Social Change Education as an agent of social change. The relationship between education and social movements				

Week 11	Contemporary Issues in Education I Globalization and education. Impact of technology on education
Week 12	Contemporary Issues in Education II Privatization of education. Standardized testing and accountability
Week 13	Inclusive Education Special education and inclusion. Policies and practices for inclusive education
Week 14	Education and the Labor Market The relationship between education and employment. Skills mismatch and the role of vocational education
Week 15	Research Methods in Sociology of Education Qualitative and quantitative research methods. Designing and conducting research in educational settings
Week 16	Student Presentations and Course Review Student-led presentations on selected topics. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
<p>Ballantine, J. H., & Hammack, F. M. (2012). <i>The Sociology of Education: A Systematic Analysis</i>.</p> <p>Bowles, S., & Gintis, H. (1976). <i>Schooling in Capitalist America</i>.</p> <p>Durkheim, É. (1922). <i>Education and Sociology</i></p> <p>Bourdieu, P. (1977). <i>Cultural Reproduction and Social Reproduction</i>.</p> <p>Coleman, J. S. (1966). <i>Equality of Educational Opportunity</i></p> <p>Halsey, A. H., Heath, A. F., & Ridge, J. M. (1980). <i>Origins and Destinations</i></p> <p>Ladson-Billings, G. (1998). <i>Just What is Critical Race Theory and What's it Doing in a Nice Field Like Education?</i></p> <p>Ball, S. J. (2007). <i>Education Plc: Understanding Private Sector Participation in Public Sector Education</i></p> <p>Giroux, H. A. (1983). <i>Theory and Resistance in Education: A Pedagogy for the Opposition</i></p> <p>Mac an Ghail, M. (1994). <i>The Making of Men: Masculinities, Sexualities and Schooling</i></p> <p>Freire, P. (1970). <i>Pedagogy of the Oppressed</i>.</p> <p>Castells, M. (2000). <i>The Rise of the Network Society</i>.</p>	

Ravitch, D. (2010). *The Death and Life of the Great American School System*

Slee, R. (2011). *The Irregular School: Exclusion, Schooling and Inclusive Education*

Brown, P., Lauder, H., & Ashton, D. (2011). *The Global Auction: The Broken Promises of Education, Jobs, and Incomes*

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-703	Credit Hours	3
Course Title	Information and Communication Technologies in Education				
Course Description					
This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in ICT by enhancing their knowledge in the subject.					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 1. Understand the concept of ICT in education. 2. Explain the resources and applications of ICT in education. 3. Describe the role of ICT in education with respect to teaching learning process. 4. Explain technologies for E-learning/online teaching. 5. Explain the components of ICT integrated learning environment 					
Syllabus Breakdown					
Week 1	1. Introduction of Information and Communication Technology (ICT) in Education 1.1. Meaning Concept and nature of ICT in Education. 1.2. Importance of ICT in Education 1.3. Advantages and Disadvantages of ICT in Education 1.4. Different form of ICT in Education 1.5. Resources of ICT in Education				
Week 2	2. Uses of ICT in Education 2.1. Radio and TV Broadcasting Used in Education 2.2. Sharing Information 2.3. Storing and Organizing Data 2.4. Lesson Planning with Technology 2.5. Designing Task for Learning with ICT 2.6. Computer & Internet Use of Teaching and Learning in Education 2.7. Tele Conferencing 2.8. Tele Collaboration				
Week 3	3. Application of ICT in Education 3.1. E-Learning/Online Learning 3.2. Open and Distance Learning 3.3. Blended Learning 3.4. Distributed Learning 3.5. Active Learning				
Week 4	3.6. Creative Learning 3.7. Integrative Learning 3.8. Evaluative Learning 3.9. Virtual Learning 3.10. Computer Assisted Learning 3.11. Computer Supported Collaborative Learning				

	3.12. Web Based Learning
Week 5	4. Classroom Presentation 4.1. Presentation Skills 4.1.1. Ms-Excel 4.1.2. Ms-Word 4.1.3. Word Processing MicroSoft 4.1.4. Searching/Surfing 4.2. Power Point Presentation 4.3. Guidelines for creative a multimedia presentation 4.4. Pros and Cons of using multimedia in classroom
Week 6	5. E-Learning/Online Education 5.1. Meaning and Scope of E-Learning. 5.2. Theoretical Frameworks for online Education 5.3. Planning and Pedagogy for online Education
Week 7	1.1. Technologies for E-Learning 1.1.1. Worldwide Web (WWW) in Education 1.1.2. Mobile Technology in Education 1.1.3. Online Teaching and Learning 1.1.4. Online Discussion Forum 1.1.5. ICT Integrated Learning Environment 1.1.6. Tele Conference Based Model of Capacity Building for ICT Integration 1.1.6.1. Tele Conferences 1.1.6.2. Video Conferences 1.1.6.3. Multimedia Conferences 1.1.7. Online Team Teaching 1.1.8. Video Educational Games
Week 8	6. Blended Learning 6.1. Meaning and Concepts of Blended Learning 6.2. Elements of Blended Learning 6.3. Methods of Blended Learning 6.4. Issues and Challenges of Blended Learning
Week 9	7. Web/Online Resources 7.1. Use of Internet and E-mail 7.2. Virtual Education 7.3. Interactive Whiteboard 7.4. Flipped Teaching 7.5. Online/Digital Libraries, 7.6. Academic Service Centre
Week 10	7.7. Blogs 7.7.1. Characteristics of Blogs 7.7.2. Use Blogs in Education 7.7.3. Use Blogs in Teaching and Learning 7.8. Massive Open Online Courses (MOOC) 7.9. Assistive Technologies 7.10. Online Learning Communities
Week 11	8. Social Networking in Education 8.1. Use of YouTube in Education

	<ul style="list-style-type: none"> 8.2. Use of Facebook in Education 8.3. Use of Twitter in Education 8.4. Use of Instagram in Education 8.5. Use of LinkedIn in Education 8.6. Use of WhatsApp in Education 8.7. Use of TikTok in Education
Week 12	<p>9. Impact of ICT in Education</p> <ul style="list-style-type: none"> 9.1. ICT Helps Improve the Quality of Education. <ul style="list-style-type: none"> 9.1.1. Motivating to Learn 9.1.2. Facilitating the Acquisition of Basic Skills 9.1.3. Enhancing Teacher Training 9.1.4. ICT Enhance Learning 9.1.5. Enhancing Access 9.1.6. Raising Quality
Week 13	<ul style="list-style-type: none"> 1.1. ICT Enhance Education for Educational Policy and Planning 1.2. ICT Replaced the Teacher 1.3. Fast Communication Speed 1.4. Lower Communication Cost 1.5. Reliable Mode of Communication 1.6. Effective Sharing of Information 1.7. Paperless Environment 1.8. Borderless Communication
Week 14	<p>10. Key Issues and Challenges Integrating ICT in Education</p> <ul style="list-style-type: none"> 10.1. The Infrastructure Related Challenge in ICT 10.2. The Challenge with Respect to the Capacity Building 10.3. The Challenge Related to Financing the cost of ICT 10.4. Challenge in Using Interactive Technology for Teacher Training 10.5. High Communication Cost
Week 15	<ul style="list-style-type: none"> 10.6. Network Speed and Quality 10.7. Lack of Trained Teachers 10.8. Government Policies 10.9. Computer Viruses 10.10. Cyber Crime
Week 16	11. ChatGPT
Textbooks and References	
<p>Gunter, G. A., & Gunter, R. E. (2015). <i>Teachers discovering computers: Integrating technology in a changing world</i> (8thed.). Cengage Learning.</p> <p>Hall, D. (2010). <i>The ICT handbook for primary teachers: A guide for students and professionals</i>. Routledge.</p> <p>Asafe, Y.N. (2014). <i>Information Communication Technology (ICT): Concepts and application</i>. Hasfem Publication center.</p> <p>Barkley E.F., & Major C.H. (2018). <i>Interactive lecturing: A handbook for college faculty</i>. Jossey bass Johan Wiley & Sons.</p> <p>Bell, P. (2017). <i>Edexcel international GCSE (9-1): Information & communication technology</i>. Person Education.</p> <p>Brown. G., Sargent.B., & Watson.D. (2015). <i>Cambridge IGCSE: ICT</i> (2nded.). Hodder Education.</p>	

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<https://mitpress.mit.edu/books/digital-learning-development>

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Garrison, D.R. (2017). *E-learning in the 21st century: A community of inquiry framework for research and practice*(3rd ed.). Routledge.

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Kaye.L. (2017). *Young children in a digital age: Supporting learning and development with technology in early years*. Routledge.

Kennedy, D. M. (2019). *Digital Literacy and Digital Inclusion: Policy, Teaching and Learning in the Age of the Internet*. Springer. <https://www.springer.com/gp/book/9783030207989>

Panigrahi, M.R. (2016). *Resource book on ICT integrated teacher education*. Commonwealth EducationalMedia Centre for Asia.

Pathak, R.P., Chaudhary, J. (2012). *Educational technology*, Pearson Education.

Picciano, A.G. (2019). *Online education: Foundation, planning, and pedagogy*. Routledge.

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Tinio, V.L. (n.d.). ICT in Education. Retrieved from:https://wikieducator.org/images/f/ff/Eprimer-edu_ICT_in_Education.pdf

Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. BCcampus. <http://opentextbc.ca/teachinginadigitalage/>

UNESCO. (2005). *Information and Communication Technology (ICT) in Education*. <http://unesdoc.unesco.org/images/0013/001310/131058E.pdf>

Veletsianos, G. (Ed.). (2010). *Emerging Technologies in Distance Education*. Athabasca University Press. <https://www.aupress.ca/books/120290-emerging-technologies-in-distance-education/>

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework,

			attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
Faculty of Education
 University of the Punjab, Lahore



Programme	MPhil Education	Course Code	EDMP-704	Credit Hours	3
Course Title	Advanced Research Methods				
Course Objectives & Outcomes					
After studying the course, the students will be able to: <ol style="list-style-type: none"> 1. Think scientifically towards the solution of research problems 2. Respect the ethics of research 3. Distinguish between qualitative and quantitative research methodologies 4. Distinguish the range of the types of research 5. Conduct research in Education and other interdisciplinary disciplines 6. Understand and conduct mixed-methods research in Education 7. Design different types of sampling 8. Develop different kinds of research instruments 9. Develop quality research proposals in the areas of their interests 10. Write a good research report 					
Syllabus Breakdown					
Week 1	Introduction to Research				
	The need and importance of research				
	Scientific method and educational research				
Week 2	Ethics and legal issues of research in education				
	Variables and measurement scales				
Week 3	Understanding research problem				
	Identification of research problem				
Week 4	Review of related literature				
	Understanding variables of research problem and their mutual relationship				
Week 5	Writing the objectives of research				
	Understanding different types of hypotheses				
Week 6	Formulating hypotheses and research questions				
	Hypotheses testing				
Week 7	Research by purpose (Action, Basic, Development, Evaluation)				
	Research by method				
	Historical research				
Week 8	Descriptive research and its range of types				
	Experimental research and its range of designs				
Week 9	Qualitative Research				
	The salient features of qualitative research				
	Grounded approaches to qualitative research				

Week 9	Designing and conducting qualitative research
	Data analysis and reporting results
Week 10	Quantitative Research The salient features of quantitative research
	Designing and conducting quantitative research
Week 11	The application of statistics and data analysis
	Techniques for reporting research results
Week 12	Mixed-method research (qualitative-cum-quantitative)
	Concept of validity Types of validity in research
Week 13	Concept of reliability Methods of measuring reliability
	Sampling size for the range of research
Week 14	Types of sampling techniques
	Considerations on drawing samples Practicum (Developing a sampling design)
Week 15	The range of research instruments
	The validity and reliability of instrumentation
Week 16	Data collection: procedures and considerations
	Revision

Textbooks and References

Cohen, L. Manion, L. and Morrison, K. (2007) *Research methods in education* (5th edition). London: Routledge.

Field, A. and Hole G. (2007) *How to design and report experiments*. London: Sage Publications.

Fraenklen, J. R. and Wallen, N. E. (2000) *How to design and evaluate research in education* (4th edition). New York: McGraw Hill Book Co.

Additional Readings

Alliaga, M. and Gunderson, B. (2002) *Interactive statistics*. Thousands Oaks: Sage Publications.

Bogdan, R. C. and Biklen, S. K. (1998) *Qualitative research for education: An introduction to theory and methods* (3rd edition). Boston: Allyn and Bacon.

Bogdan, R. and Biklen, S. K. (1994) *Qualitative research for education*. Boston: MA, Allyn and Bacon.

Ferguson, G. A. and Taknabe, Y. (1998) *Statistical analysis in psychology and education* (6th edition). Singapore: McGraw Hill Books Co.

Gay, L. R. (2002) *Educational research: Competencies for analysis and application* (6th edition). New Jersey: Prentice Hall Inc.

Leung, W. C. (2001) *How to conduct a survey*. *Student BMJ*, 9, pp. 143-151, May.
(Available online at: http://www.studentbmj-com/back_issues/0601/education/187.html, accessed on 19-12-2006).

Marshall, C. and Rossman, G. (1980) *Designing qualitative research*. Newbury Park, CA: Sage Publications. (Available online at: <http://www.gifteduconn.edu/seigle/research/Qualitative/qualquan.htm>, accessed on 12-1-2007.

Journals and Websites/E-mails:

Research in Education

Bi-annual published from The University of Manchester, UK.

Executive Editor, Prof. Ivan Reid

E-mail: I.Reid@Bradford.ac.uk

Journal of Mixed-Methods Research

Quarterly Sage publication.

Managing Editor, Prof. Vicki

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
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Programme	MPhil Education	Course Code	EDMP-705	Credit Hours	3
Course Title	Academic Writing				
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Differentiate academic writing from other types of writing. 2. Identify the structural components of research papers/thesis chapters. 3. Write research papers/thesis chapters using appropriate academic vocabulary, grammar, and mechanics. 4. Identify the structural components of a research proposal. 5. Write research proposal using appropriate academic vocabulary, grammar, and mechanics. 6. Defend research proposals using appropriate academic style. 7. Write research assignments. 8. Prepare effective oral presentations. 9. Cite according to the institutional practices 					
Syllabus Breakdown					
Week 1	Introduction to Academic Writing				
	The writing process				
	Scientific method and educational research				
Week 2	Informal elements in Academic Writing				
	Academic English and Latin phrases				
Week 3	Introduction of a research paper and a thesis.				
	Key Elements: research assignment/paper/thesis.				
	Writing research objectives, questions and Hypotheses Stating the research problem				
Week 4	Writing the significance of the study.				
	Vocabulary, grammar, and mechanics for writing Introduction				
	Literature Review: Types and characteristics				
Week 5	Literature Review Components: research assignment/paper/thesis.				
	Argumentative style, exposition schema, and logical fallacies				
	Paraphrasing. Note-taking and summarizing				
Week 6	Meta-discourse and critical reading skills				
	Synthesis of reading and categorization				
	Organization and writing first draft. Citations				
Week 7	Plagiarism				
	Common weaknesses				
	Vocabulary, grammar, and mechanics for writing Literature Review				
Week 8	Abstract: thesis/research paper/conference				
	Components: research essay/assignment/research paper/thesis				
	Synthesizing findings				

Week 9	Writing implications, recommendations, suggestions, and limitations		
Week 10	Writing the Conclusion: assignment/paper/thesis		
	Writing final remarks: a formal closure of the study		
Week 11	Relevant vocabulary, grammar, and mechanics		
	Difference in paraphrasing and summarizing		
Week 12	Writing thesis statement and section summaries		
	Removing redundancies		
Week 13	Components		
	Language		
Week 14	Layout		
	Basic Principles: Quality, Quantity, Relevance, Brevity		
Week 15	Critical reading, synthesis, and summarizing		
	Writing captions		
Week 16	Slide layout		
	Para-linguistic and extra-linguistic supports		
	Rehearsal		
Textbooks and References			
<ul style="list-style-type: none"> • Published and electronic resources will be suggested/provided by the Resource Person. • The scholars will be encouraged to suggest and use their own resources. 			
Suggested Teaching Approaches			
Lecture, Discussion, Cooperative Learning, Class Activities, Presentations			
Course Assignments / Practical Activities, etc.			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-706	Credit Hours	3
Course Title	Instrument Development and Data Analysis Techniques				
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. understand different symbols/notations of statistics 2. understand different statistics and relevant formulae 3. enter, clean and analyse data using computer softwares 4. apply descriptive and inferential statistics 5. use computer Software for data analysis of educational Projects. 					
Syllabus Breakdown					
Week 1	Introduction Designing the study Planning the study Choosing appropriate scales and measures Reliability Validity				
	Preparing A Questionnaire Question types Response format Wording questions Preparing a code book Variables names Coding responses Coding open ended questions				
Week 2	Introduction to SPSS Starting, opening, saving of SPSS files Windows Data entry windows Viewer windows Saving output Printing output Pivot Table Editor window Chart Editor window Syntax Editor window Selection of variables in a dialogue box Getting Help				
	Creating a data file and entering data Changing the SPSS 'Options' General Tab Defining the variables Entering the data				

	<p>Data Entry using Excel Screening and cleaning the data Checking for error Finding and correcting the error in the data file</p>
Week 3	<p>Descriptive statistics Categorical variables Continuous variables Interpretation of output from descriptive Missing data Assessing Normality Interpretation of output from Explore Checking for outliers</p>
	<p>Using graphs to describe and explore the data Histograms Bar graphs Line Graphs Scatterplots Boxplots Importing charts and graphs into word documents</p>
Week 4	<p>Manipulating the data Using Syntax to record procedures Calculating Total scale scores Reversing negatively worded items Adding the total scores for the scale</p>
	<p>Collapsing a continuous variables into groups Collapsing the number of categories of a categorical variables Transformation variables Checking the reliability of a scale</p>
Week 5	<p>Choosing the right Statistics Overview of different statistical techniques Exploring relationships Correlation Partial correlation Multiple regression Factor Analysis</p>
	<p>Exploring differences between groups F-tests One way analysis of variance Two-way analysis of variance Multivariate analysis of variance Analysis of Co-variance The decision of making process</p>
Week 6	<p>Correlation -Introduction to correlation -Preliminary analysis for correlation Comparing the correlation coefficients for two groups</p>
	<p>Testing the statistical significance of the difference between correlation coefficient Partial correlation Interpretation of output from partial correlation</p>

Week 7	Multiple regression Major types of multiple regression
	Standard or simultaneous Hierarchical or sequential Stepwise
Week 8	Logistic Regression Assumptions Sample size
	Multi-collinearity Outliers Interpretation of output from logistic Regression
Week 9	Factor Analysis Steps involved in factor analysis
	Procedure for factor analysis Interpretation of output
Week 10	Statistical techniques to compare groups Assumption Level of measurement Random sampling Independence of observations Normal distribution
	Homogeneity of variance Type I Error, type II Error and power Planned comparison/post-hoc analysis Effect size Missing data
Week 11	Non-parametric Statistics Assumption for non-parametric techniques Chi-square Chi-square test for goodness of fit Chi-square test for independence McNemar's test Cochran's Q test
	Kappa measure of agreement Mann-Whitney U test Wilcoxon signed Rank test Kruskal- Wallis test Friedman Test
Week 12	T-test Independent samples t-test Paired samples of t-test ANOVA
	POST-HOC tests Interpretation of output from one-way between-groups ANOVA with post-hoc tests
Week 13	Two-way between groups ANOVA Interpretation of output from two-way ANOVA Descriptive statistics Levene's test of equality of error variances

	Interaction effects
	Main effects Effect size Post tests Multiple comparisons plots
Week 14	Mixed between-within subjects analysis of variance Interpretation of output from mixed between within ANOVA
	Descriptive statistics Interaction effects Between-subject effects
Week 15	Multivariate Analysis of variance Assumption testing Sample size Normality Outliers
	Checking multivariate normality Linearity Homogeneity of regression Multicollinearity and singularity Homogeneity of variance-covariance matrices Performing MANOVA
Week 16	Analysis of Covariance Uses of ANCOVA Choosing appropriate covariate Alternative to ANCOVA Assumptions of ANCOVA
	Influence of treatment on covariate measurement Reliability of Covariates Correlation among covariates Linear relationship between dependent variable and covariate
Textbooks and References	
<p>Agresti, A., Franklin, C. (2012). <i>Statistics The Art and Science of Learning from Data</i></p> <p>Akuezuilo, E. O., & Agu, N. (2003). <i>Research and statistics in education and social sciences: methods and applications. Awka: Nuelcenti Publishers and academic press Ltd.</i></p> <p>Brewer, J. K., & Workman, D. R. (2003). <i>Introductory statistics for researchers</i>. Pearson Custom Pub.</p> <p>Cohen, J. (2013). <i>Statistical power analysis for the behavioral sciences</i>. Routledge Academic.</p> <p>Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). <i>Applied multiple regression/correlation analysis for the behavioral sciences</i>. Routledge.</p> <p>Coolican, H. (2017). <i>Research methods and statistics in psychology</i>. Psychology Press.</p> <p>Gaur, A. S., Gaur, S.S., (2009). <i>Statistical Methods for Practice and Research A Guide to Data Analysis Using SPSS</i>. SAGE Publications Inc</p> <p>Howell, D. (2013). <i>Fundamental statistics for the behavioral sciences</i>. Cengage Learning.</p>	

Peck, R., Olsen, C. Devore, J. L. (2012). Introduction to statistics and data analysis. Richard Stratton Publishers

Ravid, R. (2010). *Practical statistics for educators*. Rowman& Littlefield Publishers.

Stangor, C. (2014). *Research methods for the behavioral sciences*. Nelson Education.

Welkowitz, J., Cohen, B. H., &Ewen, R. B. (2006). *Introductory statistics for the behavioral sciences*. John Wiley & Sons.

Welkowitz, J., Cohen, B. H., & Lea, R. B. (2011). *Introductory statistics for the behavioral sciences*. John Wiley & Sons.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-707	Credit Hours	3
Course Title	Continuing Professional Education				
Course Description					
This course explores the principles, practices, and challenges of Continuing Professional Education. It covers theoretical frameworks, learning methodologies, program development, and evaluation processes. The course aims to equip students with the knowledge and skills necessary to design, implement, and assess effective professional development programs.					
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. understand the foundations and significance of Continuing Professional Education. 2. explore various theoretical perspectives and learning methodologies in CPE. 3. develop skills for designing, implementing, and evaluating CPE programs. 4. examine contemporary issues and trends in professional development. 					
Syllabus Breakdown					
Week 1	Introduction to Continuing Professional Education Definition and scope of CPE. Historical development and significance of CPE. Overview of professional development in various fields				
Week 2	Theoretical Foundations of CPE Adult learning theories. Constructivism and experiential learning. Self-directed learning				
Week 3	Learning Methodologies in CPE Formal vs. informal learning. Blended learning approaches. Online and distance learning				
Week 4	Needs Assessment in CPE Identifying learning needs. Techniques for needs assessment. Aligning CPE programs with organizational goals				
Week 5	Designing Effective CPE Programs Curriculum development. Instructional design principles. Developing learning objectives				
Week 6	Implementing CPE Programs Delivery methods. Facilitating adult learning. Managing CPE programs				
Week 7	Evaluating CPE Programs Evaluation models and frameworks. Assessing learning outcomes.				

	Continuous improvement in CPE
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Professional Competencies and Standards Core competencies for professionals. Professional standards and accreditation. Ethical considerations in CPE
Week 10	Lifelong Learning and CPE The concept of lifelong learning. Lifelong learning strategies. Role of CPE in lifelong learning
Week 11	Technology in CPE Role of technology in professional learning. E-learning tools and platforms. Challenges and opportunities in tech-based CPE
Week 12	Case Studies in CPE Analysis of successful CPE programs. Lessons learned from case studies. Application of best practices
Week 13	Global Perspectives on CPE International trends and practices in CPE. Comparative analysis of CPE systems. Cross-cultural considerations
Week 14	Contemporary Issues in CPE Challenges in CPE (e.g., funding, accessibility). Future directions of CPE. Policy implications for professional development
Week 15	Research Methods in CPE Qualitative and quantitative research methods. Designing and conducting research in CPE. Ethical considerations in research
Week 16	Student Presentations and Course Review Student-led presentations on selected topics. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
<p>Merriam, S. B., & Bierema, L. L. (2013). <i>Adult Learning: Linking Theory and Practice</i>.</p> <p>Knowles, M. S. (1980). <i>The Modern Practice of Adult Education: From Pedagogy to Andragogy</i>.</p> <p>Garrison, D. R., & Vaughan, N. D. (2008). <i>Blended Learning in Higher Education: Framework, Principles, and Guidelines</i>.</p>	

Caffarella, R. S., & Daffron, S. R. (2013). *Planning Programs for Adult Learners: A Practical Guide*.

Wlodkowski, R. J. (2008). *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults*.

Brookfield, S. D. (2015). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels*.

Eraut, M. (1994). *Developing Professional Knowledge and Competence*.

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Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*.

Aspin, D. N., Chapman, J., Evans, K., & Bagnall, R. (2012). *Second International Handbook of Lifelong Learning*.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-708	Credit Hours	3
Course Title	Internationalization of Education				
Course Description					
This course explores the concept, processes, and impact of the internationalization of education. It examines theoretical frameworks, policy developments, and practical implications of internationalization for educational institutions, educators, and students. The course aims to equip students with the knowledge and skills necessary to understand and engage with the global dimensions of education					
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. understand the concept and scope of the internationalization of education. 2. explore the theoretical frameworks and models of internationalization. 3. analyze policies and strategies related to the internationalization of education. 4. examine the impact of internationalization on institutions, educators, and students. 5. investigate contemporary issues and challenges in the internationalization of education. 					
Syllabus Breakdown					
Week 1	Introduction to Internationalization of Education Definition and scope of internationalization. Historical development and significance. Overview of global trends in internationalization				
Week 2	Theoretical Frameworks and Models of Internationalization Approaches to internationalization: Activity, Competency, Ethos, and Process. Conceptual frameworks for understanding internationalization				
Week 3	Policies and Strategies for Internationalization National and institutional policies. Strategic planning for internationalization. Case studies of successful strategies				
Week 4	Internationalization of Curriculum and Learning Integrating global perspectives into the curriculum. Designing internationalized learning outcomes. Teaching and learning strategies for a global classroom				
Week 5	Mobility Programs and Exchanges Student and staff mobility programs. Exchange programs and their impact. Managing and supporting mobility initiatives				
Week 6	Partnerships and Collaborations International partnerships and networks. Models of collaboration: Joint programs, dual degrees, and consortia. Benefits and challenges of international collaborations				
Week 7	International Students and Cross-Cultural Issues Recruitment and support of international students.				

