

Course Outline

Course Title:	Comparative Education
Credit Hours:	3(3+0)
Course Level:	B.Ed.

Topic Title		Objectives/Learning Outcomes of the Topic	How will the said objective be assessed	No. of Video Minutes Dedicated to this Topic	Primary/Secondary Resource/Book; Course Notes for the Topic	Page/Section/URL of the Resource
1	Defining Education	After completing this topic, student will be able to understand the definition of Education	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-1	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-1
2	Sociological Approaches to studying Education	After completing this topic, student will be able to understand the sociological approaches that are applied in education.	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	file:///C:/Users/MCL/Downloads/HarrisCritiquingAndExpanding%20Final%20Version.pdf pp4-10	file:///C:/Users/MCL/Downloads/HarrisCritiquingAndExpanding%20Final%20Version.pdf pp. 4-10
3	What is Comparative Education	After completing this topic, student will be able to understand what is comparative education	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-2	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-2
4	The scope of comparative Education	After completing this topic, student will be able to understand the extent of comparative education.	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp 2-3	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-2-3
5	The purpose of Comparative Education	After completing this topic, student will be able to understand the purpose and implications of comparative education	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Pp 16-19 &	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Pp 16-19 &

					Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-3-4	Comparative Education http://www0.hku.hk/cerc/Publications/CERC_5.htm pp-3-4
6	Educational Planning and Comparative Education	After completing this topic, student will be able to understand educational planning.	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 369-371	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 369-371
7	Primary Education Planning	After completing this topic, student will be able to learn about primary education planning.	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp372-373	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp372-373
8	Quality of Education	After completing this topic, student will be able to understand the concept of quality of education	Assessment will include theory covered in lectures, formal examination and MCQs.	5 minutes	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp373-375	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp373-375
9	Secondary Education	After completing this topic, student will be able to understand secondary education	Assessment will include theory covered in lectures, formal examination as MCQs and group discussion forum.	5 minutes	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 375-376	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 375-376
10	University	After completing this topic, student will be	Assessment will include theory covered in lectures,	5	Psacharopoulos, George (1990)	Psacharopoulos, George (1990)

	Education	able to know about university Education	formal examination as MCQs and group discussion forum.	minutes	Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 376-377	Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 376-377
11	Financing of Education	After completing this topic, student will be able to understand financing of education	Assessment will include theory covered in lectures, formal examination as MCQs and group discussion forum.	5 minutes	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 pp 377-379	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 pp 377-379
12	Equity in Education	After completing this topic, student will be able to understand equity of education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 379-380	Psacharopoulos, George (1990) Comparative Education: From theory to practice or Are you A