	Cross-cultural communication and competence. Addressing the needs of diverse student populations
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Quality Assurance and Accreditation Quality assurance in international education. International accreditation standards. Maintaining academic quality in international programs
Week 10	Technology and Internationalization Role of technology in facilitating internationalization. Online learning and virtual exchange. Digital tools and platforms for international education
Week 11	Research and Innovation in International Education International research collaborations. Innovation and best practices. Case studies of international research initiatives
Week 12	Internationalization at Home Creating a global learning environment on campus. Engaging domestic students in internationalization. Activities and programs to promote international awareness
Week 13	Contemporary Issues and Challenges in Internationalization Ethical considerations in international education. Challenges of commercialization and marketization. Future directions and emerging trends
Week 14	Internationalization in Developing Countries Internationalization in the context of developing countries. Challenges and opportunities for developing nations. Case studies from different regions
Week 15	Evaluation and Assessment of Internationalization Methods for assessing internationalization. Tools and frameworks for evaluation. Continuous improvement in internationalization efforts
Week 16	Student Presentations and Course Review Student-led presentations on selected topics. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
Knight, J. (2004). <i>Internationalization Remodeled: Definition, Approaches, and Rationales</i> .	
De Wit, H. (2011). <i>Trends, Issues and Challenges in Internationalization of Higher Education</i> .	
Knight, J. (2008). <i>Higher Education in Turmoil: The Changing World of Internationalization</i> .	
Leask, B. (2015). <i>Internationalizing the Curriculum</i> .	

Teichler, U. (2004). *The Changing Debate on Internationalization of Higher Education*.

Chan, W. W. Y., & Dimmock, C. (2008). *The Internationalization of Higher Education: A Perspective from Asia*.

Altbach, P. G., & Knight, J. (2007). *The Internationalization of Higher Education: Motivations and Realities*.

Van Damme, D. (2001). *Quality Issues in the Internationalization of Higher Education*.

Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*.

Welch, A. R. (2011). *Higher Education in Southeast Asia: Blurring Borders, Changing Balance*.

Beelen, J., & Jones, E. (2015). *Redefining Internationalization at Home*.

Altbach, P. G. (2016). *Global Perspectives on Higher Education*.

De Wit, H., Gacel-Ávila, J., Jones, E., & Jooste, N. (2017). *The Globalization of Internationalization: Emerging Voices and Perspectives*.

Brandenburg, U., & Federkeil, G. (2007). *How to Measure Internationality and Internationalization of Higher Education Institutions*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-709	Credit Hours	3
Course Title	Critical Theories and Pedagogies				
Course Description					
This course explores critical theories and pedagogies, examining their foundations, principles, and applications in educational contexts. It aims to provide students with a comprehensive understanding of how critical theories challenge traditional perspectives and promote social justice and transformative practices in education.					
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. understand the foundational principles and key concepts of critical theories and pedagogies. 2. explore the historical and philosophical roots of critical theories. 3. analyze the implications of critical pedagogies for educational practice and policy. 4. critically evaluate contemporary issues and debates within the field. 5. develop skills for applying critical theories and pedagogies in educational research and practice. 					
Syllabus Breakdown					
Week 1	Introduction to Critical Theories and Pedagogies Definition and scope of critical theories and pedagogies. Historical development and significance. Overview of key concepts				
Week 2	Marxist Theory and Education Key principles of Marxist theory. Class struggle and education. Critiques of capitalism in education				
Week 3	The Frankfurt School and Critical Theory Overview of the Frankfurt School. Key figures: Adorno, Horkheimer, Marcuse. Concepts of ideology, culture, and authority				
Week 4	Paulo Freire and Critical Pedagogy Principles of Freirean pedagogy. The concept of conscientization. Education as a practice of freedom				
Week 5	Feminist Theories and Pedagogies Key concepts in feminist theory. Gender, power, and education. Feminist pedagogical practices				
Week 6	Postcolonial Theory and Education Principles of postcolonial theory. Decolonizing education. Implications for curriculum and pedagogy				

Week 7	Critical Race Theory and Education Key concepts of critical race theory. Race, racism, and education. Strategies for anti-racist pedagogy
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Queer Theory and Education Key principles of queer theory. Identity and education. Queer pedagogies
Week 10	Disability Studies and Inclusive Pedagogy Key concepts in disability studies. Social model of disability. Inclusive pedagogical practices
Week 11	Critical Media Literacy Analyzing media through a critical lens. Media literacy in education. Strategies for teaching critical media literacy
Week 12	Critical Pedagogy in Practice Case studies of critical pedagogy in action. Challenges and successes. Reflective practice and critical teaching
Week 13	Neoliberalism and Education The impact of neoliberalism on education. Marketization and privatization. Resistance and alternatives
Week 14	Globalization and Education Effects of globalization on education systems. Global inequalities and education. Transnational educational practices
Week 15	Research Methods in Critical Pedagogy Qualitative and participatory research methods. Designing and conducting critical research. Ethical considerations in critical research
Week 16	Student Presentations and Course Review Student-led presentations on selected topics. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
Brookfield, S. D. (2005). <i>The Power of Critical Theory for Adult Learning and Teaching</i> .	
Marx, K., & Engels, F. (1848). <i>The Communist Manifesto</i> .	
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Hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*.

Ladson-Billings, G., & Tate, W. F. (1995). *Toward a Critical Race Theory of Education*.

Britzman, D. P. (1995). *Is There a Queer Pedagogy? Or, Stop Reading Straight*.

Oliver, M. (1990). *The Politics of Disablement*.

Kellner, D., & Share, J. (2007). *Critical Media Literacy, Democracy, and the Reconstruction of Education*.

McLaren, P. (2003). *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*.

Giroux, H. A. (2004). *The Terror of Neoliberalism: Authoritarianism and the Eclipse of Democracy*.

Apple, M. W., Kenway, J., & Singh, M. (2005). *Globalizing Education: Policies, Pedagogies, & Politics*.

Kincheloe, J. L. (2003). *Teachers as Researchers: Qualitative Inquiry as a Path to Empowerment*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
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Programme	MPhil Education	Course Code	QT-710	Credit Hours	01
Course Title	Translation of the Holy Quran				
Course Description					
This course intends to move towards development of understanding of the Holy Quran. To become a practicing Muslim, it is necessary to understand the translation and message in verses for mankind. Quran guides us how to lead our life and what are the responsibilities of each of us as a member of the society.					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 1. Understand the meanings of Holy Quran 2. Relate the instructions given by Almighty Allah and practices in society 3. Elaborate the rights and duties as a Muslim in individual as well as society 4. Practice the guidelines given by Allah to perform the role of Naib/Khalifa 					
Syllabus Breakdown					
Course Content	<p style="text-align: right;">سورة المؤمنون کا ترجمہ سورة الاحزاب کا ترجمہ سورة الحشر کا ترجمہ سورة النبی کا ترجمہ</p>				
Textbooks and References					
The Holy Quran					
Allama Ghulam Rasool Saeedi (2009). <i>Tafsir Tibyan-ul-Quran (Urdu)</i> . Darul-Uloom Naeeemiya, Karachi. Fareed Book Stall, Lahore. http://www.maktabah.org/aa/item/1863-tibyanulquran					
Maulana Ahmed Saeed Dehlvi (2000). <i>Kashf-ur-Rahman</i> . Maktba e Rasheedia, Karachi. http://www.equranlibrary.com/tafseer/kashfurrahman/1/1					
Maulana Syed Abul Ala Modudi (1976). <i>Tarjuma Quran</i> . Idara e Tarjuman Al Quran, Lahore. https://kitabosunnat.com/kutub-library/tarjuma-quran-majeed-molana-modoodi#tab3					
Mufti Taqi Usmani (2010). <i>Aasan Tarjuma e Quran</i> . Maktba e Muaraf Al-Quran, Karachi. https://muftitaqiusmani.com/ur/books					
Shah Abdul Qadir Dehlvi (1991). <i>Mozia Al Quran</i> . H.M Saeed Company, Karachi.					
Suggested Teaching Approaches					
Lecture, Discussion, Cooperative Learning, Class Activities, Presentations					

Course Assignments / Practical Activities, etc.			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	ETH-710	Credit Hours	1
Course Title	Religious Studies and Ethics (for Non-Muslims)				
Course Objectives & Outcomes					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> 1. Understand the ideology of religion 2. Explore the history of religion in the world 3. Discuss the religions and contribution of different prophets 4. Elaborate the problems and issues faced by the religions 5. Comprehend the importance of religions. 					
Syllabus Breakdown					
Week 1	1. Prehistory of the Study of Religion 1.1. Searching for the Roots 1.2. 'Religion': A Foundational Concept 1.3. The sacred and the Holy				
Week 2	2. Religions of South Asia 2.1. Alternative Histories of Religion 2.2. The idea of 'Hindu India' 2.3. Buddhism and Religious strife in Sri Lanka 2.4. Bangladesh, Pakistan, and Comparative Studies 2.5. Hinduism and Buddhism in Nepal				
Week 3	3. Religious, Philosophical and Ethical Studies in the Modern World 3.1. Issues of Life and Death 3.2. Issues of Good and Evil 3.3. Issues of Human Rights				
Week 4	4. Islam 4.1. Beliefs and Teachings of Islam 4.2. Practices of Islam				
Week 5	5. Christianity 5.1. Beliefs and Teachings of Christianity 5.2. Practices of Christianity				
Week 6	6. Hinduism 6.1. The Roots of Hinduism 6.2. Social Duty and Rites of Passage				
Week 7	7. Sikhism 7.1. Religious Life and Rites of Passage 7.2. Sikh Tradition and Modern Culture				
Week 8	8. Buddhism 8.1. The Arts and Buddhism 8.2. Buddhism Today				
Week 9	9. Morality 9.1. Conventional and Critical Morality 9.2. The Branches of Moral Philosophy 9.3. Moral Starting Points 9.4. Morality and Other Normative Systems				

	9.5. Morality and Religion
Week 10	10. Moral Reasoning 10.1. Validity and Soundness 10.2. Necessary and Sufficient Conditions 10.3. Valid Argument Forms 10.4. Fallacies
Week 11	11. The Good Life 11.1. Hedonism 11.2. Desire Satisfaction Theory
Week 12	12. Social Contract Theory 12.1. The Background of the Social Contract Theory 12.2. The Prisoner's Dilemma 12.3. Cooperation and the State of Nature 12.4. The Advantages of Contractarianism 12.5. The Role of Consent 12.6. Disagreement among the Contractors
Week 13	13. Economic Justice and Economic Inequality 13.1. A Theory of Justice - John Rawls 13.2. The Entitlement Theory of Justice 13.3. Equality as a Moral Ideal
Week 14	14. Ethical Teachings and Values in Different Religions 14.1. Hinduism 14.2. Buddhism 14.3. Zoroastrianism 14.4. Christianity 14.5. Judaism 14.6. Sikhism 14.7. Islam
Week 15	15. Contemporary Ethics 15.1. Axiological Ethics 15.2. Self-Realization and Utilitarian Ethics 15.3. Naturalistic Ethics 15.4. Analytic Ethics 15.5. Existential and Phenomenological Ethics
Week 16	16. Prophets as Social Reformers 16.1. Hazrat Muhammad (SAW) 16.2. Hazrat Isa (AS) 16.3. Hazrat Musa (AS) 16.4. Hazrat Dawood (AS)
Textbooks and References	
Owens, C., Pawson, E., White, J., & Ridley, A. (2016). <i>WJEC Eduqas GCSE (9–1) Religious Studies</i> . Hodder Education, A Hachette UK Company.	
Shafer-Landau, R. (2018). <i>Living ethics: An introduction with readings</i> . Oxford University Press.	
Ali, S. A. (2010). <i>The spirit of Islam: A history of the evolution and ideals of Islam</i> . Cosimo Classics	
Alles, G. D. (2008). <i>Religious studies: A global view</i> . Taylor & Francis	
Blackburn, S. (2001). <i>Ethics: A very short introduction</i> . Oxford University Press.	

Bourke, V. J. (1970). *History of ethics*. Doubleday.
 Choo, S. S. (2021). *Teaching ethics through literature: The significance of ethical criticism in a global age*. Routledge.
 Orsi, R. A. (Ed.) (2012). *The Cambridge companion to religious studies*. Cambridge University Press.
 Otteson J. R. (2006). *Actual ethics*. Cambridge.
 Singh, N. K. (2009). *World religions: Sikhism (3rd ed.)*. Infobase Publishing.
 Wangu, M. B. (2009). *World religions: Buddhism (4th ed.)*. Infobase Publishing.
 Wangu, M. B. (2009). *World religions: Hinduism (4th ed.)*. Infobase Publishing.

سيرت النبي ﷺ - جلد ششم - سيد سلمان ندوی
 حیات صحابه - مولانا محمد يوسف کاندھلوی

الأفضل شرح اربعين نووی اردو معہ عربی متن - امام ابو زکریا محی الدین النووی

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
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Programme	MPhil Education	Course Code	EDMP-711	Credit Hours	3
Course Title	Curriculum Development Process				
Course Objectives & Outcomes					
After studying the course, students will be able to:					
<ol style="list-style-type: none"> 1. Understanding of the process of curriculum development. 2. Discuss the role of various foundations in the development of curriculum. 3. analyze the factors and forces affecting the process of curriculum development. 4. understand the basic principles of content selection and organization etc. 5. integrate technology in curriculum and instruction. 6. discuss the issues and challenges faced in Pakistan during curriculum development. 7. comprehend the models of curriculum evaluation. 					
Syllabus Breakdown					
Week 1	Meaning and importance of situational analysis				
	Preparation and use of tools of situational analysis Observation				
Week 2	Questionnaire				
	Interview				
Week 3	Tests				
	Documents study				
Week 4	Process of Curriculum Change				
	Various issues in Curriculum change				
Week 5	Factors effecting curriculum change				
	Internal forces: Teacher, Pupil, School Environment etc. External forces				
Week 6	Contemporary life, Technology, knowledge				
	Ideology Economics				
Week 7	Pressure groups, Legal constraints				
	Basic Principles of Content Selection Issues, problems, and opportunities				
Week 8	Major considerations in content selection				
	Methods Applying research to practice				
Week 9	Role of teacher in curriculum development				

	Criteria For Content selection
Week 10	Basic Principles of curriculum organization Major consideration in organizing the contents
	Organization of Learning Experiences Principle of relevance Principle of flexibility Principle of comprehensiveness
Week 11	Integrating Technology into the Curriculum and Instruction Technology in science and mathematics instruction
	Technology in social science instruction
Week 12	Technology in language arts and foreign language instruction
	Issues and trends related to technology use in instruction
Week 13	Issues and challenges in curriculum development in Pakistan
	Influence of policy makers on curriculum development
	Religious pressure groups and national curriculum
Week 14	Global trends in curriculum development
	Models of Curriculum Evaluation
	Need of curriculum evaluation
Week 15	Major types of curriculum evaluation
	Principles of curriculum evaluation
Week 16	CIPP model of curriculum evaluation
	Revision
Textbooks and References	
<p>Bhyth, W.A.L. (1984). Experience and Curriculum in Primary Education. London: Croom Helm.</p> <p>Edigar, Marlow and R, D.B. (2004). Relevancy in Elementary Curriculum. New Delhi: Discovery Publishing House</p> <p>Oliva, P. F. (1997) Developing the Curriculum. New York: Longman Inc.</p> <p>Pinar, William; Reynolds, William; Slattery, Patrick; & Taubman, Peter. (2000). Understanding Curriculum. Peter Lang: New York.</p> <p>Roblyer, M. D., Edwards, J., and Havriluk, M. A. (1997). <i>Integrating educational technology into teaching</i>. Columbus: Prentice -Hall</p> <p>Smith, B.O., W.O. Stanley and J.H. Shores (1950). Fundamental of Curriculum Development, Yonkers on Hudson, N.Y.: World Book Co.</p> <p>Taba, Hilda (1962.), Curriculum Development: Theory and Practice, New York: Harcourt Brace & World Inc.,</p> <p>Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.</p>	

Suggested Teaching Approaches			
Lecture, Discussion, Cooperative Learning, Class Activities, Presentations			
Course Assignments / Practical Activities, etc.			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-712	Credit Hours	3
Course Title	Curriculum Evaluation				
Course Description					
This course examines the principles, methodologies, and practices of curriculum evaluation. It provides an in-depth understanding of different evaluation models and approaches, and their application in assessing curriculum effectiveness, implementation, and outcomes. The course aims to develop students' skills in designing, conducting, and interpreting curriculum evaluations in various educational contexts					
Course Objectives & Outcomes					
After studying the course, students will be able to:					
<ol style="list-style-type: none"> 1. understand the theoretical foundations of curriculum evaluation. 2. explore different models and approaches to curriculum evaluation. 3. develop practical skills in designing and conducting curriculum evaluations. 4. critically analyze and interpret evaluation data. 5. examine contemporary issues and challenges in curriculum evaluation. 					
Syllabus Breakdown					
Week 1	Introduction to Curriculum Evaluation Definition and importance of curriculum evaluation. Historical perspectives and development. Key concepts and terminology				
Week 2	Theoretical Foundations of Curriculum Evaluation Theories underpinning curriculum evaluation. Educational philosophies and their impact on evaluation. Role of evaluation in curriculum development				
Week 3	Models of Curriculum Evaluation I Tyler's Objective-Centered Model. CIPP Model (Context, Input, Process, Product). Strengths and limitations of these models				
Week 4	Models of Curriculum Evaluation II Stake's Responsive Model. Scriven's Goal-Free Model. Eisner's Connoisseurship Model				
Week 5	Approaches to Curriculum Evaluation Formative vs. summative evaluation. Quantitative, qualitative, and mixed-methods approaches. Participatory and collaborative evaluation				
Week 6	Planning and Designing Curriculum Evaluation Steps in planning an evaluation. Defining evaluation questions and objectives. Designing evaluation frameworks and plans				
Week 7	Data Collection Methods in Curriculum Evaluation				

	Surveys and questionnaires. Interviews and focus groups. Observations and document analysis
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Analyzing and Interpreting Evaluation Data Data analysis techniques for quantitative and qualitative data. Interpreting results and drawing conclusions. Ensuring validity and reliability in evaluation
Week 10	Reporting and Utilizing Evaluation Results Writing effective evaluation reports. Communicating findings to stakeholders. Using evaluation results for decision-making and improvement
Week 11	Case Studies in Curriculum Evaluation Analysis of real-world curriculum evaluation case studies. Lessons learned from various educational settings. Application of evaluation models in case studies
Week 12	Ethical and Legal Issues in Curriculum Evaluation Ethical considerations in conducting evaluations. Ensuring confidentiality and informed consent. Addressing potential biases and conflicts of interest
Week 13	Contemporary Issues and Challenges in Curriculum Evaluation Current trends and challenges. Technology and innovation in evaluation. Addressing diverse and inclusive educational needs
Week 14	International Perspectives on Curriculum Evaluation Comparative analysis of curriculum evaluation practices. Global standards and benchmarks. Cultural considerations in evaluation
Week 15	Practical Application of Curriculum Evaluation Designing a curriculum evaluation project. Implementing evaluation plans in educational settings. Peer review and feedback on evaluation projects
Week 16	Student Presentations and Course Review Student-led presentations on evaluation projects. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
Ornstein, A. C., & Hunkins, F. P. (2017). <i>Curriculum: Foundations, Principles, and Issues</i> . Posner, G. J. (2004). <i>Analyzing the Curriculum</i> . Tyler, R. W. (1949). <i>Basic Principles of Curriculum and Instruction</i> . Stufflebeam, D. L., & Shinkfield, A. J. (2007). <i>Evaluation Theory, Models, and Applications</i> . Stake, R. E. (2004). <i>Standards-Based & Responsive Evaluation</i> . Eisner, E. W. (1991). <i>The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice</i> . Patton, M. Q. (2014). <i>Qualitative Research & Evaluation Methods</i> .	

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program Evaluation: Alternative Approaches and Practical Guidelines*.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*.

Alkin, M. C. (2012). *Evaluation Essentials: From A to Z*.

Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*.

Bamberger, M., Rugh, J., & Mabry, L. (2012). *RealWorld Evaluation: Working Under Budget, Time, Data, and Political Constraints*.

Bray, M., Adamson, B., & Mason, M. (2014). *Comparative Education Research: Approaches and Methods*.

Guskey, T. R. (2000). *Evaluating Professional Development*

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-713	Credit Hours	3
Course Title	Curriculum and Pedagogical Practices				
Course Description					
This course explores the relationship between curriculum design and pedagogical practices in educational settings. It examines theoretical frameworks, contemporary issues, and practical strategies for effective curriculum development and instructional methodologies. The course aims to equip students with the knowledge and skills necessary to design, implement, and evaluate curricula that promote meaningful learning experiences.					
Course Objectives & Outcomes					
After studying the course, students will be able to:					
<ol style="list-style-type: none"> 1. understand the theoretical foundations of curriculum design and pedagogy. 2. analyze various curriculum models and pedagogical approaches. 3. examine the alignment between curriculum objectives and instructional practices. 4. explore contemporary issues and challenges in curriculum and pedagogy. 5. develop practical skills for designing, implementing, and evaluating curricula. 					
Syllabus Breakdown					
Week 1	Introduction to Curriculum and Pedagogical Practices Overview of curriculum and pedagogy. Historical development and key concepts. The relationship between curriculum and pedagogy				
Week 2	Theoretical Foundations of Curriculum Major theories of curriculum development. Influences of educational philosophies on curriculum. Key theorists and their contributions				
Week 3	Curriculum Design and Development Steps in curriculum design. Principles of effective curriculum development. Models of curriculum design (e.g., Tyler's Model, Taba's Model).				
Week 4	Pedagogical Theories and Practices Overview of major pedagogical theories. Constructivist, behaviorist, and socio-cultural approaches. The role of the teacher in various pedagogical models				
Week 5	Curriculum Implementation Strategies for effective curriculum implementation. Role of stakeholders in implementation. Challenges and solutions in the implementation process				
Week 6	Aligning Curriculum and Pedagogy Ensuring coherence between curriculum objectives and teaching methods. Aligning assessment with curriculum and pedagogy. Case studies of aligned curriculum and pedagogy				
Week 7	Differentiated Instruction and Inclusive Practices				

	Principles of differentiated instruction. Strategies for inclusive teaching. Adapting curriculum and pedagogy to diverse learners
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Technology Integration in Curriculum and Pedagogy Role of technology in modern education. Integrating digital tools into the curriculum. Impact of technology on teaching and learning
Week 10	Culturally Responsive Curriculum and Pedagogy Understanding cultural responsiveness in education. Designing culturally relevant curricula. Culturally responsive teaching practices
Week 11	Assessment and Evaluation in Curriculum and Pedagogy Principles of effective assessment. Formative and summative assessment strategies. Evaluating the impact of curriculum and pedagogy
Week 12	Contemporary Issues in Curriculum and Pedagogy Current trends and challenges. Impact of globalization on curriculum and pedagogy. Future directions in curriculum development and pedagogical practices
Week 13	Professional Development for Educators Importance of ongoing professional development. Effective professional development models. Role of reflection and continuous improvement
Week 14	Research Methods in Curriculum and Pedagogy Research design and methodology. Qualitative, quantitative, and mixed methods approaches. Conducting research in curriculum and pedagogical practices
Week 15	Practical Application of Curriculum and Pedagogical Practices Designing a curriculum unit or lesson plan. Implementing and reflecting on instructional strategies. Peer review and feedback
Week 16	Student Presentations and Course Review Student-led presentations on curriculum projects. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
Ornstein, A. C., & Hunkins, F. P. (2017). <i>Curriculum: Foundations, Principles, and Issues</i> . Posner, G. J. (2004). <i>Analyzing the Curriculum</i> . Tyler, R. W. (1949). <i>Basic Principles of Curriculum and Instruction</i> . Vygotsky, L. S. (1978). <i>Mind in Society: The Development of Higher Psychological Processes</i> . Fullan, M. (2007). <i>The New Meaning of Educational Change</i> . Wiggins, G., & McTighe, J. (2005). <i>Understanding by Design</i> . Tomlinson, C. A. (2014). <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> .	

Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*.
 Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*.
 Stiggins, R. J. (2008). *An Introduction to Student-Involved Assessment FOR Learning*.
 Apple, M. W. (2004). *Ideology and Curriculum*.
 Guskey, T. R. (2000). *Evaluating Professional Development*.
 Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-714	Credit Hours	3
Course Title	Multicultural Perspectives in Curriculum				
Course Description					
This course examines the role of multicultural perspectives in curriculum design and implementation. It explores theoretical frameworks, key concepts, and practical strategies for incorporating multicultural education into curricula. The course aims to prepare students to develop and evaluate curricula that reflect diverse cultural perspectives and promote equity and inclusion in educational settings					
Course Objectives & Outcomes					
After studying the course, students will be able to:					
<ol style="list-style-type: none"> 1. understand the theoretical foundations of multicultural education. 2. explore the impact of cultural diversity on curriculum design and implementation. 3. analyze various approaches to integrating multicultural perspectives into curricula. 4. develop practical skills for creating and evaluating multicultural curricula. 5. examine contemporary issues and challenges in multicultural education. 					
Syllabus Breakdown					
Week 1	Introduction to Multicultural Perspectives in Curriculum Definition and significance of multicultural education. Historical development and key concepts. Overview of the course				
Week 2	Theoretical Foundations of Multicultural Education Major theories and models of multicultural education. Contributions of key theorists. The role of education in promoting cultural diversity and social justice				
Week 3	Cultural Identity and Curriculum Understanding cultural identity and its impact on learning. Strategies for recognizing and valuing students' cultural backgrounds. The intersection of identity, culture, and curriculum				
Week 4	Curriculum Design for Multicultural Education Principles of designing multicultural curricula. Approaches to integrating multicultural content. Challenges and opportunities in curriculum design				
Week 5	Pedagogical Strategies for Multicultural Education Effective teaching strategies for diverse classrooms. Culturally responsive pedagogy. Case studies and practical examples				
Week 6	Assessment and Evaluation in Multicultural Education Principles of equitable assessment. Culturally responsive assessment practices. Evaluating the effectiveness of multicultural curricula				
Week 7	Addressing Bias and Stereotypes in Curriculum				

	Identifying and challenging bias in educational materials. Strategies for promoting critical thinking and inclusivity. Case studies of bias in curriculum
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Multicultural Education and Social Justice The relationship between multicultural education and social justice. Strategies for promoting equity and social justice through curriculum. Case studies and practical examples
Week 10	Language Diversity and Curriculum The impact of language diversity on learning and teaching. Strategies for supporting multilingual learners. Designing linguistically inclusive curricula
Week 11	Global Perspectives in Multicultural Education Incorporating global perspectives into the curriculum. Comparative analysis of multicultural education practices. Promoting global citizenship and intercultural competence
Week 12	Technology and Multicultural Education The role of technology in supporting multicultural education. Digital tools and resources for multicultural curriculum. Challenges and opportunities in using technology
Week 13	Family and Community Engagement in Multicultural Education The role of families and communities in multicultural education. Strategies for building partnerships with diverse communities. Case studies and practical examples
Week 14	Policy and Advocacy in Multicultural Education Educational policies that support multicultural education. Advocacy strategies for promoting multicultural curricula. Examining policy case studies and their impact
Week 15	Practical Application of Multicultural Curriculum Designing a multicultural curriculum project. Implementing and reflecting on multicultural teaching practices. Peer review and feedback
Week 16	Student Presentations and Course Review Student-led presentations on curriculum projects. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
<p>Banks, J. A. (2015). <i>Multicultural Education: Issues and Perspectives</i>. Nieto, S. (2010). <i>The Light in Their Eyes: Creating Multicultural Learning Communities</i>. Gay, G. (2018). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. Sleeter, C. E., & Grant, C. A. (2009). <i>Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender</i>. Ladson-Billings, G. (1995). <i>The Dreamkeepers: Successful Teachers of African American Children</i>. Banks, J. A., & Banks, C. A. M. (Eds.). (2004). <i>Handbook of Research on Multicultural Education</i>.</p>	

Tatum, B. D. (2017). *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*.

Sleeter, C. E. (2011). *Power, Teaching, and Teacher Education: Confronting Injustice With Critical Research and Action*.

Cummins, J., & Early, M. (2011). *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*.

Merryfield, M. M., & Wilson, A. H. (2005). *Social Studies and the World: Teaching Global Perspectives*.

Warschauer, M., & Matuchniak, T. (2010). *New Technology and Digital Worlds: Analyzing Evidence of Equity in Access, Use, and Outcomes*.

Epstein, J. L. (2010). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*.

Cochran-Smith, M., & Fries, M. K. (2011). *Teacher Education for Diversity: Policy and Politics*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
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Institute of Education and Research
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Programme	MPhil Education	Course Code	EDMP-721	Credit Hours	3
Course Title	Educational Leadership and Management				
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Understand concepts, theories and models of educational leadership and management 2. Differentiate between the concept of leadership and management 3. Describe different roles and responsibilities of leadership 4. List and conceptualize the different qualities and skills of effective leadership 5. Explain different styles of leadership and their implication for educational institutions 6. Demonstrate effective leadership and management practices 7. Apply key theories of leadership to their own working environment 8. Explore ways in which educational management and leadership can contribute to improving quality of teaching and learning process 					
Syllabus Breakdown					
Week 1	Leadership Defined, Ways of Conceptualizing Leadership				
	Trait Versus Process Leadership, Assigned Versus Emergent Leadership				
Week 2	Leadership and Power Leadership and Coercion				
	Leadership and Management				
Week 3	Trait Approach Description Intelligence Self-Confidence Determination Integrity Sociability				
	Five-Factor Personality Model and Leadership Emotional Intelligence				
Week 4	How Does the Trait Approach Work? Strengths Criticisms Application				
	Skills Approach Description Three-Skill Approach Skills Model				
Week 5	How Does the Skills Approach Work? Strengths Criticisms				

	Application
	Behavioral Approach Description The Ohio State Studies The University of Michigan Studies Blake and Mouton's Managerial (Leadership) Grid Paternalism/Maternalism Opportunism
Week 6	How Does the Style Approach Work? Strengths Criticisms Application
	Situational Approach Description Leadership Styles Development Levels How Does the Situational Approach Work? Strengths Criticisms Application
Week 7	Path–Goal Theory Description Leader Behaviors Subordinate Characteristics Task Characteristics How Does Path–Goal Theory Work? Strengths Criticisms Application
	Leader–Member Exchange Theory Description Early Studies Later Studies Leadership Making How Does LMX Theory Work? Strengths Criticisms Application
Week 8	Transformational Leadership Description Transformational Leadership Defined Transformational Leadership and Charisma A Model of Transformational Leadership Other Transformational Perspectives
	How Does the Transformational Approach Work? Strengths

	Criticisms Application
Week 9	Authentic Leadership Description Authentic Leadership Defined Approaches to Authentic Leadership
	How Does Authentic Leadership Theory Work? Strengths Criticisms Application
Week 10	Servant Leadership Description Servant Leadership Defined Historical Basis of Servant Leadership Ten Characteristics of a Servant Leader Building a Theory About Servant Leadership Model of Servant Leadership Antecedent Conditions Servant Leader Behaviors Outcomes Summary of the Model of Servant Leadership
	How Does Servant Leadership Work? Strengths Criticisms Application
Week 11	Adaptive Leadership Description Adaptive leadership defined A Model of adaptive leadership
	How Does Adaptive leadership Work? Strengths Criticisms Application
Week 12	Psychodynamic Approach Description The Clinical Paradigm History of Psychodynamic Approach Key Concepts and Dynamics within the Psychodynamic Approach
	How Does the Psychodynamic Approach Work? Strengths Criticisms Application
Week 13	Team Leadership Description Team Leadership Model

	<p>How Does the Team Leadership Model Work?</p> <p>Strengths</p> <p>Criticisms</p> <p>Application</p>
Week 14	<p>Gender and Leadership</p> <p>Description</p> <p>The Glass Ceiling Turned Labyrinth</p> <p>Gender Differences in Leadership Styles and Effectiveness</p>
	<p>Strengths</p> <p>Criticisms</p> <p>Application</p>
Week 15	<p>Culture and Leadership</p> <p>Description</p> <p>Culture Defined</p> <p>Related Concepts</p> <p>Dimensions of Culture</p> <p>Clusters of World Cultures</p> <p>Characteristics of Clusters</p> <p>Leadership Behavior and Culture Clusters</p>
	<p>Universally Desirable and Undesirable Leadership Attributes</p> <p>Strengths</p> <p>Criticisms</p> <p>Application</p>
Week 16	<p>Leadership Ethics</p> <p>Description</p> <p>Ethics defined</p> <p>Ethical Theories</p>
	<p>Principles of Ethical Leadership</p> <p>Strengths</p> <p>Criticisms</p> <p>Application</p>
Textbooks and References	
<p>Daft, R.L. (2015) <i>The Leadership Experience</i>. 6th ed. Stamford, USA: Cengage Learning.</p> <p>Bush, T. (2003) <i>Theories of educational leadership and management</i>. London: Sage.</p> <p>Law, S. (2000) <i>Educational leadership and learning: Practice, policy, and research</i>. Buckingham: Open University Press.</p> <p>Bottery, M. (2004) <i>The challenges of educational leadership: Values in a globalized age</i>. London: Chapman.</p> <p>Brent, D. (2003) <i>Handbook of educational leadership and management</i>. London: Pearson Education.</p> <p>Brundrett, M, (2000)<i>Beyond competence the challenge for educational management</i>. Dereham: Peter Francis.</p> <p>Bush, T. and Bell, L. (Eds.) (2002) <i>The principles and practice of educational management</i>. London: Paul Chapman Publishing.</p>	

- Bush, T. and Weet-Burnham, J. (Eds.) (1994) *The principles of educational management*. London: Longman.
- Busher, H. (2006) *Understanding educational leadership: People, power and culture*. Maidenhead: Open University Press.
- Davies, B. (2003) *Handbook of educational leadership and management*. **London:** Pearson Education.
- Glatter, R., Preedy, M., Riches, C. and Masterton, M. (1989) *Understanding school management*. Milton Keynes: The Open University Press.
- Hanna, D.E. (2001) *Leadership for 21st century learning: Global perspectives from educational innovators*. **London:** Kogan Page.
- Haydon, G. (2007) *Values for educational leadership*. London: Paul Chapman.
- James, C. and Connolly, U. (2000) *Effective change in schools*. (School Leadership Series), London: RoutledgeFalmer.
- Leithwood, K. A. (2002). *Second international handbook of educational leadership and administration*. Dordrecht, London: Kluwer Academic.
- Morrison, K. (2003) *Management theories for educational change*. London: Paul Chapman Publishers Ltd. (Sage publications).
- Northouse, P. G. (1997) *Leadership theory and practice*. Thousand Oaks, CA: Sage
- Palestine, R. H. (2002) *Educational administration: Leading with mind and heart*. Blue Ridge Summit, PA: Rowan and Littlefield.
- Preedy, M., Glatter, R. and Wise, C. (2003) *Strategic leadership and educational improvement*. London: The Open University in association with Paul Chapman Publishing.
- Thrupp, M. (2003) *Educational management in managerialist times: Beyond the textual apologists*. Maidenhead: Open University Press.
- William, F. (2001) *Educational leadership*. London: RoutledgeFalmer.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-722	Credit Hours	3
Course Title	Organizational Behavior in Education				
Course Objectives & Outcomes					
After completing this course the student should be able to: <ul style="list-style-type: none"> • Analyse theories of organizational behaviour and translate these into practice; • Gain an appreciation of the ambiguity and complexity of organizational reality; • Evaluate the usefulness of a range of ways of analysing organizational problems of educational institutions • Describe organizational power and politics, and explain how to use them to achieve desirable organizational goals. • Demonstrate skills in researching, and recommending solutions for organizational problems of major relevance to human resource specialists 					
Syllabus Breakdown					
Week 1	Organizational Behaviour				
	Importance of interpersonal skills Management functions, rolls, and skills				
Week 2	Disciplines that contribute to the OB field				
	Challenges and opportunities for OB				
Week 3	Development of OB model				
	Attitudes and Job Satisfaction				
Week 4	Attitudes				
	Components of attitudes				
Week 5	Behaviour & attitudes				
	Major Job attitudes				
Week 6	Job Satisfaction				
	Measuring Job satisfaction				
Week 7	Causes of job satisfaction				
	Impact of Job satisfaction on workplace				
Week 8	Personality & Values				
	Personality				
Week 9	What is personality?				
	Myers-Briggs Type indicator				
Week 10	Big-Five personality Model				
	Values				
Week 11	Importance of values				
	Terminal vs instrumental values				

Week 6	Generational values Linking personality and values to workplace
	Perception & Individual Decision-Making Person perception Decision-making in organizations
Week 7	Operations and Services Individual differences & organizational constraints
	Ethics in decision making
Week 8	Definition of motivation Early theories of motivation
	Contemporary theories of motivation
Week 9	Integrating contemporary theories of motivation
	Foundations of Group Behavior Defining & classifying groups Stages of Group development
Week 10	Group properties: Roles, norms, cohesiveness Group decision making
	Decision-making techniques
Week 11	Understanding Work Teams Difference between teams and groups Types of teams
	Creating effective teams Turning individuals into teams
Week 12	Functions of communications Communication Process
Week 13	Direction of communication Interpersonal communication
Week 14	Organizational communication Choice of communication channel
Week 15	Barriers to effective communication Definition of Leadership and its types
Week 16	Role of leadership in improving organizational behaviour Revision
Textbooks and References	
Robbins, S. P., & Judge, T. A. (2013). <i>Organizational behavior</i> (Vol. 4). New Jersey: Pearson Education.	
Hersey, P., Blanchard, K. H., & Johnson, D. E. (2007). <i>Management of organizational behavior</i> (Vol. 9). Upper Saddle River, NJ: Prentice hall.	

George, J. M., Jones, G. R., & Sharbrough, W. C. (2005). *Understanding and managing organizational behavior*. Upper Saddle River, NJ: Pearson Prentice Hall.

Griffin, R., & Moorhead, G. (2011). *Organizational behavior*. Nelson Education.

Wagner III, J. A., & Hollenbeck, J. R. (2014). *Organizational behavior: Securing competitive advantage*. Routledge.

McShane, S. L., Von Glinow, M. A. Y., & Jing, R. (2000). *Organizational behavior* (No. 658/M113). Irwin/McGraw-Hill.

Colquitt, J., Lepine, J. A., & Wesson, M. J. (2014). *Organizational Behavior: Improving Performance and Commitment in the Workplace (4e)*. New York, NY, USA: McGraw-Hill.

Pierce, J. L., & Gardner, D. G. (2001). *Management organizational behavior: an integrated perspective*. South-Western

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-723	Credit Hours	3
Course Title	Educational Policy Analysis				
Course Objectives & Outcomes					
After studying the course, the students will be able to: <ol style="list-style-type: none"> 1. Differentiate among policy, planning and strategy 2. Understand the process of policy making and implementation 3. Describe the outcomes of educational planning 4. Describe the different types of plans and the processes of educational planning 5. Aware of the different approaches for educational planning 6. Understand the key concepts of educational financing 7. Aware of the different agencies and process of educational planning, implementation and monitoring in Pakistan 8. Evaluate the different education policies and plans of Pakistan 					
Syllabus Breakdown					
Week 1	Educational Policy and Planning- An Overview Policy, Planning and Strategy Role of Strategy in Planning Role of Policy in Planning Policy Definition and Scope				
	Educational Policy Making Approaches to Policy Making				
Week 2	Process of Policy Making Analysis of the existing situation Evaluation of policy options Making the policy decision Planning policy implementation Policy impact assessment Subsequent policy cycle				
	The Nature and Scope of Educational Planning The Role of Education Planning The Emergence of Education Planning Objectives for Educational Planning- National and Regional Levels				
Week 3	Factors Affecting Educational Planning (Political, Administrative and Economic etc.)				
	Types of Plans Academic or Strategic Plan				
Week 4	Financial Plan				
	Campus Plan Master Plan Landscape Plan				
	Programmatic Plan Building Plan				

	Technology Plan
	Conditions for Planning Educational Planning Bodies
Week 6	Planning for Planning Data Collection and Processing
	Stages of Educational Planning Process Vision and academic plan Assessment of existing situation Articulation of needs Alternatives –benefits and costs Plan of action Implementation strategy Assessment/evaluation
Week 7	Plan Implementation Process of implementation Strategies for implementation
	Approaches to Educational Planning Social Demand Approach
Week 8	The importance of human resources Manpower requirements and educational planning Preparation of projections Sources of data for manpower forecasting Analysis of the existing situation of education and employment Estimation future manpower requirements
	Manpower and Rate of Return Approach Cost-benefit and rate of return analysis in educational planning The measurement of cost The measurement of benefits Cost-benefit analysis and decision making
Week 9	Financing in Education Costs in Education Types of cost Characteristics of educational costs Basic data for cost analysis
	Methods of educational costing Cost and efficiencies in educational provision Costs and planning
Week 10	Budgeting in Educational Planning The budget and the plan Capital and recurrent budgets
	Types of budgets Estimating and unit costs The budget time table
Week 11	Educational Policy and Planning in Pakistan Different Bodies of Education Planning
	Process of Education Planning in Pakistan

Week 12	Implementation, Monitoring and Evaluation
	Different Education Policies of Pakistan
Week 13	First Educational Conference (1947)
	National Commission on Education (1959)
Week 14	Education Policy (1970), Education Policy (1972)
	National Education Policy (1979)
Week 15	National Education Policy (1992)
	National Education Policy (1998-2010) Education Sector Reforms
Week 16	Five-year Development Plans for Education
	Seventh Five Year Plan (1988-93)
	Eighth Five-Year Plan (1993-98) Ninth Five Year Plan (1998-2003)
Textbooks and References	
<p>Forojalla, S.B. (1993) <i>Educational planning for development</i>. New York: MacMillan Press. Tripathi, R and Tripathi, A. (2006) <i>Modern education planning and management</i>. New Delhi: Radha Publications.</p> <p>Additional Readings Government of Pakistan (1959) <i>Report of the National Commission on Education</i>. Karachi: Ministry of Education. Government of Pakistan (1970) <i>New Education Policy (1970)</i> Islamabad: Ministry of Education. Government of Pakistan (1972) <i>Education Policy 1972</i>. Islamabad: Ministry of Education. Government of Pakistan (1979) <i>National Education Policy and Implementation Programme 1979</i>. Islamabad: Ministry of Education. Government of Pakistan (1988) <i>The seventh five year plan (1988-93)</i>. Islamabad: Planning Commission Government of Pakistan (1992) <i>National Education Policy 1992</i>. Islamabad: Ministry of Education. Government of Pakistan, (1994) <i>The eighth five year plan (1993-98)</i>. Islamabad: Planning Commission Government of Pakistan (1998) <i>National Education Policy 1998</i>. Islamabad: Ministry of Education. Government of Pakistan, (1998) <i>The ninth five year plan (1998-2003)</i>. Islamabad: Planning Commission Government of Pakistan, (2004) <i>The tenth five year plan (2004-05-2008-09)</i>. Islamabad: Planning Commission Government of Pakistan (2006) <i>Pakistan Economic Survey 2006-07</i>. Islamabad: Planning Commission.</p>	
Suggested Teaching Approaches	
Lecture, Discussion, Cooperative Learning, Class Activities, Presentations	
Course Assignments / Practical Activities, etc.	

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-724	Credit Hours	3
Course Title	Leading Innovation and Change				
Course Introduction					
<p>This course introduces, welcomes and thrives on lively debate and discussion related to leading innovation and the impact of innovation on society, the organization, and individuals. The content begins with basic themes, definitions and frameworks and then evolves in application and discussion using cases, readings, critical reasoning and the application of course content to situations and circumstances that an executive would confront in managing an organization and making strategic choices and decisions. The aim is to equip students with the knowledge and skills necessary to lead and manage innovation and change within organizations. It covers various aspects of innovation, change management strategies, and leadership techniques to drive successful transformations.</p>					
Learning Outcomes					
<ol style="list-style-type: none"> 1. Articulate clear definitions of innovation and change and distinguish between the two concepts. Understanding innovation and organizational culture, innovation and organizational performance. 2. Apply established innovation processes and methods, such as design thinking and lean startup, to generate and develop innovative solutions. 3. Employ techniques for stimulating creativity and facilitating effective brainstorming sessions to generate novel ideas. 4. Demonstrate an understanding of intellectual property concepts and employ strategies to protect innovative ideas and creations. 5. Develop and implement change management frameworks that are tailored to specific organizational contexts. 6. Analyze organizational culture and identify strategies for aligning it with change initiatives to ensure successful implementation. 7. Evaluate and apply appropriate leadership styles that are conducive to fostering a culture of innovation within an organization. 8. Employ effective communication strategies and stakeholder engagement techniques to facilitate smooth transitions during periods of change. 9. Identify and leverage technology trends and digital transformation strategies to drive innovation within an organization. 10. Identify and address ethical dilemmas in innovation and demonstrate ethical leadership in the innovation process. 					
Course Content					
Week 1	Unit 1: Introduction to Innovation and Change Management - Understanding the concepts of innovation and change - The role of innovation in organizational success - Historical perspectives on innovation and change management				
Week 2	Unit 2: Why & What to Change?				

	<p>Why Change? Contemporary Pressures and Drivers</p> <ul style="list-style-type: none"> • Environmental Pressures for Change • Why Do Organizations Not Change in Response to Environmental Pressures? • Why Do Organizations Not Change after Crises? • Internal Organizational Change Drivers <p>What to Change? A Diagnostic Approach</p> <ul style="list-style-type: none"> • Organizational Models • Organization Strategy and Change • Diagnosing Readiness for Change • Built-to-Change
Week 3	<p>Unit 3: Images of Change Management</p> <ul style="list-style-type: none"> • The Six-Images Framework • Six Images of Change Management • Using the Six-Images Framework
Week 4	<p>Unit 4: What Changes—and What Doesn't?</p> <ul style="list-style-type: none"> • What Changes? • Innovation • Organizational Culture • Technology
Week 5	<p>Unit 5: Vision and the Direction of Change</p> <ul style="list-style-type: none"> • Vision: Fundamental or Fad? • The Characteristics of Effective Visions • How Context Affects Vision • How Visions Are Developed • Why Visions Fail
Week 6	<p>Unit 6: Change Communication Strategies</p> <ul style="list-style-type: none"> • The Change Communication Process • Gender, Power, and Emotion • Language Matters: The Power of Conversation • Change Communication Strategies
Week 7	<p>Unit 7: Change Communication Strategies</p> <ul style="list-style-type: none"> • Contingency Approaches to Change • Communication • Communication Channels and the Role of Social Media
Week 8	<p>Unit 8: Resistance to Change</p> <ul style="list-style-type: none"> • WIIFM, WAMI, and the Dimensions of Resistance • Benefits, Causes, Symptoms • Managers as Resisters • Managing Resistance
Week 9	<p>Unit 9: Organization Development and Sense-Making Approaches</p> <ul style="list-style-type: none"> • Alternative Approaches to Managing Change • Organization Development (OD) • Appreciative Inquiry (AI) • Positive Organizational Scholarship (POS) • Dialogic Organizational Development

	<ul style="list-style-type: none"> • Sense-Making
Week 10	Unit 10: Change Management, Processual, and Contingency Approaches <ul style="list-style-type: none"> • Alternative Approaches to Managing Change • Why Change Fails • Change by Checklist
Week 11	Unit 11: Change Management, Processual, and Contingency Approaches <ul style="list-style-type: none"> • Stage Models of Change Management • Process Perspectives on Change • Contingency Approaches to Change Management
Week 12	Unit 12: Sustaining Change versus Initiative Decay <ul style="list-style-type: none"> • Initiative Decay and Improvement Evaporation • Praiseworthy and Blameworthy Failures • Actions to Sustain Change • Words of Warning
Week 13	Unit 13: The Effective Change Manager: What Does It Take? <ul style="list-style-type: none"> • Change Managers: Who Are They? • Change Managers: What Kind of Role Is This? • Change Management Competencies • Political Skill and the Change Manager • Developing Change Management Expertise
Week 14	Unit 14: White Paper: Becoming a Leader Who Fosters Innovation <ul style="list-style-type: none"> • Business Thinking vs. Innovation Thinking • Becoming More Innovative: It's Not as Simple as It Seems • Myth: Individual Creativity Can Be Mandated and Managed • Myth: Simply Unleashing Creative Talent Can Help You Navigate Complexity • Beyond the "Innovation Silo" • Building Blocks for Innovation Leadership • What KEYS® to Creativity and Innovation Measures • Tips for Developing a More Innovative Organization • A Call-to-Action for the Innovation Leader
Week 15	Unit 15: Confident Leadership and Management <ul style="list-style-type: none"> • Building consensus • Creative thinking • Decision making • Diversity and inclusion • Ethical decision making • Problem solving • Negotiating • Conflict management
Week 16	Unit 16: Leading and Managing your Team <ul style="list-style-type: none"> • Effective team communications • Developing the team • Crowdsourcing • Succession planning
Textbooks and Reading Material	

Allan, B. (2019). *The no-nonsense guide to leadership, management and team working*. Facet Publishing.

Degraff, J., & Quinn, S. E. (2007). *Leading Innovation: How to jump start your organization's growth engine*.

Horth, D. M., & Vohar, J. (2012). *Becoming a leader who fosters innovation*.

Kohnen, J. (2012). Switch: How to Change Things When Change Is Hard. *The Quality Management Journal*, 19(1), 69.

Palmer, I., Dunford, R., & Buchanan, D. (2016). *Ebook: Managing Organizational Change: A Multiple Perspectives Approach (Ise)*. McGraw Hill.

Tidd, J., & Bessant, J. R. (2020). *Managing innovation: integrating technological, market and organizational change*. John Wiley & Sons.

***More books/research readings will be recommended as per progression of the course.**

Teaching Learning Strategies

1. Active Learning
2. Socratic Seminars
3. Case-Based Learning
4. Peer Teaching
5. Group Projects

Assignments: Types and Number with Calendar

1. Assignments
2. Presentations
3. Project
4. Quiz

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
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Programme	MPhil Education	Course Code	EDMP-731	Credit Hours	3
Course Title	Advanced Educational Psychology				
Course Objectives & Outcomes					
After Studying The Course, The Students Will Be Able To:					
<ol style="list-style-type: none"> 1. Apply The Insights Of Psychology To Issues Related To Learning And Development 2. Think Creatively To Become Effective Teachers. 3. Minimize Disruptions In Classroom By Establishing And Maintaining An Effective Learning Environment 4. Understand The Relationship Between Personality, Intelligence, Attitudes, Aptitudes And Student Achievement. 					
Syllabus Breakdown					
Week 1	Exploring Educational Psychology Historical Background Of Educational Psychology Teaching: Art And Science Applying Psychology To Education A Transactional Model Of Teaching Learning Process Ways of Viewing The Causes Of Behaviors				
	Characteristics Of Effective Teachers Reflective Teaching Professional Knowledge And Skills Commitment And Motivation				
Week 2	Using Research To Inform Teachers And Enhance Learning Experimental Research Single Subject Research Correlational Research Observational Research				
	Action Research And Teacher As Researcher				
Week 3	Intelligence Individual Intelligence Tests Teaching Strategies For Interpreting Intelligence Test Score				
	Theories Of Multiple Intelligence Stenberg's Triarchic Theory Of Intelligence Gardner's Theory Of Multiple Intelligence Applying Multiple Intelligence Theory In Classrooms				
Week 4	Learning And Thinking Styles Dichotomies Of Learning And Thinking Teaching Strategies For Impulsive Students Helping Surface Learners Think More Deeply Evaluating Learning And Thinking Styles				

	Personality And Temperament Teaching Strategies Linked To Children's Temperament
Week 5	Brief Introduction Of Schools Of Thoughts In Educational Psychology: Structuralism Functionalism
	Behaviorism Cognitivism Constructivism
Week 6	What Is Learning? What Learning Is And Is Not Approaches To Learning Behavioral Approaches To Learning Classical Conditioning Operant Conditioning Behavior Modification
	Applied Behavior Analysis In Education Increasing Desirable Behavior Decreasing Undesirable Behavior Evaluating Operant Conditioning And Applied Behavior Analysis
Week 7	Social Cognitive Approaches To Learning Bandura's Social Cognitive Theory Cognitive Behavior Approaches And Self-Regulation Evaluating The Social Cognitive Approaches
	Information Memorizing And Thinking Siegler's View
Week 8	Memory What Is Memory? Encoding Storage
	Retrieval And Forgetting Teaching Strategies For Helping Student To Improve Their Memory Expertise And Learning
Week 9	Metacognition Developmental Changes The Good Information Processing Model Metacognitive Strategies And Metacognitive Regulation Teaching Strategies For Helping Student Used Metacognition
	Conceptual Understanding Thinking What Is Thinking? Reasoning Critical Thinking Decision Making Creative Thinking
Week 10	Transfer Problem Solving Steps In Problem Solving

	Obstacles To Solving Problems Problem-Based Learning
	Social Constructivist Approaches To Teaching Social Constructivist Approaches To Teaching Situating Cognition
Week 11	Teachers And Peers As Joint Contributors To Student's Learning Scaffolding Cognitive Apprenticeship Tutoring Cooperative Learning
	Structuring Small-Group Work Composing The Group Team- Building Skills Structuring Group Interaction
Week 12	Why Classroom Need To Be Managed Effectively Management Issues In Elementary And Secondary School Classrooms The Crowded, Complex And Potentially Chaotic Classroom Getting Off To The Right Start Emphasizing Instruction And A Positive Classroom Climate Management Goals And Strategies
	Designing The Physical Environment Of The Classroom Principles Of Classroom Arrangement Arrangement Style
Week 13	Creating A Positive Environment For Learning General Strategies
	Creating, Teaching, And Maintain Rules And Procedures Getting Student To Cooperate
Week 14	Being A Good Communicator Speaking Skills Listening Skills Nonverbal Communication
	Dealing With Problem Behaviors Management Strategies Dealing With Aggression Classroom And School-Based Programs
Week 15	Attitude: Definition And Characteristics Factors Affecting Human Attitude Self Esteem And Attitudinal Change
	Attitude And Academic Performance Aptitude: Definition And Scope Aptitude Development
Week 16	Piaget's and Vygostkey's concepts of Cognitive Development Bruner's Concept Attainment Model and Instructional Design Robert Gagne's theory of conditions of learning and nine steps of instructions
	David Ausubel's Concept of Meaningful learning Achievement Motivation Theory: contributions of David MacClelland, Atkinson and Tuckman.

Textbooks and References

Krause. K., Bochner. S., And Duchesne. S. (2003). *Educational Psychology For Learning And Teaching*. Australia: Thomson.

Ormrod, J. E. (2015). *Educational Psychology: Developing Learners (8th Ed.)*. New Jersey: Merrill Prentice Hall.

Santrock. J. W. (2006). *Educational Psychology (2nd Ed.)*. New Dehli: Tata Mcgraw Hill.

Tuckman. B.W., And Monetti. D. M. (2011). *Educational Psychology*. Usa: WardsworthCengage Learning.

Woolfolk, A. E. (2006). *Educational Psychology (9th Ed.)*. New York: Allyn& Bacon.

Additional Readings

Baron, R. A. (2001). *Psychology (5th Ed.)*. New York: Allyn& Bacon.

Child, D. (2004). *Psychology And The Teacher (7th Ed.)*. New York: Continuum.

Feldman, R. S. (2003). *Essentials Of Understanding Psychology (5th Ed.)*. New York: McGraw Hill Companies, Inc.

Gibb, S. (2002). *Learning And Development*. New York: Palgrave Macmillan.

Journals And Websites:

British Journal Of Educational Psychology

Issn 0007-0998

The British Psychological Society [Http://Bpsjournals.Co.Uk](http://Bpsjournals.Co.Uk)

For Online Articles: [Http://Www.Ingentaconnect.Com/Content/Bpsoc/Bjep](http://Www.Ingentaconnect.Com/Content/Bpsoc/Bjep)

Contemporary Educational Psychology

Publisher: Academic Press

Issn 0361-476x

For Online Articles:

[Http://Www.Ingentaconnect.Com/Content/Ep/Jsessionid=218nnirebu6b.Henrietta?](http://Www.Ingentaconnect.Com/Content/Ep/Jsessionid=218nnirebu6b.Henrietta?)

Educational And Psychological Measurement

Publisher: Sage Publications

Issn: 0013-1644 Electronic: 1552-3888

For Online Articles: [Http://Www.Swetswise.Com/Eaccess/Viewtitleissues.Do?Titleid=64681](http://Www.Swetswise.Com/Eaccess/Viewtitleissues.Do?Titleid=64681)

Educational Psychology In Practice: Theory, Research And Practice In Educational Psychology
Journal Of The Association Of Education Psychologists

Routledge: [Taylor & Francis Group](http://Taylor&FrancisGroup)

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Suggested Teaching Approaches			
Lecture, Discussion, Cooperative Learning, Class Activities, Presentations			
Course Assignments / Practical Activities, etc.			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore



Programme	MPhil Education	Course Code	EDMP-732	Credit Hours	3
Course Title	Psychological Testing				
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Apprehend the importance of psychological testing 2. Comprehend the basics of psychological testing 3. Know various intelligence, personality, interest, attitude and aptitude tests 4. Construct a test in the field of Educational Psychology 					
Syllabus Breakdown					
Week 1	The Origin Of Psychological Testing Importance Of Psychological Testing Rudimentary Forms Of Testing In China 2200 B.C The Brass Instruments Era Of Testing				
	Changing Concept Of Mental Retardation In The 1800s Binet And Testing For Higher Mental Processes				
Week 2	Early Testing In United States Inventory Of Non Verbal Tests The Stanford Binet: Early Mainstay Of IQ Group Tests And The Classification Of WWI Army Recruits				
	Early Educational Testing The Development Of Aptitude Tests Personality And Vocational Testing After WWI				
Week 3	The Origins Of Projective Techniques The Development Of Interest Inventories				
	Defining a Test Types of Tests Uses of Testing Sources of Information on Tests				
Week 4	Standardized Testing Procedures and Test Administration Influence of the Examiner Background and Motivation of Examinee				
	Selecting a Norm Group Age and Grade Norms Local and Sub Group Norms Expectancy Tables Criterion Referenced Tests				
Week 5	Reliability Definition Correlation Coefficient as Reliability Coefficient Reliability as Temporal Stability Reliability as Internal Consistency Reliability and the Standard Error of Measurement				

	Interpretation of Reliability Coefficients
	Item Response Theory and New Rules of Measurement
Week 6	Validity and Test Development What Is Validity? Content Validity Quantification of Content Face Validity
	Criterion Related Validity Characteristics of Good Criteria Concurrent Validity Predictive Validity Validity Coefficient and Standard Error of Estimates
Week 7	Construct Validity Approaches to Construct Validity Extra validity Concerns and the Widening Scope of Test Validity
	Test Construction Selecting a Scale of Measurement Representative Scaling Methods Expert Rankings Method of Equal Appearing Intervals Method of Absolute Scaling Likert Scale Guttman Scales Method of Empirical Keying and Rational Scaling
Week 8	Constructing the Test Items Testing the Items Item Difficulty Index Item Discrimination Index
	Item Reliability Index Item Validity Index Item Characteristic Curves
Week 9	Definition of Intelligence Theories of Intelligence Spearman and G Factor Theory Thurstone and Primary Mental Ability
	Guilford and Structure of Intellect Model Theory of Simultaneous and Successive Processing
Week 10	Information Processing Theory of Intellect Gardner's Theory of Multiple Intelligence
	Assessment of Infant Ability Assessment of Pre School Intelligence
Week 11	The Wechsler Scale of Intelligence: Wechsler Sub Set and Description Wechsler Adult Intelligence Scale
	Stanford Binet Intelligence Test Kaufman Brief Intelligence Test
Week 12	Cultural Fair Intelligence Test Multilevel Battery: Cognitive Ability Test (Cog AT)

	<p>What Is Aptitude? Aptitude Test and Factor Analysis The Correlation Coefficient The Factor Matrix and Factor Loading The Interpretation of Factors Issues in Factor Analysis</p>
Week 13	<p>Multiple Aptitude Test Batteries Predicting College Performance Post Graduate Selection Tests (GRE, MCAT, LSAT, SAT)</p>
	<p>The Assessment of Life Values The Study of Values Reach Value Survey</p>
Week 14	<p>An Overview of Interest Assessment Strong Interest Inventory (SII) Jackson Vocational Interest Survey</p>
	<p>Attitude and Their Assessment Approaches to Attitude Assessment Questionnaire in Attitude Assessment Issues in Attitude Assessment</p>
Week 15	<p>Assessment of Moral Judgment Assessment of Spiritual and Religious Concepts</p>
	<p>Theory Guided Inventories Edwards Personal Preference Schedule State Trait Anxiety Inventory</p>
Week 16	<p>Factor Analytical Derivative Inventories Sixteen Personality Factor Questionnaire Comrey Personality Scales</p>
	<p>Criterion Keyed Inventories Minnesota Multiple Personality Inventory-2 Personality Inventory for Children-2 Cognitive and Self Behavior Procedures Assessment of Non Verbal Behaviors</p>
Textbooks and References	
<p>Gregory. R. J. (2008). <i>Psychological Testing: history, Principles, and Applications (4thed)</i>. Dehli: Pearson Education Inc.</p> <p>Hoffman. E. (2002). <i>Psychological testing at work</i>. New York: McGraw Hill</p> <p>Kaplan. R. M, and, Saccuzzo. D. P. (2007). <i>Psychological Testing: history, Principles, and Issues (6thed)</i>. USA: Thomson Wadsworth.</p> <p>Marnat. G. G. (2009). <i>Handbook of Psychological Assessment (5thed)</i>. Canada: John Wily & Sons Inc.</p>	
Suggested Teaching Approaches	
<p>Lecture, Discussion, Cooperative Learning, Class Activities, Presentations</p>	
Course Assignments / Practical Activities, etc.	

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
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Institute of Education and Research
Faculty of Education
 University of the Punjab, Lahore



Programme	MPhil Education	Course Code	EDMP-733	Credit Hours	3
Course Title	Social Psychology				
Course Description					
This course provides an in-depth exploration of social psychology, focusing on how individuals think, feel, and behave in social contexts. It covers key theories, research methodologies, and contemporary issues within the field. The course aims to develop a critical understanding of social psychological concepts and their application to real-world situations					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 6. understand the foundational theories and concepts of social psychology. 7. explore the impact of social influence on behavior and cognition. 8. examine the role of social cognition in understanding the self and others. 9. analyze contemporary research and methodologies in social psychology. 10. apply social psychological principles to real-world issues and problems 					
Syllabus Breakdown					
Week 1	Introduction to Social Psychology Overview of social psychology. Historical development and key concepts. Research methods in social psychology				
Week 2	Social Perception and Attribution How we perceive others and form impressions. Attribution theories and biases. Cultural differences in social perception				
Week 3	The Self in Social Context Self-concept and self-esteem. Social comparison theory. Self-presentation and impression management				
Week 4	Social Influence I - Conformity and Obedience Classic studies on conformity (Asch) and obedience (Milgram). Factors influencing conformity and obedience. Real-world applications and ethical considerations				
Week 5	Social Influence II - Persuasion and Compliance Theories of persuasion (e.g., Elaboration Likelihood Model). Techniques of compliance and persuasion. Resistance to persuasion				
Week 6	Group Dynamics and Behavior Group formation and development. Roles, norms, and cohesiveness. Group decision-making and groupthink				
Week 7	Attitudes and Behavior Structure and function of attitudes.				

	Attitude formation and change. The relationship between attitudes and behavior
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Prejudice and Discrimination Theories of prejudice and discrimination. Social and cognitive roots of prejudice. Reducing prejudice and promoting social inclusion
Week 10	Aggression and Prosocial Behavior Theories of aggression. Factors influencing aggressive behavior. Altruism and prosocial behavior
Week 11	Interpersonal Attraction and Relationships Theories of attraction and love. Factors influencing interpersonal attraction. Relationship development and maintenance
Week 12	Social Cognition and Emotion How we think about and interpret social information. The role of emotion in social cognition. Affect and decision-making
Week 13	Cultural Influences on Behavior Cross-cultural differences in social behavior. Cultural dimensions and their impact on psychology. Methodological issues in cross-cultural research
Week 14	Applying Social Psychology to Health and Well-Being Health behavior theories. Stress, coping, and social support. Promoting health and well-being through social psychological principles
Week 15	Contemporary Issues in Social Psychology Current trends and research areas. The role of social media and technology. Ethical considerations in social psychology research
Week 16	Student Presentations and Course Review Student-led presentations on selected topics. Review of key concepts and theories. Final discussions and feedback
Textbooks and References	
<p>Aronson, E., Wilson, T. D., & Akert, R. M. (2018). <i>Social Psychology</i>.</p> <p>Fiske, S. T., & Taylor, S. E. (2016). <i>Social Cognition: From Brains to Culture</i>.</p> <p>Leary, M. R., & Tangney, J. P. (Eds.). (2012). <i>Handbook of Self and Identity</i>.</p> <p>Cialdini, R. B. (2009). <i>Influence: Science and Practice</i>.</p> <p>Petty, R. E., & Cacioppo, J. T. (1986). <i>Communication and Persuasion: Central and Peripheral Routes to Attitude Change</i>.</p> <p>Forsyth, D. R. (2018). <i>Group Dynamics</i>.</p> <p>Eagly, A. H., & Chaiken, S. (1993). <i>The Psychology of Attitudes</i>.</p> <p>Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds.). (2010). <i>The SAGE Handbook of Prejudice, Stereotyping, and Discrimination</i>.</p>	

Bushman, B. J. (2016). *Aggression and Violence: A Social Psychological Perspective*.
 Berscheid, E., & Regan, P. (2005). *The Psychology of Interpersonal Relationships*.
 Kunda, Z. (1999). *Social Cognition: Making Sense of People*.
 Triandis, H. C. (1995). *Individualism & Collectivism*.
 Taylor, S. E. (2017). *Health Psychology*

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

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Sr.	Elements	Weightage	Details
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Institute of Education and Research
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Programme	MPhil Education	Course Code	EDMP-734	Credit Hours	3
Course Title	Cognition and Learning				
Course Description					
This course provides a comprehensive exploration of cognitive processes and their impact on learning. It covers key theories, research methodologies, and contemporary issues within cognitive psychology and educational psychology. The course aims to develop a deep understanding of how cognitive functions influence learning and how this knowledge can be applied to improve educational practices					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 1. understand the foundational theories and concepts of cognitive psychology. 2. explore the relationship between cognitive processes and learning. 3. analyze various cognitive and learning models. 4. examine contemporary research and methodologies in cognition and learning. 5. apply cognitive principles to educational settings and practices. 					
Syllabus Breakdown					
Week 1	Introduction to Cognition and Learning Overview of cognition and learning. Historical development and key concepts. Research methods in cognitive psychology				
Week 2	Cognitive Development Theories of cognitive development (e.g., Piaget, Vygotsky). Stages of cognitive development. Applications to educational practice				
Week 3	Attention and Perception Theories of attention. Perceptual processes and their role in learning. Factors influencing attention and perception in educational contexts				
Week 4	Memory and Learning Types of memory (e.g., short-term, long-term, working memory). Models of memory (e.g., Atkinson-Shiffrin model). Strategies for enhancing memory in learning environments				
Week 5	Metacognition and Self-Regulated Learning Concepts of metacognition. Strategies for self-regulated learning. Implications for teaching and learning				
Week 6	Language and Learning Theories of language acquisition and development. The role of language in learning. Bilingualism and its cognitive implications				
Week 7	Problem Solving and Critical Thinking				

	Cognitive processes involved in problem-solving. Strategies for developing critical thinking skills. Applications to educational settings
Week 8	Midterm Review and Exam Review of key concepts and theories. Midterm exam preparation
Week 9	Motivation and Learning Theories of motivation (e.g., intrinsic vs. extrinsic motivation). The relationship between motivation and learning. Strategies for enhancing student motivation
Week 10	Social and Emotional Influences on Learning The impact of social interactions on learning. Emotional factors and their role in cognitive processes. Classroom strategies for addressing social and emotional needs
Week 11	Cognitive Load Theory Principles of cognitive load theory. Designing instruction to manage cognitive load. Practical applications in educational settings
Week 12	Educational Neuroscience The relationship between brain function and learning. Insights from neuroscience for education. Practical applications of educational neuroscience
Week 13	Technology and Cognitive Learning The impact of technology on cognitive processes. Digital tools and resources for learning. Challenges and opportunities in using technology for cognitive enhancement
Week 14	Cognitive Approaches to Instructional Design Principles of cognitive instructional design. Designing effective learning environments. Case studies and practical examples
Week 15	Contemporary Issues in Cognition and Learning Current trends and research areas. The role of cognitive psychology in addressing educational challenges. Ethical considerations in cognitive research
Week 16	Student Presentations and Course Review Student-led presentations on selected topics. Review of key concepts and theories. Final discussions and feedback.
Textbooks and References	
<p>Sternberg, R. J., & Sternberg, K. (2016). <i>Cognitive Psychology</i>. Piaget, J. (1952). <i>The Origins of Intelligence in Children</i>. Eysenck, M. W., & Keane, M. T. (2015). <i>Cognitive Psychology: A Student's Handbook</i>. Baddeley, A. D., Eysenck, M. W., & Anderson, M. C. (2015). <i>Memory</i>. Flavell, J. H. (1979). <i>Metacognition and Cognitive Monitoring</i>. Pinker, S. (1994). <i>The Language Instinct</i>. Newell, A., & Simon, H. A. (1972). <i>Human Problem Solving</i>. Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior.</p>	

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*.
 Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive Load Theory*.
 Sousa, D. A. (2016). *How the Brain Learns*.
 Mayer, R. E. (Ed.). (2005). *The Cambridge Handbook of Multimedia Learning*.
 Merrill, M. D. (2002). *First Principles of Instruction*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
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Programme	MPhil Education	Course Code	EDMP-741	Credit Hours	3
Course Title	STEAM Education				
Course Description					
<p>This course is primarily designed to introduce the scholars with the extension of STEM to STEAM with the inclusion of the components of ART in STEM. Along with the overview of the course and theoretical foundations, rich literature premising each component of STEAM will be discussed in distinct units of the course. Scholars will be required to master the components of STEAM regarding design of curriculum material and assessment of learning outcomes for each component of STEAM. Course project will be required to develop and present STEAM aligned modules for partial fulfillment of the course.</p>					
Course Objectives & Outcomes					
<p>After studying this course students will be able to:</p> <ol style="list-style-type: none"> 1. understand the theoretical underpinnings of STEAM education. 2. explore interdisciplinary connections between science, technology, engineering, arts, and mathematics. 3. examine pedagogical approaches and instructional strategies for integrating STEAM concepts into the curriculum. 4. analyze the role of creativity, innovation, and problem-solving in STEAM education. 5. develop practical skills for designing and implementing STEAM learning experiences. 					
Syllabus Breakdown					
Week 1	<p>Introduction to STEAM Education Overview of STEAM: Definitions and components Historical development and evolution of STEAM education Importance of integrating arts into STEM</p>				
Week 2	<p>Theories Underpinning STEAM Education Educational theories relevant to STEAM (Constructivism, Multiple Intelligences) Learning theories and pedagogical approaches</p>				
Week 3	<p>Integrating Technology and Engineering Role of technology and engineering in STEAM Current tools and resources for teaching technology and engineering</p>				
Week 4	<p>Role of Arts in STEAM Impact of arts on creativity and innovation in STEM fields Case studies of successful integration of arts in STEM</p>				
Week 5	<p>Mathematics in STEAM Education Innovative methods to teach mathematics within the STEAM framework Bridging abstract and practical applications of mathematics</p>				
Week 6	<p>Science in STEAM Education Approaches to teaching science through STEAM Hands-on activities and experiments</p>				

Week 7	STEAM and Inquiry-Based Learning Techniques and tools for fostering inquiry and problem-solving Designing inquiry-based STEAM lessons
Week 8	Digital Tools and Resources for STEAM Overview of digital tools enhancing STEAM education Practical workshop on using these tools in the classroom
Week 9	Digital Tools and Resources for STEAM Overview of digital tools enhancing STEAM education Practical workshop on using these tools in the classroom
Week 10	Assessing STEAM Education Metrics and methods for evaluating STEAM education effectiveness Challenges in assessing interdisciplinary and creative work
Week 11	STEAM for Diverse Learners Adapting STEAM education for diverse educational needs Case studies on inclusivity in STEAM education
Week 12	Collaborative Projects in STEAM Design and management of team projects Collaborative tools and management strategies
Week 13	Challenges and Barriers in STEAM Implementation Common challenges in implementing STEAM education Strategies to overcome these challenges
Week 14	Case Studies of Successful STEAM Programs Analysis of successful STEAM programs and initiatives worldwide Lessons learned and best practices
Week 15	Leadership and Advocacy in STEAM Role of educational leaders in promoting STEAM Strategies for advocacy and gaining stakeholder support
Week 16	Capstone Project Scholars will be required to design and present a comprehensive STEAM education project or lesson plan Peer review and feedback sessions
Textbooks and References	
<p>Ananiadou, K., & Claro, M. (2009). OECD Education Working Papers, No. 41, 33.</p> <p>Başaran, M., & Erol, M. (2021). Research in Science & Technological Education, 1-17.</p> <p>Chen, C. W. J., & Lo, K. M. J. (2019). Journal of STEM Education Research, 2(1), 75-91.</p> <p>Conde, M., Rodríguez-Sedano, F. J., Fernández-Llamas, C., Gonçalves, J., Lima, J., & García-Peñalvo, F. J. (2021). Computers & Applications in Engineering Education, 29(1), 46-65.</p> <p>Conradty, C., & Bogner, F. X. (2020). Smart Learning Environments, 7(1), 26.</p> <p>Gettings, M. (2016). Art Education, 69(4), 10-11</p> <p>Herro, D., Quigley, C., Andrews, J., & Delacruz, G. (2017). International Journal of STEM Education, 4(1), 26.</p> <p>Khine, M.S. & Areepattamannil, S. (2019). STEAM Education, Springer, Switzerland</p> <p>Stovold, E., Beecher, D., Foxlee, R., & Noel-Storr, A. (2014). Systematic Reviews, 3(1), 1-5.</p> <p>Setyorini, T. W. (2022). Journal of Educational Technology Instruction, 1(1), 62-70.</p>	

Silvi, I. (2022). Journal of Educational Technology Instruction, 1(1), 25-35.
 Wahyuningsih, S., Nurjanah, N. E., Rasmani, U. E. E., Hafidah, R., Pudyaningtyas, A., & Syamsuddin, M. (2020). International Journal of Pedagogical Teaching Education, 4(1), 33-44.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
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Institute of Education and Research
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Programme	MPhil Education	Course Code	EDMP-742	Credit Hours	3
Course Title	Constructivism in Science Education				
Course Description					
<p>This course is primarily designed to Constructivist practices in science education. This is content enriched course designed to inculcate constructivist learning practices as classroom learning activities. Course provides the theoretical foundations of constructivism followed by the application of constructivism in science learning facilitation in classrooms. Course contents provide a detailed insight about adapted view of constructivism on different strands of education ranging from teacher, learner, and curriculum, learning environment, instructional technology and science assessment. This holistic approach leads to development of constructivist modules and lesson planning as course requirement to be fulfilled by the scholars.</p>					
Course Objectives & Outcomes					
<p>After studying this course students will be able to:</p> <ol style="list-style-type: none"> 1. comprehend the theoretical foundations of constructivism in the context of science education. 2. analyze and implement instructional strategies aligned with constructivist principles in science teaching. 3. explore the role of inquiry-based learning, problem-solving, and cooperative activities in fostering scientific understanding. 4. assess and evaluate constructivist approaches in science education. 5. develop skills for designing and adapting constructivist science curriculum and activities. 					
Syllabus Breakdown					
Week 1	<p>Constructivism: Distinctive Features KWL Chart Previous Knowledge Self-Assessment Test Reflections on Construction of Knowledge for today Assignment 1 Description</p>				
Week 2	<p>Nature of Constructivism Scaffolding Questions for Understanding of Fundamental Terms Discussion and Reflections on Construction of Knowledge for today Assignment 2 Description</p>				
Week 3	<p>Viability of Constructivism in Science Education Focus Group Discussion on Identified Points Reflections on Construction of Knowledge for today</p>				
Week 4	<p>Classification of Constructivism Concept Map 1 Concept Map 2 Reflections on Construction of Knowledge for today Assignment 3 Description</p>				

Week 5	Constructivist Strategies in Science Classroom Naïve views Assessment Informed Views Assessment Comparison and Reflections on Construction of Knowledge for today Assignment 4 Description
Week 6	Constructivist views on Role of Teacher, Student AND Curriculum in Science Classroom Pretest for Strategies Identification Posttest for Strategies Identification Construction of Knowledge for today Assignment 5 Description
Week 7	Constructivist views on Instructional Technology for Teaching Science Assessment of Previous Understanding about Instructional Technology. Classroom Reflections on Construction of Knowledge for today
Week 8	Development of Constructivist Modules Introduction to Modular Instruction Module Development Activity Introduction to NIH Modules Reflections on Construction of Knowledge for Today Assignment 6 Description
Week 9	Constructivist Views on Lesson Planning and Development Assessment of previous concept of Lesson Planning followed by Proposed Plan of Constructivist Lesson Planning Introduction to constructivist lesson Planning Strategies Reflections on Construction of Knowledge for Today Assignment 7 Description
Week 10	Lesson Planning and Development in Constructivist Paradigm Lesson Planning Activity Shared at class forum. Addressing Challenges in Class Reflections on Construction of Knowledge for Today Assignment 8 Description
Week 11	Potential Sites for Constructivism in Mathematics Learning Focus Group Discussion Followed by Development of Plan Reflections on Construction of Knowledge for Today
Week 12	Construction of Constructivist Sites: Design of Science Classroom Focus Group Discussion Followed by Development of Plan Discussion on Difference Between Mathematics and Science Learning Sites Reflections on Construction of Knowledge for today
Week 13	Construction of Constructivist Sites: Design of Science Labs Reflections on Construction of Knowledge for today
Week 14	Criticism on Constructivism Views on Limitations of Constructivism Discussion Reflections on Construction of Knowledge for Today
Week 15	Transition from Traditional to Constructivist Paradigm: A Case Study Reading Discussion on Relevance for Our scenario Reflections on Construction of Knowledge for Today

Week 16	Presentation of Capstone Projects Presentation of Constructivist Lesson Plans in Constructivist Sites
Textbooks and References	
<p>Baviskar, S. N., Hartle, R. T., & Whitney, T. (2009). Essential criteria to characterize constructivist teaching: <i>International Journal of Science Education</i>, 31(4), 541-550.</p> <p>Dangel, J.R., Guyton, E., McIntyre, C.B. (2004). Constructivist pedagogy in primary classrooms: learning for teachers and their classrooms. <i>Journal of Early Childhood Teacher Education</i>, 24, 237-245.</p> <p>Fosnot, C.T. (2005). <i>Constructivism: Theory, Perspectives, and Practice</i>, Second Edition. Teachers College Press. Kindle Edition.</p> <p>Glassman, M. (1994). All things being equal: the two roads of Piaget and Vygotsky. <i>Developmental Review</i>, 14, 186-214. Taken from http://ezproxy.library.ubc.ca/login?url=http://dx.doi.org/10.1006/drev.1994.1008.</p> <p>Gulati, S. (2008). Compulsory participation in online discussions: is this constructivism or normalisation of learning? <i>Innovations in Education and Teaching International</i>, 45 (2), 183-92. Taken from http://www.tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/14703290801950427</p> <p>Helland, B. (2004, March 1). The Constructivist Learning Environment Scorecard: A Tool to Characterize Online Learning. Online Submission, (ERIC Document Reproduction Service No. ED492301).</p> <p>John-Steiner, V. & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework, <i>Educational Psychologist</i>, 31, 191-206. Taken from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9710150897&site=ehost-live&scope=site</p> <p>Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. <i>Educational psychologist</i>, 41(2), 75-86.</p> <p>Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning?. <i>American psychologist</i>, 59(1), 14.</p> <p>Mugaloglu, E. Z. (2014). The Problem of Pseudoscience in Science Education and Implications of Constructivist Pedagogy. <i>Science & Education</i>, 23(4), 829-842.</p> <p>Nola, R. (1997). Constructivism in science and science education: A philosophical critique. <i>Science & education</i>, 6(1-2), 55-83.</p> <p>Rhalmi, M. (2011). Ausubel's Learning Theory. My English Pages Website. Taken from http://www.myenglishpages.com/blog/ausubels-learning-theory/</p> <p>Tobin, Kenneth. (2016). <i>The Practice of Constructivism in Science Education</i>. Routledge Press, New York</p> <p>Von Glasersfeld, E. (2008). Learning as a Constructive Activity. <i>AntiMatters</i>, 2(3), 33-49. Taken from http://anti-matters.org/articles/73/public/73-66-1-PB.pdf.</p>	
Suggested Teaching Approaches	
Lecture, Discussion, Cooperative Learning, Class Activities, Presentations	
Course Assignments / Practical Activities, etc.	
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.	
Assessment and Examination	

Assessment and Examination			
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Institute of Education and Research
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Programme	MPhil Education	Course Code	EDMP-743	Credit Hours	3
Course Title	Teaching and Learning in Science				
Course Description					
This course explores effective strategies for teaching and learning in science education. It examines pedagogical approaches, instructional techniques, and assessment methods tailored to enhance student engagement and understanding in science. Through theoretical discussions and practical applications, students will gain insights into fostering inquiry, critical thinking, and scientific literacy among learners					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 1. understand the theoretical foundations of teaching and learning in science education. 2. explore innovative instructional strategies for promoting inquiry and conceptual understanding in science. 3. analyze assessment methods aligned with science learning objectives. 4. develop practical skills for designing and implementing effective science lessons. 5. critically evaluate current trends and issues in science education 					
Syllabus Breakdown					
Week 1	Introduction to Teaching and Learning in Science Overview of science education: key concepts and goals. Historical perspectives and contemporary trends. Relevance of effective teaching practices in science				
Week 2	Theoretical Frameworks in Science Education Constructivist, socio-cultural, and cognitive learning theories. Application of learning theories in science instruction. Implications for designing effective science lessons				
Week 3	Inquiry-Based Learning in Science Defining inquiry-based learning and its significance in science education. Implementing inquiry-based approaches in science instruction. Examples of inquiry-based science lessons and activities				
Week 4	Constructing Scientific Knowledge Conceptual change theory and addressing misconceptions. Promoting deep conceptual understanding in science. Strategies for facilitating scientific inquiry and discovery				
Week 5	Active Learning Strategies in Science Engaging students through hands-on activities and demonstrations. Role of cooperative learning and peer interaction. Using technology to enhance active learning experiences				
Week 6	Differentiated Instruction in Science Understanding diverse learners in the science classroom. Adapting instruction to meet individual needs. Strategies for differentiating content, process, and product				

Week 7	Assessment in Science Education Purpose and types of assessment in science. Formative and summative assessment strategies. Authentic assessment practices in science education
Week 8	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation.
Week 9	Using Models and Simulations in Science Instruction Role of models and simulations in science education. Designing and implementing model-based instruction. Virtual labs and digital simulations in science learning
Week 10	Integrating Literacy and Numeracy Skills in Science Promoting scientific literacy through reading, writing, and communication. Incorporating numeracy and data analysis in science instruction. Strategies for enhancing literacy and numeracy skills in science
Week 11	Environmental Education and Sustainability Importance of environmental education in science curriculum. Teaching about sustainability and global environmental issues. Project-based learning and field experiences in environmental science
Week 12	Culturally Responsive Teaching in Science Recognizing cultural diversity in science classrooms. Addressing cultural and linguistic diversity in science instruction. Strategies for culturally responsive teaching practices
Week 13	Ethics and Values in Science Education Ethical considerations in teaching science. Teaching scientific integrity and responsible conduct. Case studies and ethical dilemmas in science education
Week 14	Innovative Practices and Emerging Trends in Science Education Exploring cutting-edge approaches in science teaching. Flipped classrooms, blended learning, and online resources. Opportunities and challenges of implementing innovative practices
Week 15	Professional Development and Reflective Practice Importance of continuous professional development for science educators. Engaging in reflective practice and action research. Collaborative learning communities and networking opportunities
Week 16	Culminating Projects and Course Review Student presentations: showcasing projects, lesson plans, or research findings. Review of course objectives, key concepts, and student learning outcomes. Final discussions, reflections, and feedback
Textbooks and References	
<p>National Research Council. (2012). A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.</p> <p>Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (1994). Making Sense of Secondary Science: Research into Children's Ideas.</p> <p>National Research Council. (2000). Inquiry and the National Science Education Standards.</p> <p>Vosniadou, S., & Skopeliti, I. (2014). Conceptual Change from the Framework Theory Side of the Fence.</p>	

Tanner, K. D. (2013). *Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity*.

Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for Differentiating Schools and Classrooms*.

Keeley, P. E. (2008). *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*.

Windschitl, M., Thompson, J., & Braaten, M. (2008). *Beyond the Scientific Method: Model-Based Inquiry as a New Paradigm of Preference for School Science Investigations*.

National Research Council. (2010). *Surrounded by Science: Learning Science in Informal Environments*.

UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*.

Lee, O., & Buxton, C. (2013). *Diversity and Equity in Science Education: Research, Policy, and Practice*.

Zeidler, D. L., Sadler, T. D., Simmons, M. L., & Howes, E. V. (2005). *Beyond STS: A Research-Based Framework for Socio-Scientific Issues Education*.

Project Tomorrow. (2018). *Trends in Digital Learning: Empowering Innovative Classroom Models for Learning*.

Schön, D. A. (1987). *Educating the Reflective Practitioner*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-744	Credit Hours	3
Course Title	Critical Thinking and Reflective Practices in Science				
Course Description					
This course explores the significance of critical thinking and reflective practices in the field of science. It examines how critical thinking skills enhance scientific inquiry, problem-solving, and decision-making. Additionally, it delves into the role of reflection in deepening understanding, fostering metacognition, and promoting continuous improvement in scientific endeavors					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 1. understand the principles and importance of critical thinking in scientific inquiry. 2. explore strategies for developing and fostering critical thinking skills in science. 3. analyze the role of reflection in enhancing scientific understanding and practice. 4. develop practical skills for applying critical thinking and reflective practices in scientific research and education. 5. evaluate the ethical implications and limitations of critical thinking in science 					
Syllabus Breakdown					
Week 1	Introduction to Critical Thinking in Science Understanding critical thinking: definitions and characteristics. The importance of critical thinking in scientific inquiry and decision-making. Introduction to Bloom's Taxonomy and its relevance to science education.				
Week 2	Developing Critical Thinking Skills Strategies for promoting critical thinking in science. Questioning techniques and Socratic questioning in scientific inquiry. Analyzing and evaluating evidence and arguments in science				
Week 3	Problem-Solving and Decision-Making in Science Applying critical thinking to problem-solving and decision-making in science. Case studies and real-world examples of critical decision points in scientific research. Evaluating risks and uncertainties in scientific decision-making				
Week 4	Analyzing Scientific Literature Critically evaluating scientific literature and research papers. Identifying biases, assumptions, and limitations in scientific studies. Differentiating credible sources from pseudoscience				
Week 5	Scientific Argumentation and Reasoning Understanding scientific argumentation and reasoning processes. Constructing and critiquing scientific arguments. Analyzing logical fallacies in scientific discourse				
Week 6	Ethical Considerations in Critical Thinking Ethical principles and values in scientific inquiry. Ethical dilemmas in research and experimentation. Applying ethical frameworks to resolve ethical conflicts				

Week 7	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation.
Week 8	Introduction to Reflective Practices in Science Understanding reflection: definitions and dimensions. The role of reflection in scientific learning and professional development. Models of reflection and their application to scientific practice
Week 9	Reflective Thinking in Scientific Inquiry Incorporating reflective practices into scientific research methodologies. Using reflection to deepen understanding and refine research questions. Reflective journaling and log-keeping in scientific inquiry
Week 10	Metacognition and Self-Regulated Learning Understanding metacognition: monitoring and regulating cognitive processes. Promoting metacognitive awareness and self-regulated learning in science. Metacognitive strategies for enhancing scientific problem-solving and decision-making
Week 11	Reflection on Practice in Science Education Reflective teaching practices in science education. Using reflection to enhance instructional strategies and student engagement. Collaborative reflection and professional learning communities in science education.
Week 12	Reflection on Research in Science Using reflection to evaluate and refine research methodologies. Analyzing research findings and implications through reflective lenses. Ethical considerations and reflexivity in scientific research
Week 13	Action Research and Reflective Inquiry Introduction to action research in science education. Conducting and documenting action research projects in science. Using reflective inquiry to inform teaching practice and educational change
Week 14	Reflective Evaluation of Scientific Arguments Critically evaluating scientific arguments through reflective analysis. Applying reflective criteria to assess scientific validity and reliability. Using reflection to refine and improve scientific arguments.
Week 15	Reflective Leadership in Science Reflective leadership practices in scientific organizations and institutions. Using reflection to foster innovation, collaboration, and organizational learning. Promoting a culture of critical thinking and reflection in scientific communities.
Week 16	Culminating Projects and Course Review Student presentations: showcasing reflective projects or research findings. Review of course objectives, key concepts, and student learning outcomes. Final discussions, reflections, and feedback
Textbooks and References	
<p>Elder, L., & Paul, R. (2009). <i>The Miniature Guide to Critical Thinking Concepts and Tools</i>. Halpern, D. F. (2014). <i>Thought and Knowledge: An Introduction to Critical Thinking</i>. Baron, J. (2008). <i>Thinking and Deciding</i>. Booth, V. (2003). <i>Communicating in Science: Writing a Scientific Paper and Speaking at Scientific Meetings</i>. McPeck, J. E. (1990). <i>Critical Thinking and Education</i>.</p>	

Resnik, D. B. (2011). *The Ethics of Science: An Introduction*.
 Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*.
 Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*.
 Flavell, J. H. (1979). *Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry*.
 Zeichner, K. M., & Liston, D. P. (2014). *Reflective Teaching: An Introduction*.
 Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*.
 Kemmis, S., & McTaggart, R. (2000). *Participatory Action Research: Communicative Action and the Public Sphere*.
 Kuhn, T. S. (2012). *The Structure of Scientific Revolutions*.
 Senge, P. M. (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-751	Credit Hours	3
Course Title	Assessment and Evaluation in Teaching				
Course Objectives & Outcomes					
After studying the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Understand the basic concepts of assessment, evaluation and measurement; 2. Distinguish between classroom, national and international assessment; 3. Understand taxonomies of educational objectives. 4. Use assessment instruments in respect to objectives achievement. 5. discuss the role of national and international testing agencies such as ETS, SAT, NAT and NTS etc. 					
Syllabus Breakdown					
Week 1	Distinction between assessment, measurement and evaluation				
	Assessment and Instructional process				
	Purposes and multiple roles of assessment in educational process				
	Prevailing practices in regard to assessment and evaluation in Pakistan				
Week 2	Types of Evaluation				
	Techniques and Scope of evaluation				
Week 3	Unpacking standard and benchmarks				
	Formulation of instructional objectives				
	Bloom's Taxonomy				
Week 4	Krathowl's Taxonomy				
	Simpson's Taxonomy				
Week 5	Solo's Taxonomy				
	Assessment of Early graders				
	Choosing appropriate instruments				
Week 6	Comprehensive assessment of child development				
	Baseline assessment in ECE				
Week 7	Concerns regarding the assessment of early graders				
	Assessment in Language				
Week 8	Assessment in Early childhood Education				
	Assessment of students learning at school level				
Week 9	Assessment of students learning at higher education level				
	GRE type test by NTS and admissions to higher education programmes and award of fellowships				
	Feedback of assessment results				

Week 10	How assessment promote learning?
Week 11	Assessment for admission and grading purposes in developing countries.
	Assessment for admission and grading purposes in developed countries.
Week 12	Online assessment
	Recent research in assessment and evaluation in national and international perspectives
Week 13	National assessment systems
	International assessment systems (USA, UK)
Week 14	International assessment systems (Australia, Germany)
	International assessment systems (Japan, India, Iran)
Week 15	International assessment systems (Thailand, Turkey, China)
	Alternative Assessment Strategies
	Classroom observations
	Assignments and presentations
Week 16	Projects
	Discussion
	Oral questioning
	Peer appraisal
	Interview

Textbooks and References

Brown, S., Race, P. and Bull, J. (2005) *Computer-assisted assessment in higher education*. (Staff and Educational Development series), London: Routledge.

Linn, R. L. and Gronlund, N. E. (1995) *Measurement and Assessment in Teaching*. (7th edition). New Jersey: Merrill and Imprint of Prentice Hall.

Additional Readings

Greeney, V. and Kellaghan, T. (1996) *Monitoring the learning outcomes of education systems*. Washington, DC: IBRD/The World Bank.

Downing, S. M. and Haladyna, T. M. (2013) *Handbook of test development*.

Haladyna, T. M. (1999) *Developing and validating multiple choice test items*. (2nd edition). Mahwah, NJ: Erlbaum.

McMillan, J. H. (1997) *Classroom assessment*. Boston: Allyn and Becon.

Murphy, K. R. and Davidshofer, C. O. (1994) *Psychological testing: Principle and application*. New Jersey: Prentice-Hall Inc., Englewood Cliffs.

Nitko, A. (2001) *Educational assessment of students*. 3rd edition. Merrill Prentice-Hall.

Popham, W. J. (2001) *Classroom assessment: What teachers need to know*. (3rd edition). Boston: Allyn and Bacon, ISBN 0205333044.

Salvia, J. and Ysseldyke, J. E. (1995) *Assessment*. (6th edition). Boston: Houghton Mifflin Co.

UNESCO in Collaboration with Government of Pakistan (2001) *Learning achievement in primary schools of Pakistan – A quest for quality education*. Islamabad: UNESCO in collaboration with Ministry of Education, Curriculum Wing, Government of Pakistan.

Worthen, B. R. and Sanders, J. R. (1988) *Educational evaluation*. New York: Longman.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations			
Course Assignments / Practical Activities, etc.			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-752	Credit Hours	3
Course Title	Test and Scale Development				
Course Objectives & Outcomes					
After studying the course, the students will be able to: <ol style="list-style-type: none"> 1. Critically review the test theories like Classical, Item Response theory and NRT and CRT. 2. To understand the role of instructional objectives in assessment. 3. Understand the concept of standardized testing 4. Develop parameters for scoring a test to minimize maximum subjectivity. 5. Calculating validity and reliability of an achievement test. 6. Find out item difficulty and item discrimination power of a test 7. Revise the poor test items in the light of their psychometrics. 8. Using computer in testing for efficiency and effectiveness. 9. Ranking and grading to students on their performance. 					
Syllabus Breakdown					
Week 1	Test Theories Introduction of Classical test theory(CTT) Basics of Item response theory(IRT)				
	Criterion Referenced and Norm referenced testing (CRT & NRT) Test preparation and specifications				
Week 2	Role of instructional objectives in testing Measuring specific learning outcomes				
	Developing table of test specifications				
Week 3	Definitions of standard setting Standard setting: An enduring need				
	General approaches to standard setting Benefits of standard setting				
Week 4	Types of Test Restricted response Tests				
	Selection and supply type items				
Week 5	Matching columns				
	Multiple choice items, Key- type items				
Week 6	Constructed response Tests Short answer questions				
	Essay type question				
Week 7	Guidelines for developing matching columns				
	Guidelines for developing MCQs				
Week 8	Guidelines for developing short answer questions				
	Guidelines for developing essay type questions				

Week 9	Qualitative analysis of test
	Developing experts agreement: Content Validity Index Piloting test and initial item analysis and reliability
Week 10	Test revisions: Additions, deletions and improvements Assembling the test with test manual having instruction Administration of test
	Scoring criteria for extended response questions
Week 11	Developing Holistic and analytical scoring rubrics
	Suggestions for scoring essay questions
Week 12	Developing Answer- Key of MCQs Items Classification on learning outcomes
	Quantitative analysis Test, Advantages and limitations of item analysis
Week 13	Item Analysis: by using IteMan and Quest softwares etc.
	Item Difficulty Level Item discrimination power
Week 14	Distractor analysis: Effectiveness of Distractor
	Determining guessing Inter- rater scoring consistency
Week 15	Technological Advances in assessment and testing Computer Assisted Assessment
	Automated online tutorials: new formats for assessment Online assessment
Week 16	Advantages and limitations of CAA Preparing result sheets
	Grading and ranking Reporting assessment results
Textbooks and References	
Haladyna, T. M. (1999) <i>Developing and validating multiple choice test items</i> . (2 nd edition). Mahwah, NJ: Erbaum.	
McMillan, J. H. (1997) <i>Classroom assessment</i> . Boston: Allyn and Becon.	
McMillan, James H.(2014) <i>Classroom Assessment: Principles and practice for affective standard based instruction</i> , 6 th edition.	
McNamara, T.F.(2006) <i>Language Testing :Social dimension</i> , Blackwekk publishing limited.	
Shultz, Kenneth S. <i>Measurement Theory in Action:Case studies and exercises</i> ,Sage Publication Ltd. India	
Susan M.Butter and Nancy D.McMunn (2006) <i>A teacher to Classroom Assessment:Understanding and using assessment to Improve learning</i> Jossey-Boss	
Some Journals in the Area of Assessment and Evaluation	
Applied Measurement in Education	
Educational Measurement	
Educational Measurement: Issues and Practice	

Journal of Educational Measurement

Practical Assessment, Research and Evaluation (PARE)

Quality in Higher Education

Review of Educational Research

Studies in Higher Education

Useful Websites

ACT research reports:	http://act.org/research/reports/index.html
Buros Institute:	http://www.unl.edu/buros/
Educational testing Service:	http://www.ets.org/research/index.html
NCME :	http://www.ncme.org/
PISA:	http://www.pisa.occd.org/
TIMSS/PIRLS:	http://tims.bc.edu/
PBS TeacherLine:	http://www.cnets.org/teachers/t_stands.html
Journal of PARE:	http://pareonline.net/
Standard Setting:	http://www.education.ualberta.ca/educ/psych

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-753	Credit Hours	3
Course Title	Theories of Test Development				
Course Description					
<p>This course offers a comprehensive examination of the theories, methodologies, and practices involved in the development of educational assessments. It covers the fundamental principles of test construction, including validity, reliability, and fairness, and explores various psychometric models and item response theories. Students will engage in practical exercises to apply theoretical concepts to real-world assessment scenarios and develop the skills necessary for designing effective tests.</p>					
Course Objectives & Outcomes					
<p>After studying this course students will be able to:</p> <ol style="list-style-type: none"> 1. understand the theoretical foundations of test development in educational assessment. 2. explore the principles of validity, reliability, and fairness in testing. 3. analyze various psychometric models and item response theories. 4. develop practical skills for constructing and evaluating tests. 5. critically assess the ethical considerations and limitations of test development practices 					
Syllabus Breakdown					
Week 1	<p>Introduction to Test Development Overview of educational assessment. Historical perspectives on test development. Importance of validity, reliability, and fairness in testing</p>				
Week 2	<p>Foundations of Assessment Theory Key concepts in assessment theory. Classical test theory vs. modern test theory. Understanding construct validity and its implications</p>				
Week 3	<p>Reliability in Testing Types of reliability: internal consistency, test-retest, and inter-rater reliability. Estimating reliability coefficients. Strategies for improving reliability in test design.</p>				
Week 4	<p>Validity in Testing Defining validity: content, criterion, and construct validity. Evidence-based validity arguments. Addressing threats to validity in test development</p>				
Week 5	<p>Item Development Principles of item writing. Item formats: multiple-choice, essay, and performance tasks. Item analysis techniques.</p>				
Week 6	<p>Item Response Theory (IRT) Introduction to IRT models. Basic principles and assumptions of IRT. Estimating item parameters and test information functions.</p>				

Week 7	Classical Test Theory (CTT) Understanding CTT and its limitations. Reliability estimation in CTT. Relationship between CTT and IRT.
Week 8	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation.
Week 9	Test Equating and Scaling Equating methods: equipercentile, item response theory, and anchor test. Scaling techniques: linear transformation, equating transformations. Applications of equating and scaling in standardized testing
Week 10	Differential Item Functioning (DIF) Definition and detection of DIF. Types of DIF: uniform and non-uniform. Methods for addressing DIF
Week 11	Fairness in Testing Understanding test bias and fairness. Socio-cultural factors in test development and administration. Strategies for promoting fairness in testing.
Week 12	Performance Assessment and Rubric Development Principles of performance assessment. Developing scoring rubrics. Validity and reliability issues in performance assessment
Week 13	Computer-Based Testing (CBT) Advantages and challenges of computer-based testing. Designing and implementing computerized assessments. Security and integrity in CBT.
Week 14	Innovative Approaches in Test Development Adaptive testing: principles and applications. Performance-based assessment in the digital age. Future directions in test development
Week 15	Ethical Considerations in Test Development Ethical guidelines for test developers. Privacy, confidentiality, and data security. Transparency and accountability in testing practices
Week 16	Culminating Projects and Course Review Student presentations: showcasing test development projects or research findings. Review of course objectives, key concepts, and student learning outcomes. Final discussions, reflections, and feedback.
Textbooks and References	
<p>Frey, B. B., Schmitt, V. L., & Allen, J. P. (2010). <i>Defining And Validating Measures Of Constructed Response Scoring Ability</i></p> <p>Kane, M. T. (2013). <i>Validation</i>.</p> <p>Crocker, L., & Algina, J. (2008). <i>Introduction To Classical And Modern Test Theory</i>.</p> <p>Messick, S. (1995). <i>Validity Of Psychological Assessment: Validation Of Inferences From Persons' Responses And Performances As Scientific Inquiry</i>.</p> <p>Haladyna, T. M., & Rodriguez, M. C. (2013). <i>Developing And Validating Test Items</i>.</p>	

Embretson, S. E., & Reise, S. P. (2013). *Item Response Theory For Psychologists*.
 Lord, F. M., & Novick, M. R. (1968). *Statistical Theories Of Mental Test Scores*.
 Kolen, M. J., & Brennan, R. L. (2014). *Test Equating, Scaling, And Linking: Methods And Practices*.
 Holland, P. W., & Wainer, H. (2012). *Differential Item Functioning*.
 Camara, W. J., & Echemnach, G. (2000). *Strategies For Fairness In Educational Assessment Of English Language Learners*.
 Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment Of Students*.
 Bennett, R. E., & Bejar, I. I. (2013). *Validation Of Computerized Adaptive Testing*.
 Mislevy, R. J., Steinberg, L. S., & Almond, R. G. (2003). *On The Structure Of Educational Assessments*.
 American Educational Research Association, American Psychological Association, & National Council On Measurement In Education. (2014). *Standards For Educational And Psychological Testing*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-754	Credit Hours	3
Course Title	Portfolio Assessment: Practices and Developments				
Course Description					
This course explores the theory, design, and implementation of portfolio assessment as an alternative method of evaluating student learning and performance. It examines various types of portfolios, their components, and their alignment with learning objectives. Students will engage in critical discussions, practical exercises, and portfolio development projects to deepen their understanding of portfolio assessment practices and innovations.					
Course Objectives & Outcomes					
After studying this course students will be able to:					
<ol style="list-style-type: none"> 1. understand the principles and purposes of portfolio assessment in educational contexts. 2. explore different types of portfolios and their applications in diverse disciplines. 3. analyze strategies for designing, implementing, and evaluating portfolios. 4. develop practical skills for constructing and assessing portfolios. 5. examine current trends and developments in portfolio assessment 					
Syllabus Breakdown					
Week 1	Introduction to Portfolio Assessment Overview of portfolio assessment: definitions and purposes. Historical perspectives and theoretical foundations. Types of portfolios: showcase, developmental, and assessment				
Week 2	Portfolio Development Process Steps in portfolio development: selection, reflection, and evaluation. Setting clear criteria and standards for portfolio assessment. Ethical considerations in portfolio development				
Week 3	Types of Portfolios Assessment portfolios vs. showcase portfolios. Process portfolios vs. product portfolios. Electronic portfolios (e-portfolios) and their advantages				
Week 4	Portfolio-Based Assessment Strategies Integrating portfolios into formative and summative assessment. Portfolio assessment rubrics and scoring guides. Combining portfolios with other assessment methods				
Week 5	Criteria for Effective Portfolios Establishing criteria for portfolio content and organization. Aligning portfolio objectives with learning outcomes. Addressing authenticity and relevance in portfolio assessment.				
Week 6	Reflection in Portfolio Assessment Importance of reflection in portfolio development. Reflective prompts and activities for portfolio entries. Incorporating metacognitive strategies into portfolio assessment				
Week 7	Midterm Review and Exam				

	Review of key concepts and theories covered in the first half of the course. Midterm examination preparation
Week 8	Portfolio Assessment in Different Disciplines Applications of portfolio assessment in various academic fields. Disciplinary differences in portfolio content and evaluation criteria. Case studies of portfolio implementation across disciplines
Week 9	Authentic Assessment in Portfolios Defining authentic assessment and its alignment with portfolio practices. Assessing real-world skills and competencies through portfolios. Strategies for promoting authenticity in portfolio tasks.
Week 10	Peer and Self-Assessment in Portfolios Integrating peer and self-assessment into portfolio practices. Benefits and challenges of peer and self-assessment. Establishing criteria and guidelines for effective peer and self-assessment
Week 11	Portfolio Assessment and Student Engagement Promoting student engagement and ownership through portfolio assessment. Fostering a growth mindset and resilience in portfolio development. Using portfolios to cultivate reflective learners
Week 12	Technology Integration in Portfolio Assessment Leveraging digital tools and platforms for portfolio creation and assessment. Designing multimedia and interactive portfolios. Addressing accessibility and equity in e-portfolio implementation
Week 13	Portfolio Assessment for Program Evaluation Using portfolios for programmatic assessment and accreditation. Collecting and analyzing portfolio data for program improvement. Engaging stakeholders in portfolio-based program evaluation
Week 14	Cultural and Ethical Considerations in Portfolio Assessment Recognizing cultural diversity in portfolio assessment practices. Addressing bias and fairness in portfolio evaluation. Ethical guidelines for portfolio development and assessment
Week 15	Innovations and Future Trends in Portfolio Assessment Emerging technologies and tools in portfolio assessment. Competency-based assessment and digital badges. Future directions and challenges in portfolio assessment
Week 16	Culminating Projects and Course Review Student presentations: showcasing portfolio development projects or research findings. Review of course objectives, key concepts, and student learning outcomes. Final discussions, reflections, and feedback
Textbooks and References	
Tierney, R. D., & Carter, M. A. (1994). <i>Portfolio Assessment in the Reading-Writing Classroom</i> . Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). <i>What Makes a Portfolio a Portfolio?</i> . Barrett, H. C. (2005). <i>White Paper: Researching Electronic Portfolios and Learner Engagement</i> . Cambridge, D., Cambridge, B., Yancey, K. B., & Gere, A. R. (2001). <i>Electronic Portfolios: A Look at the Research</i> .	

Wolf, D., Bixby, J., Glenn, J., & Gardner, H. (1991). *To Use Their Minds Well: Investigating New Forms of Student Assessment*.

Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*.

Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). *The Portfolio Approach to Assessment: A Case Study in Higher Education*.

Wiggins, G. (1998). *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*.

Topping, K. J. (2009). *Peer Assessment*.

Zimmerman, B. J. (2002). *Becoming a Self-Regulated Learner: An Overview*.

Reynolds, C., Patton, J., & Pugach, M. (2000). *Portfolios and Performance Assessment in Teacher Education*.

Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment for Student Learning: Doing It Right-Using It Well*.

Camara, W. J., & Lane, S. (2006). *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*.

Hutchings, P., & Shulman, L. S. (1999). *The Scholarship of Teaching: New Elaborations, New Developments*.

Suggested Teaching Approaches

Lecture, Discussion, Cooperative Learning, Class Activities, Presentations

Course Assignments / Practical Activities, etc.

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-761	Credit Hours	3
Course Title	Quality Assurance: Theory and Practice				
Course Introduction					
<p>This course provides students with the foundational knowledge on the concept of ‘Quality Assurance’ with specific reference to Education. The content of the course is enriched with the early philosophies of quality which then further translate in the domain of International Standard Organization. Along with the provision of practical implications of the principles of quality in education, the course also offers an insight to elaborate the challenges in this area. The content is aimed to present a holistic picture of the fundamental concepts of quality in education along with their workability in our national context.</p>					
Learning Outcomes					
<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamental concepts of quality. 2. Critically discuss the philosophies of quality. 3. Describe the eight principles of quality. 4. Explain the International Organization for Standardization 5. Elaborate the working of ISO Technical Committee (ISO / TC 232) for Education and Learning Services 6. Elaborate the services of ISO 29993: Learning services outside formal education 7. Discuss the role of Quality Assurance Agency in Pakistan 					
Course Content					
Week 1	1. Introduction to Quality Assurance 1.1. Elements of Quality Assurance in Education 1.2. TQM in Education				
Week 2	2. Quality Assurance: A Historical Backdrop 2.1. Deming Philosophy 2.2. Juran Philosophy				
Week 3	2.3. Crosby philosophy 2.4. Comparisons of quality philosophies				
Week 4	3. Fundamental Concepts of Quality 3.1. Quality Conformance 3.2. Quality Assurance				

Week 5	3.3. Quality Control 3.4. Quality Inspection		
Week 6	4. International Organization for Standardization 4.1. Overview of ISO 21001:2018		
Week 7	4.2. EOMS- Management Systems for Educational Organizations 4.2.1. Organizational Context		
Week 8	4.2.2. Leadership 4.2.3. Planning		
Week 9	4.2.4. Support 4.2.5. Operation		
Week 10	4.2.6. Performance Evaluation 4.2.7. Improvement		
Week 11	5. ISO / TC 232: Education and Learning Services		
Week 12	6. ISO 29993: Learning services outside formal education 6.1. Vocabulary for Education and Learning Services		
Week 13	7. The Eight Principles of Quality Management		
Week 14	8. Quality Management System for Schools		
Week 15	9. Challenges of Quality Assurance in Education		
Week 16	10. Quality Assurance of Education in Pakistan		
Textbooks and Reading Material			
Allais, S. M. (2009). <i>Quality assurance in education</i> . Johannesburg: Centre for Education Policy Development. Matorera, D. (2018). Quality management systems in education. Quality management systems. <i>A selective presentation of case-studies showcasing its evolution</i> , 21-46. Mitra, A. (2016). <i>Fundamentals of quality control and improvement</i> . John Wiley & Sons. Mukhopadhyay, M. (2020). <i>Total quality management in education</i> . SAGE Publications Pvt. Limited. Sallis, E. (2014). <i>Total quality management in education</i> . Routledge.			
Teaching Learning Strategies			
Teaching will be done through lecture method with a combination of tasks/ projects and presentations			
Assignments: Types and Number with Calendar			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.

2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-762	Credit Hours	3
Course Title	Standards and Standardization in Education				
Course Introduction					
<p>This course provides students with the foundational knowledge on the concept of ‘Quality Assurance’ with specific reference to Education. The content of the course is enriched with the early philosophies of quality which then further translate in the domain of International Standard Organization. Along with the provision of practical implications of the principles of quality in education, the course also offers an insight to elaborate the challenges in this area. The content is aimed to present a holistic picture of the fundamental concepts of quality in education along with their workability in our national context.</p>					
Learning Outcomes					
<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamental concepts of quality. 2. Explain the International Organization for Standardization 3. Elaborate the working of ISO Technical Committee (ISO / TC 232) for Education and Learning Services 4. Elaborate different ISO standards for management system and educational support services 5. Discuss the role of Quality Assurance Agency in Pakistan 					
Course Content					
Week 1	11. Fundamental Concepts of Quality 11.1. Quality Conformance 11.2. Quality Assurance 11.3. Quality Control 11.4. Quality Inspection				
Week 2	12. Introduction to Quality Standards 13. Need and Importance of Standards				
Week 3	14. Scope of Quality Standards				
Week 4	15. Quality Management Standards 5.1. ISO:21000 2020				
Week 5	16. Performance Management Standards 6.1. KHDA 6.2. Ofsted				

Week 6	6. Performance Management Standards 6.3. Georgia States Standards for Schools, USA 6.4. Pakistan Standards for Schools		
Week 7	7. International Organization for Standardization 7.1. ISO Standards Development Process		
Week 8	7.2. Overview of ISO 21001:2018		
Week 9	Revision and Mid Term Exam		
Week 10	7.3. Management Systems for Educational Organizations 7.3.1. Organizational Context 7.3.2. Leadership 7.3.3. Planning		
Week 11	8.4. Support 8.5. Operation 8.6. Performance Evaluation 8.7. Improvement		
Week 12	7.4. Overview of ISO 29991:2020, Language Learning Services Requirements		
Week 13	7.5. Overview of ISO 29992:2018, Assessment of outcomes of learning services — Guidance		
Week 14	7.6. Overview of ISO 29993:2017 Learning services outside formal education — Service requirements		
Week 15	7.7. Overview of ISO 29994:2021 Education and learning services — Requirements for distance learning		
Week 16	7.8. Overview of ISO 29995:2021 Education and learning services — Vocabulary 8. The role of PSQCA in development and implementation of Quality Standards.		
Textbooks and Reading Material			
Allais, S. M. (2009). <i>Quality assurance in education</i> . Johannesburg: Centre for Education Policy Development. Matorera, D. (2018). Quality management systems in education. Quality management systems. A selective presentation of case-studies showcasing its evolution, 21-46. Mitra, A. (2016). Fundamentals of quality control and improvement. John Wiley & Sons. Mukhopadhyay, M. (2020). Total quality management in education. SAGE Publications Pvt. Limited. Sallis, E. (2014). Total quality management in education. Routledge.			
Teaching Learning Strategies			
Teaching will be done through lecture method with a combination of tasks/ projects and presentations			
Assignments: Types and Number with Calendar			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details

1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-763	Credit Hours	3
Course Title	Performance Excellence Award and Ranking				
Course Introduction					
<p>This course provides students with knowledge of Performance Excellence Awards and Ranking with specific reference to Education. The content of the course is enriched with the details of different quality indicators and criterion the institutional ranking at national and international level. The content is aimed to present a holistic picture of the fundamental concepts of quality awards and their criteria.</p>					
Learning Outcomes					
<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concepts of Performance Excellence. 2. Explain the Malcom Baldrige National Quality Award 3. Elaborate different Quality Excellence Awards 4. Introduce Global Teacher Prize 5. Discuss the role of Quality Assurance Agency in Pakistan 					
Course Content					
Week 1	<ol style="list-style-type: none"> 1. Concepts of Quality 2. Concept of Performance Excellence 				
Week 2	<ol style="list-style-type: none"> 3. Introduction of Quality Awards 4. Introduction to Malcom Baldrige National Quality Award 4.1. Core Values of Baldrige Framework 				
Week 3	<ol style="list-style-type: none"> 4.2. Baldrige Focused Areas 4.3. Dimensions of Baldrige Framework 				
Week 4	<ol style="list-style-type: none"> 4.4. Self-Assessing the Organization 4.5. Baldrige Improvement Tools 				
Week 5	<ol style="list-style-type: none"> 5. Quality Excellence Awards: Introduction 5.1. International Quality Award: IRCA, Japan 				
Week 6	<ol style="list-style-type: none"> 6. Singapore Quality Award 				
Week 7	<ol style="list-style-type: none"> 7. Global Teacher Prize 				

	7.1. Introduction to Global Teacher Prize 7.2. Criteria of Global Teacher Prize		
Week 8	8. National Awards for Best University Teachers – HEC		
Week 9	9. University Ranking Criteria of HEC		
Week 10	10. Office of research, Innovation, & Commercialization (ORIC)		
Week 11	11. International Ranking criteria of universities		
Week 12	12. Criteria for Quality Assurance in Pakistan		
Week 13	13. Self-Assessment Program of Higher Education Commission		
	13.1.	Curriculum design and organization	
Week 14	13.2.	Laboratories and computing facilities	
	13.3.	Student support and advising	
Week 15	13.4.	Procedure control	
	13.5.	Faculty	
Week 16	13.6.	Instructional facilities	
	13.7.	Instructional support	
Textbooks and Reading Material			
Allais, S. M. (2009). <i>Quality assurance in education</i> . Johannesburg: Centre for Education Policy Development.			
Matorera, D. (2018). Quality management systems in education. Quality management systems. <i>A selective presentation of case-studies showcasing its evolution</i> , 21-46.			
Mitra, A. (2016). <i>Fundamentals of quality control and improvement</i> . John Wiley & Sons.			
Mukhopadhyay, M. (2020). <i>Total quality management in education</i> . SAGE Publications Pvt. Limited.			
Sallis, E. (2014). <i>Total quality management in education</i> . Routledge.			
Teaching Learning Strategies			
Teaching will be done through lecture method with a combination of tasks/ projects and presentations			
Assignments: Types and Number with Calendar			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-764	Credit Hours	3
Course Title	Quality Auditing in Education				
Course Introduction					
<p>This course provides an in-depth examination of quality auditing in educational institutions, focusing on theoretical foundations, practical methodologies, and implementation strategies. Students will explore various frameworks and standards for assessing educational quality, conduct audits, analyze findings, and develop recommendations for improvement. Emphasis will be placed on critical thinking, data analysis, and communication skills essential for effective quality auditing in education.</p>					
Learning Outcomes					
<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of quality auditing in education and its significance for institutional improvement. 2. Analyze different quality assurance frameworks, standards, and models applicable to educational settings. 3. Develop skills to plan, conduct, and report on quality audits in educational institutions. 4. Evaluate the effectiveness of quality auditing processes in enhancing educational outcomes. 5. Apply ethical principles and professional standards in conducting quality audits 					
Course Content					
Week 1	1. Introduction to Quality Auditing in Education 1.1. Definition and scope of quality auditing 1.2. Importance of quality assurance in education				
Week 2	1.3. Historical overview and evolution of quality auditing practices 2. Quality Assurance Frameworks and Standards 2.1. Overview of quality assurance frameworks (e.g., ISO, EFQM, Baldrige)				
Week 3	2.2. National and international quality standards in education 2.3. Comparative analysis of quality assurance models				
Week 4	3. Principles and Practices of Quality Auditing 3.1. Principles of quality auditing in education 3.2. Audit planning, preparation, and execution				
Week 5	3.3. Data collection methods and tools 4. Quality Audit Process: Documentation and Evidence				

	4.1.Document review and analysis
Week 6	4.2.Gathering and evaluating evidence of quality 4.3.Ensuring reliability and validity of audit data
Week 7	5. Data Analysis and Interpretation 5.1.Statistical analysis techniques in quality auditing 5.2.Interpreting audit findings and trends
Week 8	5.3.Identifying strengths, weaknesses, opportunities, and threats (SWOT analysis) 6. Reporting and Communication in Quality Auditing 6.1.Writing audit reports: structure and content
Week 9	6.2.Effective communication of audit findings 6.3.Engaging stakeholders in the audit process
Week 10	7. Ethical Considerations in Quality Auditing 7.1.Ethical principles and professional standards in auditing 7.2.Confidentiality, integrity, and objectivity in auditing practices
Week 11	7.3.Addressing conflicts of interest and ethical dilemmas 8. Continuous Improvement and Follow-Up 8.1.Utilizing audit findings for improvement planning
Week 12	8.2.Implementing recommendations and action plans 8.3.Monitoring and evaluating progress post-audit
Week 13	9. External and Internal Quality Assurance Mechanisms 9.1.Role of external quality assurance agencies (e.g., accreditation bodies) 9.2.Internal quality assurance systems and processes
Week 14	9.3.Collaborative approaches to quality assurance 10. Case Studies in Educational Quality Auditing 10.1. Analysis of real-world quality audit reports 10.2. Identifying best practices and areas for improvement 10.3. Lessons learned from successful quality audits
Week 15	11. Emerging Trends and Future Directions 11.1. Innovations in quality auditing methodologies 11.2. Technology-driven approaches to quality assurance 11.3. Anticipated developments in educational quality assurance
Week 16	12. Capstone Project and Course Conclusion 12.1. Presentation of capstone projects 12.2. Reflection on key learnings and insights

12.3. Future directions in quality auditing in education

Textbooks and Reading Material

Accreditation Board for Engineering and Technology (ABET). (2018). *Accreditation Policy and Procedure Manual*.

Quality Assurance Agency for Higher Education (QAA). (2019). *A Handbook for Reviewers of the Quality Assurance Agency for Higher Education*.

Bessant, J. (2003). *High Involvement Innovation: Building and Sustaining Competitive Advantage Through Continuous Change*.

Gareis, R. (2010). *Happy About Global Project Management*.

Fisher, C., & Lovell, A. (2009). *Business Ethics and Values: Individual, Corporate and International Perspectives*.

AICPA. (2018). *Code of Professional Conduct*.

Kahan, S., & Kahan, J. (2012). *Quality Audits for Improved Performance*.

Butt, G. (2012). *Undertaking a Qualitative Review of Thematic Network Diagrams*.

Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Patton, M. Q. (2014). *Qualitative Research & Evaluation Methods*.

Neely, A., Adams, C., & Kennerley, M. (2002). *The Performance Prism: The Scorecard for Measuring and Managing Business Success*.

Robson, C. (2011). *Real World Research*.

Greenfield, T. (2010). *Auditing for Quality Assurance in Context*.

Gill, T. (2016). *Principles of Auditing and Other Assurance Services*.

European Association for Quality Assurance in Higher Education (ENQA). (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

Quality Assurance Agency for Higher Education (QAA). (2018). *The UK Quality Code for Higher Education*.

Harvey, L., & Green, D. (1993). *Defining Quality*.

Smith, P. (2011). *Quality assurance in higher education: The evolution of systems and design ideals*.

Teaching Learning Strategies			
Teaching will be done through lecture method with a combination of tasks/ projects and presentations			
Assignments: Types and Number with Calendar			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-771	Credit Hours	3
Course Title	Inclusive Classroom Development				
Course Introduction					
<p>Inclusion is a buzzword in educational discussion, this course bridges the gap between theoretical discussions and the real attitudes and experiences of teachers and parents. For all teachers, student teachers, and education policy makers. How are equity strategies and legislation experienced in local contexts? What specific processes and discourses are relevant for more inclusive educational experiences especially in developing country contexts of the global south? These are complex and problematic questions that linger in contemporary international debates and require wide investigation and critical examination.</p> <p>This course will be appropriate because it offers much in this regard, bringing together insights from a diverse line-up of contributors, it presents wide-ranging exploration of these questions. Through a rich range of contexts, conditions, subjects, theoretical lenses and empirical evidence, the course contributes significantly to the important debates around social and educational inclusion as well as key arguments against sustained exclusions and social reproduction.</p> <p>Course on Inclusive Classroom development integrates knowledge and practice from the fields of education, keeping in view the challenges of diversity and inclusion. It also have stronger connections between race, class, sexual orientation, gender, and disability to emphasize intersecting identities and experiences; stronger emphasis on curriculum and teaching rather than on attitudes toward disability; and updates to current events, cultural references, resources, research literature, laws, and policies</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Able to understand connections between race, class, sexual orientation, gender, and disability. 2. Able to emphasize intersecting identities and experiences. 3. Able to understand pedagogies. 4. Able to develop curriculum for inclusive classrooms. 5. Able to teach in inclusive setup. 6. Able to work on attitude change towards inclusive practices. 					
Course Content					
Week 1	1.1 Introduction to Diversity and Inclusion What is Inclusive Education?				
	Equity Diversity Social Justice Inclusion in Education				
Week 2	Perspectives on Disability <ol style="list-style-type: none"> i. Culture and Discourse ii. The Medical Model iii. Social Models of Disability 				

	<ul style="list-style-type: none"> iv. A Sociopolitical Orientation to Disability v. Other Orientations within the Social Model vi. Disability, Impairment, and Handicap, Disability and Language, Disability Labels vii. Disability Euphemisms
	<p>People-First Language</p> <ul style="list-style-type: none"> i. Identity-First Language ii. Disability Perspectives in Language
Week 3	<ul style="list-style-type: none"> iii. Cultures of Exclusion iv. Disability as Burden v. Eugenics and the Return of Extermination vi. The New Eugenics?
	<p>Concept about disability</p> <ul style="list-style-type: none"> i. Disability as Object of Dread ii. Disability as Object of Pity iii. Early American Practices, facilities iv. The Rise of Institutions v. The Problem with Pity
Week 4	<p>Moving Toward Cultures of Inclusion, The Disability Rights Movement</p> <ul style="list-style-type: none"> i. Public Policy for Integration ii. Section 504 of the Vocational Rehabilitation Act, the Education for All Handicapped Children Act, ADA iii. Disability Rights and Education
	<ul style="list-style-type: none"> i. Free Appropriate Public Education (FAPE) ii. Least Restrictive Environment (LRE) iii. Influence of Paradigms on Public Policy
Week 5	<p>Disability in Schools</p> <ul style="list-style-type: none"> i. Conceptualizing Disability in School ii. Idea Definitions of various disabilities iii. Visual impairment, hearing impairment, intellectual disabilities, learning disabilities, Autism, emotional disturbances
	<p>Conclusion:</p> <ul style="list-style-type: none"> i. Conceptualizing Disability in Schools
Week 6	<p>Disabilities and Initial Approaches for Creating Inclusive Environments</p> <ul style="list-style-type: none"> i. Primary Considerations Human Variation is Normal ii. Everyone Utilizes the Help and Support of Others iii. Assess School Practices for Barriers to Inclusivity
	<p>General Information About Specific Disabilities</p> <ul style="list-style-type: none"> i. Variations Apparent in Physique or Movement ii. Experiencing a Physical Disability iii. Common-Sense Approaches and disabilities accommodations
Week 7	<p>Curriculum and Inclusive Education</p> <ul style="list-style-type: none"> i. Approaches to students diversity ii. Toward Integration of Public Education iii. Teaching iv. Pluralism as a Social Practice
	<p>Diversity as Curricular Practice</p>

	<ul style="list-style-type: none"> i. Pedagogies for Liberation ii. DE schooling
Week 8	Inclusive pedagogies
	Developing Individualized educational plans <ul style="list-style-type: none"> i. Collaborative IEP Meetings, Students led IEP ii. Professional Collaboration iii. Specialists, Schools Aids, and health & Para Professional Related Services
Week 9	Instructional Design for inclusive classroom <ul style="list-style-type: none"> i. Resisting Normative Practices ii. Learning Theories
	Universal Design in Education <ul style="list-style-type: none"> i. UDL in Practice
Week 10	Planning Curriculum <ul style="list-style-type: none"> i. Developing Coherence in Curriculum ii. Individuating Curriculum at the Planning Stage iii. Multicultural Education
	Developing Materials and Instructional Methods <ul style="list-style-type: none"> i. Methods in UDL
Week 11	Assessment and Reflective Practice <ul style="list-style-type: none"> i. Assessment methods ii. Reflective Practices
	<ul style="list-style-type: none"> i. Research Supporting UDL ii. Research Supporting Differentiated Instruction
Week 12	Designing Curriculum to Account for inclusive classrooms
	Diversifying Curriculum Content
Week 13	How do we Participate Diversifying Curriculum Content in Inclusive Education?
	Multicultural, bilingual, transgender
Week 14	Awareness <ul style="list-style-type: none"> i. Teachers ii. Parents iii. Peer iv. Society
	Influencing Attitudes towards Inclusion <ul style="list-style-type: none"> i. Teachers ii. Parents iii. Peer iv. Society
Week 15	Experiential Methods <ul style="list-style-type: none"> i. Demystifying Assistive Devices ii. Aids iii. Appliances iv. Adaptive Technology v. Simulations
Week 16	Practical efforts for inclusion

	<ol style="list-style-type: none"> i. Inviting Guests with Disabilities ii. Classroom Activities in inclusive Education iii. Extracurricular activities <ol style="list-style-type: none"> i. Access ii. Removing all barriers 		
Conclusion / Recap and Discussion on the course			
Textbooks and Reading Material			
Suggested Books			
1.1 Disability Studies and the Inclusive Classroom Disability Studies and the Inclusive Classroom is a core textbook that integrate			
1.2 Disability Studies and the Inclusive Classroom Critical Practices for Embracing Diversity in Education Second Edition Susan Baglieri with Arthur Shapiro			
1.3 Inclusion, Equity, Diversity, and Social Justice in Education A Critical Exploration of the Sustainable Development Goals Sustainable Development Goals Series			
1.4 Journal Articles on inclusive education			
Teaching Learning Strategies			
<ol style="list-style-type: none"> 6. Lectures 7. Discussion 8. Project method 9. Role play 			
Assignments:Types and Number with Calendar			
<ul style="list-style-type: none"> • Design Inclusive classroom curriculum for diverse learners • Design Individualized educational plan for Visually Impaired, Hearing-Impaired, Learning-disabled students. • Design play time Activities for diverse learners • After midterm submission time. 			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-772	Credit Hours	3
Course Title	Diversity and Inclusion				
Course Introduction					
<p>This course examines the implementation of programs and policies designed to promote social inclusion and equity. It deals with practices, across a range of educational settings, respond to social diversity, and it examines the barriers as well as the opportunities for achieving more equitable and inclusive educational participation and experiences.</p> <p>Students will be encouraged to draw on their own professional and educational experiences as an initial basis to investigate diversity and social inclusion.</p> <p>The subject combines overview of current research and policy with case studies of particular workplace and educational initiatives.</p> <p>Topics covered include: diversity and inclusion in the workplace, in higher education, in early childhood, in secondary and primary schooling; disability; social exclusion; race and ethnicity; gender; socio-economic leadership and institutional change; educational reform; international trends in diversity and inclusion policies.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will able to:</p> <ol style="list-style-type: none"> 1. Discuss current policy agendas on social diversity, inclusion and transitions in relation to education and young people 2. Review and critique theory and research on diversity, inclusion and transitions in relation to young people and education 3. Understand the relationship between diversity and inclusion in particular settings, such as schools, workplaces, higher and further education and early childhood 4. Develop a critical and informed perspective on the implications of social change for educational theories and practices in diversity, inclusion and transition. 					
Course Content					
Week 1	1.1 what is diversity 1.2 Basis of diversity 1.3 Diversity management				
	What is inclusion Factors affecting inclusion				
Week 2	What is inclusive education Index of inclusion				
	i. Policy, Discourse and Epistemology in Inclusive Education				
Week 3	Disability Studies and the Inclusive Classroom				
	i. Inclusion and Inclusive Education				

	<p>ii. Disability and Society</p> <p>Issues and Solutions:</p> <p>i. A Literature Review of the Deficit Discourses Concerning Under-Represented Students</p>
Week 4	<p>Learning through an Undisciplined Lens:</p> <p>ii. The Centering of Indigenous Knowledge and Philosophies in Higher Education in Australia</p> <p>Foregrounding Diverse Voices and Inclusive Practices</p> <p>iii. Positive side of inclusion based on diverse learners</p>
Week 5	<p>Goals of Inclusive Education</p> <p>Education For All</p>
Week 6	<p>Parent–Teachers expectations:</p> <p>Experiences of supporting Children with special needs and Disability in Schools</p>
Week 7	<p>Disrupting Mainstream Education Through Capacity Building</p> <p>Removal of various barriers</p>
Week 8	<p>Implementing Inclusive Pedagogies: What Regular Primary Classroom Teachers Know and Do</p> <p>Individualized Education Plan Formulations</p> <p>i. Role of teacher</p> <p>ii. Role of psychologist</p> <p>iii. Role of parent</p>
Week 9	<p>Existing Biases in Inclusion</p> <p>i. Enlisting of Biases</p> <p>ii. Strategy for avoidance of Biases</p> <p>Attitude change towards Diversity and inclusion</p>
Week 10	<p>Teacher preparedness</p> <p>Teachers Training focus for inclusive setting</p>
Week 11	<p>The Role of International Study Tours in Cultivating Ethno cultural Empathy: Pre service Teacher Standpoints</p>
Week 12	<p>Diversity based Inclusive curriculum</p>
Week 13	<p>Working Towards a Sustainable, Responsive, Inclusive, and Diverse Global Education Future</p> <p>Discussion on course content for strategy development</p>
Week 14	<p>Conflict Management</p> <p>Supporting learning environment</p>
Week 15	<p>Creating and Supporting Inclusive Learning Environments</p> <p>Diversity and inclusion implementation challenges</p>

Week 16	Diversity at work place		
	Acceptance of Diversity in society		
Textbooks and Reading Material			
Inclusion, Equity, Diversity, and Social Justice in Education A Critical Exploration of the Sustainable Development Goals Sustainable Development Goals Series			
1.1. Journal Articles/ Reports			
Teaching Learning Strategies			
10. Lecture Method 11. Discussion 12. Focus group discussion			
Assignments: Types and Number with Calendar			
5. Discuss various types of diverse population and its prevalence across various provinces of Pakistan, describe preparedness of school education system for placement of such population in mainstream. 6. Develop an inclusive teaching strategy for diverse population 7. Devise media awareness campaign for inclusive education (for school education department of Punjab)			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-773	Credit Hours	3
Course Title	Inclusive Education: Research to Practice				
Course Introduction					
<p>The aim of this course is to consider how schools can develop inclusive policies and practices for students who experience a range of difficulties in learning or behavior. It highlights debates and contradictions about the realities of inclusion and suggests ways in which practice can move forward. Areas covered include methodologies of conducting research in inclusive setup: covering various steps of research like problem formulations, objectives designing, qualitative and quantitative data collection and analysis. The course will be of particular interest to teachers, educational psychologists and related professionals who face the challenge of meeting the needs of a diverse population within an inclusive framework. It will also be of relevance for students in further and higher education. Here ethical consideration of doing research in the field of inclusive education will also be discussed.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Able to conduct action research in the field of inclusive education 2. Able to be familiar with inclusive policies, practices and experience of wide range of difficulties in learning behavior. 3. Research practices of working with diverse children. 4. Ethical practices of doing research in inclusive settings. 					
Course Content					
Week 1	Introduction to Research in inclusive settings:				
	<ol style="list-style-type: none"> i. Action research: developing inclusive practice and transforming cultures. ii. Disability and empowerment: personal integrity in further education research. iii. From confusion to collaboration: can special schools contributed in Developing inclusive practices for mainstream schools? 				
Week 2	Inclusive education and ethical research				
	<ol style="list-style-type: none"> i. Thinking about inclusion : ii. Whose reason what evidence 				
Week 3	Reflection of doing emancipatory research				
	What is disability and non-disability research				
Week 4	Some key characteristics of an emancipatory research model The problem of accountability				
	<ol style="list-style-type: none"> i. Thinking about inclusion : ii. Whose reason what evidence 				
Week 5	Problem formulation				
	<ol style="list-style-type: none"> i. Characteristics of problem ii. Formulations of objectives 				
Hypotheses					
<ol style="list-style-type: none"> i. Hypothesis types 					

	<ul style="list-style-type: none"> ii. Formulation of hypotheses iii. Hypotheses testing
Week 6	Literature Review <ul style="list-style-type: none"> i. Type of literature
	<ul style="list-style-type: none"> i. Steps in reviewing literature
Week 7	Proposal development
	Step by step approach in proposal development
Week 8	Sampling <ul style="list-style-type: none"> i. Population ii. Sample iii. Probability sampling iv. Nonprobability sampling
	<ul style="list-style-type: none"> i. Sub types of probability and nonprobability sampling
Week 9	Research methods <ul style="list-style-type: none"> i. Qualitative ii. Quantitative
	Tools of Data collection
Week 10	Qualitative methods <ul style="list-style-type: none"> i. Case studies ii. Interviews
	<ul style="list-style-type: none"> i. Observation ii. Focus groupdiscussion
Week 11	Quantitative method
	<ul style="list-style-type: none"> i. Descriptive research design ii. correlational Research Design iii. Survey methods
Week 12	Experimental Research <ul style="list-style-type: none"> i. Qasi experimental research design
	Factor analysis
Week 13	Qualitative data analysis
	Content analysis
Week 14	Quantitative data analysis
	Introduction to SPSS <ul style="list-style-type: none"> i. Data Analysis ii. Application of various statistical tests
Week 15	Data protection issues in educational research
	Principles of good practices <ul style="list-style-type: none"> i. Appropriate use of data ii. Some data protection issues when working with children
Week 16	APA Publication Manual Guidelines
	Extracting article

Textbooks and Reading Material			
<p>2. Textbooks.</p> <p>Ethics and Research in Inclusive Education by Kieron Sheehy, Melanie Nind, Jonathan Rix and Katy Simmons</p> <p>3. Action Research for Inclusive Education Changing places, changing practice, changing minds by Felicity Armstrong and Michele Moores</p> <p>3.1. Books</p> <p>3.2. Journal Articles</p>			
Teaching Learning Strategies			
<p>13. lectures</p> <p>14. class room discussion</p> <p>15. Action Research</p> <p>16. Focus group</p>			
Assignments: Types and Number with Calendar			
<ul style="list-style-type: none"> • Literature review in the field of inclusive education in Pakistan context, keeping in view its implementation status. • Preparation of research proposal in the field of inclusive education on topic of interest mutually agreed by the course teacher and student individually. • Presentations from topic of outline 			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-774	Credit Hours	3
Course Title	Inclusive Teacher education: Teacher for All				
Course Introduction					
<p>The subject of Inclusive Education is very wide and is quite interesting. Course on inclusive Teachers education is for all teachers through which term inclusion will operationally defined and in the light of various the oretical framework. Although inclusive education in Pakistan is a relatively uncommon subject, yet it is very fundamental in achieving the quality education. Inclusive education requires that all school going students have equal learning opportunities regardless of whether someone has a disability or not.</p> <p>This course will offer an opportunity to scholars in the field of education to learn about the machines of inclusive education with reference to learners’ diversity in classroom context.</p> <p>It deals with practices, across a range of educational settings, respond to social diversity, and it examines the barriers as well as the opportunities for achieving more equitable and inclusive educational participation and experiences.</p> <p>Hand on learning experiences of the teaching to students with various disabilities will be provided to teachers.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will able to:</p> <ol style="list-style-type: none"> 5. Understand the mechanics of inclusive teacher education. 6. Understands various challenges and national policy for inclusive teachers’ education execution. 7. Understand various approaches of teachers training. 8. Develop an understanding and capability of scholars in the teaching children with learning disabilities, As per ger Syndrome, communication disorders and orthopedic disabilities in inclusive setting. 					
Course Content					
Week 1	Developing inclusive teacher education? <ol style="list-style-type: none"> i. Introducing of the Course ii. An overview of Inclusion iii. The importance of teacher education for inclusion 				
	Social and political challenges in teacher education for inclusion				

	<ul style="list-style-type: none"> i. Reframing teacher education for inclusion ii. The transition to inclusion iii. Teachers' perceptions about inclusion iv. Teacher attitudes v. Teacher preparation programs for inclusive education
Week 2	A national strategy for supporting teacher educators to prepare teachers for inclusion
	<ul style="list-style-type: none"> i. Innovative approaches for initial teacher preparation ii. Reforming initial teacher education: a necessary but not sufficient condition for developing inclusive practice iii. Educating an education workforce iv. Understanding and dismantling exclusion – the role of the cultural vigilante v. Using teacher development to foster inclusive classroom Practices. vi. Introduction vii. Collaborative inquiry viii. Developing inclusive practices ix. Views from the institution: overcoming barriers to inclusive teacher Education
Week 3	<ul style="list-style-type: none"> i. A content-infused approach to pre-service teacher preparation for inclusive education ii. A framework for improving teaching iii. Teaching Techniques iv. Support for learning
	<ul style="list-style-type: none"> v. Arrangements for developing practice vi. Culture and leadership vii. Policy, Discourse in Inclusive Education viii. Initial teacher education and inclusion: a triad of inclusive experiences
Week 4	<ul style="list-style-type: none"> i. Preparing teachers to work with parents and families of learners with SEN in inclusive schools ii. Using reflective practices for the preparation of pre-service teachers for inclusive classrooms iii. Qualifying teachers for the school for all iv. Preparing teachers to work with parents and families of learners with SEN in inclusive schools v. Creating structures for inclusive development in teacher Education
	A four-ply model of professional development for inclusive education
Week 5	Understanding disability and transforming schools
	Education For All Introduction of the concept
Week 6	Developing inclusive teacher education Introduction Way forward
	Experiences of supporting Children with special needs and Disability in Schools
Week 7	Disrupting Mainstream Education Through Capacity Building Approaches
	Initial teacher training to meet the needs of students with disabilities who are culturally and linguistically diverse <ul style="list-style-type: none"> i. Removal of various barriers

	<ul style="list-style-type: none"> ii. Implementing Inclusive Pedagogies: iii. What Regular Primary Classroom Teachers Know and Do
Week 8	<p>The A La Carte of Classroom management</p> <ul style="list-style-type: none"> iv. Teaching and learning v. Reading for information, use of textbooks and other resource vi. Notemaking and notetaking, Handout vii. Written work and its presentation viii. Classroom management and behaviour This menu is for the rather large number of students ix. Individual Education Plan
Week 9	<p>A menu for supporting children with dyslexia in the inclusive classroom</p> <ul style="list-style-type: none"> i. Introduction ii. First concern iii. Step by step actions needed iv. A La Carte of dyslexia teaching strategies Reading v. Writing vi. Note taking and note making vii. Instructions viii. Reading and understanding ix. Time and the slow worker x. A La Carte for a choice of ways of thinking about students with dyslexia
	<ul style="list-style-type: none"> xi. A Menu for Supporting the Student with Dyspraxia in the Inclusive Classroom xii. First concern xiii. Step by step actions needed xiv. A La Carte of teaching strategies xv. A La Carte of teaching styles xvi. A La Carte for giving instructions
Week 10	<ul style="list-style-type: none"> xvii. A La Carte for written work xviii. Handwriting xix. Word-processing xx. A La Carte for personal organization xxi. A La Carte for PE xxii. A La Carte for Maths xxiii. A La Carte for Art, Craft, Design and Technology xxiv. A mixed salad of subject considerations for the student with dyspraxia
	<p>A menu for supporting children with ADHD in the inclusive classroom</p> <p>Introduction</p> <ul style="list-style-type: none"> i. First concern ii. ADHA iii. Learning iv. Social implications v. School implications vi. ADD vii. ADD and ADHD characteristics viii. Causes and ‘cures’: possible and probable ix. Co-occurring conditions x. Assessment xi. Teaching methodologies

	<ul style="list-style-type: none"> xii. General strategies xiii. Managing behavior in classroom xiv. Lesson planning and task setting xv. Rules, instructions and sanctions Rules xvi. Motivation and reward xvii. Group work, homework, Break time, Timeout
Week 11	<p>A menu for supporting children with Asperger Syndrome in the inclusive classroom</p> <ul style="list-style-type: none"> i. First Concern ii. What is Asperger's? iii. Asperger Syndrome in mainstream schools iv. Recognizing Asperger's v. A La Carte for Asperger Syndrome Teaching styles to fit learning styles vi. A La Carte of instructions and question
	<ul style="list-style-type: none"> i. A La Carte of the school environment and classroom management ii. A La Carte of communication iii. A La Carte of social integration iv. A La Carte of classroom environment
Week 12	<p>What have special needs got to do with mainstream teacher</p> <p>Introduction</p> <ul style="list-style-type: none"> i. It's a fair cop: legal implications ii. What does all this mean for the busy teacher?
	<ul style="list-style-type: none"> iii. What is special need, Disability and Handicapped iv. Definitions v. Commentary vi. Labeling
Week 13	<ul style="list-style-type: none"> vii. Food for thought viii. Success and praise ix. Empathy
Week 14	<p>A menu for supporting children with visual impairment in the inclusive classroom</p> <ul style="list-style-type: none"> i. Introduction ii. Assessment iii. Determination of learning needs
	<ul style="list-style-type: none"> iv. Assistive devices v. Braille vi. Mobility vii. Social interaction viii. Extra-curricular activities ix. Morel development
Week 15	<p>A menu for supporting children with hearing impairment in the inclusive classroom</p> <ul style="list-style-type: none"> i. Introductions of hearing impairment ii. Assessment iii. Assistive devices iv. Communication v. Sign language vi. Extraction of curriculum
	<ul style="list-style-type: none"> vii. Social interaction viii. Extra-curricular activities ix. Vocational training

Week 16	A menu for supporting children with Physical or orthopedics disabilities in the inclusive classroom		
	<ol style="list-style-type: none"> i. Introduction of physical impairment ii. Assessment iii. Determination of learning needs 		
	<ol style="list-style-type: none"> iv. Classroom management v. Accommodations vi. Provision of Assistive device vii. Exams 		
Textbooks and Reading Material			
<ol style="list-style-type: none"> 1. Teacher Education for Inclusion Changing paradigms and innovative approaches Edited by Chris Forlin 2. Common SENSE for the Inclusive Classroom :How Teachers Can Maximise Existing Skills to Support Special Educational Needs Richard Hanks 3. Developing inclusive teachers Education . Tony Booth, Kari Nes and MaritStrømstad 4. FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN MALAWI. David PheleroKumwenda (M.Ed., BA.Ed.) <p>3.3. Journal Articles/ Reports</p>			
.			
<ol style="list-style-type: none"> 1. Lecture Method 2. Discussion 3. Focus group discussion 			
Assignments: Types and Number with Calendar			
<ul style="list-style-type: none"> • Discuss current status of teacher education program of BED. 4 years program with reference to inclusive practices. • Describe preparedness of teachers' education Program for their preparedness the challenges of Inclusive education. • Develop an inclusive teaching strategy for catering the needs of students having learning Disabilities, ADHD, communication disorders. • Describe the need of Professionalism in contemporary school Teachers 			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-781	Credit Hours	3
Course Title	Fundamentals of Early Childhood Care and Education				
Course Introduction					
<p>This course offers an in-depth exploration of the core concepts, theories, and practices in early childhood care and education. It is designed for MPhil level students seeking advanced knowledge and skills in the field. It is an essential course designed to provide students with a comprehensive understanding of the foundational concepts, theories, and practices in the field of early childhood education. This course serves as a cornerstone for students pursuing careers in education, childcare, or child development by exploring the fundamental principles that underpin quality care and education for young children.</p>					
Learning Outcomes					
<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a deep understanding of key theories of child development and learning. 2. Apply research-based best practices in early childhood education. 3. Develop and implement developmentally appropriate curriculum and activities. 4. Assess and address the diverse needs of young children and their families. 5. Critically analyze and contribute to current research in early childhood education 					
Course Content					
Week 1	Unit 1: Foundations of Early Childhood Education Historical perspectives and theories The importance of early childhood education Ethics and professionalism in the field				
Week 2	Unit 2: Child Development: Physical and Cognitive Aspects - Physical and motor development - Cognitive development and brain research - The role of play and exploration				
Week 3	Unit 3: Child Development: Social and Emotional Aspects - Social and emotional development - Attachment theory and relationships - Supporting children's emotional well-being				
Week 4	Unit 4: Language and Literacy Development - Language acquisition and development - Promoting early literacy skills - Diverse language learners				

Week 5	Unit 5: Curriculum Development and Assessment - Designing developmentally appropriate curriculum - Assessment in early childhood education - Curriculum alignment and assessment data
Week 6	Unit 6: Inclusive Practices and Special Education - Inclusive early childhood settings - Supporting children with diverse abilities - Collaborating with special education professionals
Week 7	Unit 7: Family and Community Engagement - Building partnerships with families - Family involvement in education - Engaging with the community
Week 8	Unit 8: Cultural Competence and Diversity - Cultural awareness and responsiveness - Addressing cultural and linguistic diversity - Anti-bias education
Week 9	Unit 9: Technology in Early Childhood Education - Integrating technology into the curriculum - Digital literacy for young children - Screen time and online safety
Week 10	Unit 10: Play-Based Learning and Emergent Curriculum - The role of play in learning - Emergent curriculum and project-based learning - Creating a play-rich environment
Week 11	Unit 11: Policy and Advocacy in Early Childhood Education - Early childhood education policies - Advocacy strategies and organizations - The impact of policy on practice
Week 12	Unit 12: Research Methods in Early Childhood Education - Qualitative and quantitative research methods - Data collection and analysis - Ethical considerations in research
Week 13	Unit 13: Advanced Topics in Early Childhood Education - Emerging issues and trends in the field - Critical analysis of current debates - Innovations in practice and research
Week 14	Unit 14: Project - Part 1 - Selecting a research topic or curriculum project - Literature review and proposal development - Research design and implementation planning
Week 15	Unit 15: Project - Part 2 - Data collection and analysis - Project development and implementation - Writing the report
Week 16	Unit 16: Presentation and Reflection - Presenting findings or curriculum projects - Reflecting on personal and professional growth - Preparing for future career opportunities

Textbooks and Reading Material

Boyd, D. G., & Helen, L. (2014). *Bee, The Developing Child*.

Davis, J. M. (Ed.). (2014). *Young children and the environment*. Cambridge University Press.

Edwards, C. P., Gandini, L., & Forman, G. E. (Eds.). (1998). *The hundred languages of children: The Reggio Emilia approach--advanced reflections*. Greenwood Publishing Group.

Mooney, C. G. (2013). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Redleaf Press

Wortham, S. C., & Hardin, B. J. (2001). *Assessment in early childhood education*. Merrill/Prentice Hall.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-782	Credit Hours	3
Course Title	Early Childhood Education Pedagogies				
Course Introduction					
<p>This course offers an advanced exploration of pedagogical theories, approaches, and strategies in early childhood education. It equips students with the knowledge and skills needed to design and implement effective instructional practices for young learners. The course is designed to provide students with a comprehensive understanding of the various teaching approaches and strategies that are foundational in early childhood education settings. This course explores the pedagogical theories, methods, and practices that shape effective teaching and learning experiences for young children, from birth through age eight. Through critical examination, practical application, and reflective practice, students will gain the knowledge and skills necessary to become competent early childhood educators.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Critically analyze and apply prominent pedagogical theories in early childhood education. 2. Design developmentally appropriate and culturally responsive curriculum and activities. 3. Foster a supportive and inclusive classroom environment for young learners. 4. Utilize technology and research-based practices to enhance pedagogical strategies. 5. Reflect on teaching practices and engage in ongoing professional development. 					
Course Content					
Week 1	<p>Module 1: Foundations of Early Childhood Pedagogy</p> <ul style="list-style-type: none"> - Overview of pedagogical theories and models - Historical perspectives on pedagogy in early childhood education - Ethical considerations in pedagogical practice 				
Week 2	<p>Module 2: Child Development and Pedagogy</p> <ul style="list-style-type: none"> - Theoretical frameworks for understanding child development - The role of play in learning and development - Adapting pedagogical strategies to developmental stages 				
Week 3	<p>Module 3: Curriculum Development and Pedagogical Planning</p> <ul style="list-style-type: none"> - Designing developmentally appropriate curriculum - Constructivist and emergent curriculum approaches - Aligning curriculum with learning objectives 				
Week 4	<p>Module 4: Pedagogical Approaches in Early Childhood</p> <ul style="list-style-type: none"> - Montessori, Reggio Emilia, and Waldorf pedagogies - Integrating pedagogical philosophies into practice 				

Week 5	<p>Module 5: Inclusive Pedagogy and Special Education</p> <ul style="list-style-type: none"> - Creating inclusive classrooms for diverse learners - Differentiated instruction and individualized education plans - Collaboration with special education professionals
Week 6	<p>Module 6: Culturally Responsive Pedagogy</p> <ul style="list-style-type: none"> - Cultural competence in early childhood education - Addressing cultural and linguistic diversity - Family and community engagement in culturally responsive practice
Week 7	<p>Module 7: Technology-Enhanced Pedagogy</p> <ul style="list-style-type: none"> - Integrating technology into early childhood instruction - Digital literacy for young children - Screen time, digital citizenship, and online safety
Week 8	<p>Module 8: Play-Based Pedagogy</p> <ul style="list-style-type: none"> - The role of play in early childhood learning - Strategies for promoting play-based learning - Creating a play-rich environment
Week 9	<p>Module 9: Assessment and Evaluation in Early Childhood</p> <ul style="list-style-type: none"> - Formative and summative assessment strategies - Authentic assessment practices - Using assessment data for instructional planning
Week 10	<p>Module 10: Language and Literacy Pedagogy</p> <ul style="list-style-type: none"> - Language development and early literacy skills - Strategies for promoting language-rich environments - Storytelling, literacy centers, and reading interventions
Week 11	<p>Module 11: Arts and Creativity in Early Childhood Pedagogy</p> <ul style="list-style-type: none"> - The importance of arts and creative expression in learning - Art, music, and movement in early childhood education - Integrating arts into the curriculum
Week 12	<p>Module 12: Outdoor and Nature-Based Pedagogy</p> <ul style="list-style-type: none"> - Benefits of outdoor and nature-based learning - Designing nature-rich outdoor environments - Environmental education in early childhood
Week 13	<p>Module 13: Social and Emotional Pedagogy</p> <ul style="list-style-type: none"> - Promoting social and emotional development - Strategies for supporting children's emotional well-being - Conflict resolution and empathy-building activities
Week 14	<p>Module 14: Reflective Pedagogy and Professional Development</p> <ul style="list-style-type: none"> - Reflective teaching practices and self-assessment - Action research in early childhood education - Strategies for ongoing professional development
Week 15	<p>Module 15: Current Trends and Innovations in Early Childhood Pedagogy</p> <ul style="list-style-type: none"> - Emerging topics and challenges in the field

	<ul style="list-style-type: none"> - Innovations in pedagogical practice and research - Future directions in early childhood education pedagogy 		
Week 16	<p>Module 16: Project - Pedagogical Portfolio</p> <ul style="list-style-type: none"> - Creating a comprehensive pedagogical portfolio - Reflecting on pedagogical growth and development - Presenting the pedagogical portfolio and future aspirations 		
Textbooks and Reading Material			
<p>Brown, S. L. (2009). <i>Play: How it shapes the brain, opens the imagination, and invigorates the soul</i>. Penguin.</p> <p>Edwards, C. P., Gandini, L., & Forman, G. E. (Eds.). (1998). <i>The hundred languages of children: The Reggio Emilia approach--advanced reflections</i>. Greenwood Publishing Group.</p> <p>Lillard, P. P. (1996). <i>Montessori today: A comprehensive approach to education from birth to adulthood</i>. Schocken.</p> <p>Lillard, A. S. (2017). <i>Montessori: The science behind the genius</i>. Oxford University Press.</p> <p>Wortham, S. C., & Hardin, B. J. (2001). <i>Assessment in early childhood education</i>. Merrill/Prentice Hall.</p>			
Teaching Learning Strategies			
Teaching will be done through lecture method with a combination of tasks/ projects and presentations			
Assignments: Types and Number with Calendar			
Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.			
Assessment and Examination			
Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-783	Credit Hours	3
Course Title	Wellbeing in Early Years				
Course Introduction					
<p>This course offers an advanced examination of the factors and strategies that contribute to the physical, emotional, social, and cognitive wellbeing of young children in early childhood education settings. Students will explore theories, research, and best practices for promoting and supporting children's overall wellbeing. It is a comprehensive exploration of the multifaceted concept of wellbeing as it pertains to young children in early childhood education settings. This course is designed to equip students with the knowledge and skills necessary to promote the physical, emotional, social, and cognitive wellbeing of children from birth to age eight. By examining theories, research, and practical strategies, students will gain a deep understanding of the critical role educators play in fostering a nurturing and supportive environment for young learners.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Understand the holistic concept of wellbeing in early childhood. 2. Analyze the factors that influence children's wellbeing, including physical health, mental health, and social-emotional development. 3. Implement evidence-based strategies for creating supportive and inclusive environments for children's wellbeing. 4. Evaluate the role of families and communities in promoting children's wellbeing. 5. Engage in critical reflection and research related to wellbeing in early years. 					
Course Content					
Week 1	Unit 1: Introduction to Wellbeing in Early Years - Defining wellbeing in the context of early childhood - Historical perspectives and theories of child wellbeing - The role of early childhood education in promoting wellbeing				
Week 2	Unit 2: Holistic Development in Early Childhood - Understanding the holistic development of young children - Physical, cognitive, social, and emotional dimensions of development - Milestones and indicators of wellbeing in each domain				
Week 3	Unit 3: Promoting Physical Health - Nutrition, exercise, and physical development in early childhood - Health screenings and preventive measures - Promoting a healthy lifestyle for young children				
Week 4	Unit 4: Mental Health and Wellbeing - Recognizing and addressing mental health challenges in early childhood - Strategies for fostering emotional resilience - Supporting children's emotional development				

Week 5	<p>Unit 5: Social-Emotional Learning (SEL)</p> <ul style="list-style-type: none"> - Introduction to SEL and its importance in early childhood - SEL frameworks and programs - SEL strategies for educators and caregivers
Week 6	<p>Unit 6: Creating Inclusive Environments</p> <ul style="list-style-type: none"> - Inclusive education principles and practices - Adapting the environment for children with diverse needs - Fostering a sense of belonging for all children
Week 7	<p>Unit 7: Family and Community Engagement for Wellbeing</p> <ul style="list-style-type: none"> - The role of families in children's wellbeing - Building partnerships with families - Community resources and support networks
Week 8	<p>Unit 8: Cultural Competence and Diversity in Wellbeing</p> <ul style="list-style-type: none"> - Cultural awareness and responsiveness - Addressing cultural and linguistic diversity in early childhood - Anti-bias education for promoting equity and wellbeing
Week 9	<p>Unit 9: Wellbeing Through Play</p> <ul style="list-style-type: none"> - Play-based learning and its impact on wellbeing - Creating play-rich environments - The role of free play and structured activities
Week 10	<p>Unit 10: Outdoor and Nature-Based Wellbeing</p> <ul style="list-style-type: none"> - Benefits of outdoor and nature-based experiences - Designing nature-rich outdoor environments - Environmental education and sustainability
Week 11	<p>Unit 11: Technology and Screen Time</p> <ul style="list-style-type: none"> - Managing screen time and technology use in early childhood - Promoting digital literacy and safety - Balancing digital and non-digital experiences
Week 12	<p>Unit 12: Wellbeing Assessment and Evaluation</p> <ul style="list-style-type: none"> - Formative and summative assessment of wellbeing - Observation and documentation - Using data to inform practice and interventions
Week 13	<p>Unit 13: Ethics and Wellbeing</p> <ul style="list-style-type: none"> - Ethical considerations in promoting children's wellbeing - Ensuring privacy and confidentiality - Ethical dilemmas in early childhood settings
Week 14	<p>Unit 14: Wellbeing Research and Evidence-Based Practices</p> <ul style="list-style-type: none"> - Conducting research on early childhood wellbeing - Evaluating the effectiveness of wellbeing interventions - Evidence-based practices for enhancing wellbeing
Week 15	<p>Unit 15: Reflective Practice and Professional Growth</p> <ul style="list-style-type: none"> - Reflecting on personal beliefs and biases related to wellbeing - Action research in early childhood education - Strategies for continuous professional development
Week 16	<p>Unit 16: Project - Wellbeing Action Plan</p> <ul style="list-style-type: none"> - Developing a comprehensive wellbeing action plan for an early childhood setting - Implementing the plan and assessing its impact - Presenting the capstone project and future aspirations

Textbooks and Reading Material

Brown, S. L. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. Penguin.

De Matos, M. G. (2014). Child Development-An Active Learning Approach. *International Journal of Emotional Education*, 6(2), 100.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Gryphon House, Inc.

Race, K. (2014). *Mindful parenting: Simple and powerful solutions for raising creative, engaged, happy kids in today's hectic world*. Macmillan.

Siegel, D. J., & Bryson, T. P. (2011). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. Delacorte Press.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-784	Credit Hours	3
Course Title	Cognition, Language and Literacy				
Course Introduction					
<p>This course offers an in-depth examination of the cognitive processes involved in language development and literacy acquisition in early childhood. Students will explore theories, research, and evidence-based practices for fostering language and literacy skills in young learners. This advanced course delves into the multifaceted world of cognitive development, language acquisition, and literacy in early childhood. Designed for graduate-level students in the field of education and early childhood studies, this course offers a comprehensive examination of the cognitive processes that underlie language development and the acquisition of literacy skills in young children.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Understand the cognitive foundations of language development and literacy acquisition. 2. Analyze the impact of cognitive processes on language and literacy skills in young children. 3. Design developmentally appropriate language and literacy activities and interventions. 4. Evaluate assessment tools and strategies for monitoring language and literacy development. 5. Engage in critical reflection and research related to cognition, language, and literacy in early years. 					
Course Content					
Week 1	Unit 1: Introduction to Cognition, Language, and Literacy - Defining cognition, language, and literacy in early childhood - Theoretical frameworks and historical perspectives - The role of early childhood education in fostering cognitive development				
Week 2	Unit 2: Cognitive Foundations of Language Development - Cognitive processes involved in language acquisition - Piaget's theory of cognitive development and language - Vygotsky's sociocultural theory and language development				
Week 3	Unit 3: Language Development in Early Childhood - Language milestones and developmental stages - The role of phonology, syntax, and semantics - Bilingualism and multilingualism in early childhood				
Week 4	Unit 4: Literacy Development: Pre-Reading Skills - Emergent literacy and its components - Print awareness and concepts - Early phonological awareness and phonemic awareness				
Week 5	Unit 5: Cognitive Development and Literacy Skills - Cognitive prerequisites for reading and writing - Memory and attention in literacy development				

	- Executive function and its impact on literacy
Week 6	Unit 6: Language Acquisition Theories - Behaviorist, nativist, and interactionist theories of language development - Skinner's operant conditioning and language - Chomsky's universal grammar theory
Week 7	Unit 7: Early Literacy Instruction and Interventions - Evidence-based practices for teaching phonics and decoding skills - Vocabulary development strategies - Shared reading and storytelling in early literacy
Week 8	Unit 8: Reading Comprehension and Cognitive Processes - Cognitive strategies for reading comprehension - Metacognition and self-regulated learning in reading - Comprehension monitoring and inference making
Week 9	Unit 9: Written Language Development - Emergent writing and scribbling - Stages of writing development - Handwriting and fine motor skills
Week 10	Unit 10: Language Disorders and Intervention - Identifying language disorders in early childhood - Speech and language therapy approaches - Collaborative interventions with speech-language pathologists
Week 11	Unit 11: Assessment of Language and Literacy - Selection and use of assessment tools - Formative and summative assessment in language and literacy
Week 12	Unit 12: Technology and Digital Literacy - Integrating technology into language and literacy instruction - Digital literacy skills for young learners - Digital tools for reading and writing activities
Week 13	Unit 13: Multimodal Literacy and Media Literacy - Exploring multimodal texts in early childhood - Promoting media literacy and critical thinking - Using visual and digital media in literacy activities
Week 14	Unit 14: Culturally Responsive Language and Literacy - Cultural diversity and its impact on language and literacy - Adapting instruction to meet diverse cultural and linguistic needs - Building connections between home and school languages
Week 15	Unit 15: Project Unit 15: Research in Cognition, Language, and Literacy - Conducting research in early childhood language and literacy - Literature reviews and research proposals - Ethical considerations in research
Week 16	Unit 16: Project Part 2- Language and Literacy Portfolio - Developing a comprehensive language and literacy portfolio - Reflecting on language and literacy growth and development - Presenting the portfolio and future aspirations
Textbooks and Reading Material	

Davis, J. M. (Ed.). (2014). *Young children and the environment*. Cambridge University Press.

Hoff, E. (2013). *Language development*. Cengage Learning.

Lerner, R. M. (1998). *Theories of human development: Contemporary perspectives*.

Miller, P. H. (2011). *Piaget's theory: Past, present, and future*.

Wortham, S. C., & Hardin, B. J. (2001). *Assessment in early childhood education*. Merrill/Prentice Hall.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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Programme	MPhil Education	Course Code	EDMP-791	Credit Hours	3
Course Title	Professionalism in Teaching				
Course Introduction					
<p>This course delves into the multifaceted aspects of professionalism in the teaching profession. It explores the ethical, legal, and moral dimensions of teaching, along with the development of professional identity and the cultivation of effective communication and interpersonal skills. Through critical inquiry, case studies, and reflective practice, students will develop a deep understanding of the responsibilities and challenges inherent in the teaching profession and refine their professional practice accordingly.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. understand the concept and significance of professionalism in teaching. 2. explore the ethical and legal frameworks governing the teaching profession. 3. develop effective communication and interpersonal skills for professional interactions. 4. cultivate a reflective and inquiry-based approach to professional practice. 5. analyze the complexities and challenges of teaching in diverse educational contexts. 					
Course Content					
Week 1	Introduction to Professionalism in Teaching Definitions and conceptualizations of professionalism. Historical perspectives on teaching as a profession. Professional standards and codes of ethics				
Week 2	The Teaching Profession: Roles and Responsibilities Identifying the roles and responsibilities of teachers. Legal and ethical obligations in teaching. Balancing autonomy and accountability				
Week 3	Professional Identity and Development Formation of professional identity. Lifelong learning and professional development. Strategies for fostering a positive professional identity				
Week 4	Communication Skills for Effective Teaching Verbal and non-verbal communication in teaching. Active listening and empathy. Communicating with diverse stakeholders				
Week 5	Professional Collaboration and Teamwork Collaborative planning and decision-making. Building effective professional relationships. Conflict resolution and problem-solving				
Week 6	Reflective Practice in Teaching The role of reflection in professional growth. Models of reflective practice. Using reflection to improve teaching practice				

Week 7	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation
Week 8	Ethical Decision Making in Teaching Ethical dilemmas in teaching. Ethical decision-making frameworks. Applying ethical principles to teaching practice
Week 9	Culturally Responsive Teaching and Professionalism Understanding cultural diversity in the classroom. Culturally responsive teaching practices. Addressing bias and stereotypes in teaching
Week 10	Professionalism in Educational Leadership Leadership roles and responsibilities in education. Ethical leadership and decision-making. Fostering a culture of professionalism in educational organizations
Week 11	Professional Learning Communities The concept and benefits of professional learning communities (PLCs). Collaborative inquiry and professional growth. Creating and sustaining effective PLCs
Week 12	Professionalism and Technology Integration Ethical considerations in technology use. Integrating technology for professional development. Digital citizenship and responsible technology use
Week 13	Professionalism and Educational Policy The impact of policy on professionalism in teaching. Advocacy and activism for educational change. Professional responses to policy challenges
Week 14	Professionalism and Teacher Evaluation Models of teacher evaluation. Using evaluation feedback for professional growth. Critiques of current teacher evaluation systems
Week 15	Professionalism and Teacher Well-Being Promoting teacher well-being and self-care.
Week 16	Strategies for managing stress and burnout. Creating a supportive professional community
Textbooks and Reading Material	
<p>Ingersoll, R. M. (2003). <i>Who Controls Teachers' Work? Power and Accountability in America's Schools</i>.</p> <p>Schön, D. A. (1987). <i>Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions</i>.</p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>.</p> <p>Feiman-Nemser, S., & Buchmann, M. (1986). <i>The First Year of Teacher Preparation: One Professional Life</i>.</p> <p>Zeichner, K. M., & Gore, J. M. (Eds.). (1990). <i>Teacher Socialization</i>.</p> <p>Borich, G. D., & Tombari, M. L. (2004). <i>Effective Teaching Methods: Research-Based Practice</i>.</p>	

Little, J. W. (1990). *The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations*.

Little, J. W. (1990). *The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations*.

Strike, K. A., & Soltis, J. F. (2004). *The Ethics of Teaching*.

Sergiovanni, T. J. (1996). *Leadership for the Schoolhouse: How Is It Different? Why Is It Important?*

DuFour, R. (2004). *What Is a "Professional Learning Community"?*.

Shuler, C. (2012). *iLearn: A Content Analysis of the iTunes App Store's Education Section*.

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
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Programme	MPhil Education	Course Code	EDMP-792	Credit Hours	3
Course Title	Transforming Teacher Education				
Course Introduction					
<p>This course delves into the dynamic realm of teacher education, exploring contemporary paradigms, emerging trends, and transformative strategies. It examines the evolving role of teacher education institutions in preparing educators to meet the diverse needs of learners in the 21st century. Through critical inquiry, collaborative discussions, and practical applications, students will engage with theories, policies, and practices aimed at reshaping teacher education for the future</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. understand the historical evolution and current landscape of teacher education. 2. critically analyze the challenges and opportunities in transforming teacher education. 3. explore innovative approaches and best practices in teacher preparation and professional development. 4. develop the knowledge and skills necessary to contribute to the advancement of teacher education reform. 5. cultivate a reflective stance towards personal and professional growth as future educators and scholars. 					
Course Content					
Week 1	Introduction to Transformative Teacher Education Defining transformative teacher education. Historical perspectives on teacher preparation. Current challenges and imperatives for reform				
Week 2	Theoretical Frameworks in Teacher Education Constructivist, sociocultural, and critical perspectives. Shaping pedagogical approaches and program design. Implications for teaching, learning, and professional development				
Week 3	Contemporary Issues in Teacher Education Equity, diversity, and inclusion in teacher preparation. Globalization and internationalization of teacher education. Policy influences and reform agendas				
Week 4	Innovative Pedagogies in Teacher Education Experiential learning and inquiry-based approaches. Technology integration and digital literacy. Promoting critical thinking and problem-solving skills				
Week 5	Field Experiences and Clinical Practice Models of clinical practice and supervised fieldwork. Mentoring and coaching strategies. Integrating theory with practice				
Week 6	Curriculum Design and Assessment in Teacher Education				

	Competency-based curriculum frameworks. Authentic assessment practices. Aligning curriculum with standards and outcomes
Week 7	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation
Week 8	Professional Development for Teacher Educators Continuous learning and reflective practice. Research-informed approaches to professional growth. Mentoring and collaboration in teacher education
Week 9	Culturally Responsive Teaching and Diversity Culturally sustaining pedagogies. Addressing bias and promoting equity. Engaging diverse learners in teacher education
Week 10	Teacher Leadership and Advocacy Empowering teachers as leaders and change agents. Advocating for policy change and educational equity. Amplifying teacher voice in educational discourse
Week 11	Community Engagement and Partnerships Collaborating with communities and stakeholders. Service-learning and civic engagement initiatives. Building sustainable partnerships for teacher education
Week 12	Policy Influences and Reform Agendas Analyzing policy impacts on teacher education. Advocacy strategies for systemic change. Shaping policy agendas for transformative teacher education
Week 13	Research in Teacher Education Conducting inquiry in teacher education. Action research and practitioner inquiry. Using research to inform practice and policy
Week 14	Ethical Considerations in Teacher Education Ethical dilemmas in teacher preparation. Professional standards and codes of conduct. Promoting ethical behavior and decision-making
Week 15	Reflective Practice and Future Directions Reflecting on personal and professional growth.
Week 16	Strategies for ongoing development and renewal. Charting future directions for transformative teacher education
Textbooks and Reading Material	
Cochran-Smith, M., & Zeichner, K. M. (2005). <i>Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education</i> .	
Darling-Hammond, L. (2012). <i>Creating a Comprehensive System for Evaluating and Supporting Effective Teaching</i> .	
Darling-Hammond, L., & Lieberman, A. (2012). <i>Teacher Education Around the World: Changing Policies and Practices</i> .	
Mishra, P., & Koehler, M. J. (2006). <i>Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge</i> .	

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*.

Zeichner, K. M. (2010). *Rethinking the Connections between Campus Courses and Field Experiences in College and University-Based Teacher Education*.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as Stance: Practitioner Research for the Next Generation*.

Ladson-Billings, G. (2014). *Culturally Relevant Pedagogy 2.0: a.k.a. the Remix*.

Katzenmeyer, M., & Moller, G. (2009). *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*.

Checkoway, B. N., & Richards-Schuster, K. (2003). *Educating for Active Citizenship: Service-Learning, School, and Community*.

Fullan, M. (2007). *The New Meaning of Educational Change*.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as Stance: Practitioner Research for the Next Generation*.

Strike, K. A., & Soltis, J. F. (2004). *The Ethics of Teaching*.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
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Programme	MPhil Education	Course Code	EDMP-793	Credit Hours	3
Course Title	Teacher Development in the Contemporary World				
Course Introduction					
<p>This course delves into the multifaceted landscape of teacher development in the contemporary world, examining emerging trends, innovative approaches, and transformative practices. It explores the evolving roles of teachers in diverse educational contexts and equips students with the knowledge and skills necessary to foster their professional growth and advancement. Through critical inquiry, collaborative learning, and practical application, students will engage with theories, policies, and strategies aimed at enhancing teacher development in the 21st century</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. understand the historical evolution and current trends in teacher development. 2. explore innovative approaches and best practices in professional learning for teachers. 3. analyze the impact of technology, globalization, and socio-cultural factors on teacher development. 4. develop strategies for promoting reflective practice, collaboration, and lifelong learning among teachers. 5. critically evaluate policies and initiatives aimed at enhancing teacher development in diverse educational contexts. 					
Course Content					
Week 1	Introduction to Teacher Development Definitions and conceptualizations of teacher development. Historical perspectives on teacher training and professional learning. Contemporary challenges and imperatives for teacher development				
Week 2	Theoretical Frameworks in Teacher Development Constructivist, socio-cultural, and transformative perspectives. Shaping professional learning approaches and methodologies. Implications for teacher practice and student learning outcomes				
Week 3	Models of Professional Learning Formal and informal pathways for teacher development. Communities of practice and professional learning networks. Mentorship, coaching, and peer collaboration				
Week 4	Reflective Practice and Self-Assessment Promoting reflective thinking and metacognition. Tools and strategies for self-assessment and goal setting. Integrating reflection into daily teaching practice				
Week 5	Technology Integration in Teacher Development Leveraging digital tools for professional learning. Online communities and virtual learning environments. Blended learning models and flipped classrooms				
Week 6	Global Perspectives on Teacher Development				

	Comparative analysis of teacher training systems. Internationalization of teacher education and exchange programs. Cross-cultural collaboration and diversity in professional learning
Week 7	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation
Week 8	Policy Influences on Teacher Development Analyzing policy impacts on professional learning. Government initiatives and funding mechanisms. Advocacy strategies for effective policy implementation
Week 9	Cultivating Leadership in Teachers Empowering teachers as leaders and change agents. Distributed leadership and shared decision-making. Promoting innovation and organizational change
Week 10	Socio-Cultural Factors in Teacher Learning Addressing diversity and equity in professional development. Culturally responsive teaching and inclusive practices. Engaging families and communities in teacher learning
Week 11	Action Research and Inquiry-Based Learning Conducting action research in educational settings. Using data to inform instructional decisions. Collaborative inquiry and knowledge sharing
Week 12	Assessment and Evaluation in Teacher Development Formative and summative assessment of professional learning. Measuring teacher effectiveness and impact on student outcomes. Evaluating the quality and effectiveness of professional development programs
Week 13	Continuous Professional Learning Lifelong learning and career-long professional development. Staying current with research and best practices. Strategies for sustaining motivation and enthusiasm
Week 14	Collaboration and Networking Building professional learning communities (PLCs). Cross-disciplinary collaboration and knowledge sharing. Leveraging social media and online platforms for networking
Week 15	Future Directions in Teacher Development Anticipating and adapting to future trends and challenges.
Week 16	Innovations in professional learning and development. Charting a personal and professional growth trajectory
Textbooks and Reading Material	
Darling-Hammond, L., & Richardson, N. (2009). <i>Research Review / Teacher Learning: What Matters?</i>	
Guskey, T. R., & Yoon, K. S. (2009). <i>What Works in Professional Development?</i>	
Hirsh, S., & Hord, S. M. (2010). <i>Leading Professional Learning Communities: Voices from Research and Practice.</i>	
Schön, D. A. (1983). <i>The Reflective Practitioner: How Professionals Think in Action.</i>	
Darling-Hammond, L., & Richardson, N. (2009). <i>Teacher Learning: What Matters?</i>	

Fullan, M., & Langworthy, M. (2014). *Towards a New End: New Pedagogies for Deep Learning*.

Guskey, T. R. (2000). *Evaluating Professional Development*.

Harris, A. (2008). *Distributed Leadership: What We Know*.

Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*.

Cochran-Smith, M., & Lytle, S. L. (1993). *Inside/Outside: Teacher Research and Knowledge*.

Desimone, L. M. (2009). *Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures*.

Guskey, T. R. (2009). *Closing the Knowledge Gap on Effective Professional Development*.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). *Professional Learning Communities: A Review of the Literature*.

Fullan, M. (2007). *The New Meaning of Educational Change*.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
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Programme	MPhil Education	Course Code	EDMP-794	Credit Hours	3
Course Title	Global Perspectives of Teaching				
Course Introduction					
<p>This course provides a comprehensive exploration of teaching practices, policies, and challenges from a global perspective. It examines the diverse socio-cultural, economic, and political contexts that shape educational systems worldwide. Through comparative analysis, case studies, and critical inquiry, students will gain insights into the similarities and differences in teaching approaches across different countries and regions, fostering a deeper understanding of the complexities of education in a globalized world</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. understand the socio-cultural, economic, and political factors influencing teaching practices globally. 2. explore educational policies and reforms in different countries and regions. 3. analyze the impact of globalization and technology on teaching and learning worldwide. 4. critically evaluate cross-cultural perspectives on effective teaching strategies and educational outcomes. 5. develop a global perspective on teaching and its implications for educational practice and policy. 					
Course Content					
Week 1	<p>Introduction to Global Perspectives of Teaching Defining global perspectives in education. Historical overview of global education trends. Understanding cultural diversity in teaching</p>				
Week 2	<p>Socio-Cultural Factors in Teaching Cultural influences on teaching practices. Comparative analysis of educational systems. Implications for culturally responsive teaching</p>				
Week 3	<p>Economic Perspectives on Education Education and economic development. Socio-economic disparities in educational access and outcomes. Policies for promoting equitable education</p>				
Week 4	<p>Political Influences on Teaching Government policies and educational reforms. Ideological influences on curriculum and pedagogy. Challenges to academic freedom and autonomy</p>				
Week 5	<p>Globalization and Education Impact of globalization on teaching and learning. Transnational education and cross-border collaborations. Challenges and opportunities in a globalized world</p>				

Week 6	Technology in Teaching and Learning Digital divide and access to technology. E-learning trends and innovations. Integrating technology into pedagogy
Week 7	Midterm Review and Exam Review of key concepts and theories covered in the first half of the course. Midterm examination preparation
Week 8	Comparative Education: Case Studies Case studies of educational systems in different countries or regions. Lessons learned from successful educational reforms. Challenges and strategies for improvement
Week 9	Teacher Training and Professional Development Approaches to teacher training and certification. Quality assurance in teacher education programs. Lifelong learning and professional development
Week 10	Curriculum and Pedagogy: Cross-Cultural Perspectives Examining curriculum frameworks across cultures. Pedagogical approaches and instructional strategies. Adapting curriculum and instruction to diverse learners
Week 11	Inclusive Education: Global Challenges Promoting inclusive practices for diverse learners. Addressing barriers to inclusion. International initiatives for inclusive education
Week 12	Education for Sustainable Development Environmental education and sustainability. Global citizenship education. Integrating sustainability into the curriculum
Week 13	Assessment and Accountability in Global Education Comparative assessment systems and methodologies. Challenges of standardized testing in diverse contexts. Alternative assessment approaches
Week 14	Teacher Well-being and Professional Satisfaction Factors influencing teacher job satisfaction. Strategies for promoting teacher well-being. Policy implications for supporting teachers
Week 15	Future Directions in Global Education Emerging trends and challenges in education.
Week 16	Strategies for fostering educational innovation and excellence. The role of teachers in shaping the future of education
Textbooks and Reading Material	
Banks, J. A. (2008). <i>Diversity, Group Identity, and Citizenship Education in a Global Age</i> . Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and Organizations: Software of the Mind</i> . Hanushek, E. A., & Woessmann, L. (2008). <i>The Role of Cognitive Skills in Economic Development</i> . Ball, S. J. (2012). <i>Global Education Inc.: New Policy Networks and the Neoliberal Imaginary</i> .	

Robertson, S. L. (2012). *Glocalization, Globalization, and Education Research: A View from the Ground*.

Selwyn, N. (2016). *Education and Technology: Key Issues and Debates*.

Bray, M., & Thomas, R. M. (1996). *Levels of Comparison in Educational Studies: Different Insights from Different Literatures and the Value of Multilevel Analyses*.

Crossley, M., & Watson, K. (2003). *Comparative and International Research in Education: Globalisation, Context and Difference*.

UNESCO. (2009). *Policy Guidelines on Inclusion in Education*.

UNESCO. (2014). *Shaping the Future We Want: UN Decade of Education for Sustainable Development (2005-2014)*.

Popham, W. J. (2009). *Transformative Assessment*.

Day, C., & Gu, Q. (2014). *Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times*.

Fullan, M. (2013). *Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge*.

Teaching Learning Strategies

Teaching will be done through lecture method with a combination of tasks/ projects and presentations

Assignments: Types and Number with Calendar

Mini Projects, Term Paper, Assignments, Group Projects, Exhibitions, Seminars, etc.

Assessment and Examination

Sr.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes classroom participation, attendance, assignments, presentations, viva, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Checklist for a New Academic Program

Parameters	YES/NO	
1. Department Mission and Introduction	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
2. Program Introduction	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
3. Program Alignment with University Mission	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4. Program Objectives	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
5. Market Need/ Rationale	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
6. Admission Eligibility Criteria	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
7. Duration of the Program	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
8. Assessment Criteria	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
10. Curriculum Difference	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
11. Study Scheme / Semester-wise Workload	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
12. Award of Degree	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
13. Faculty Strength	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Director

Chairperson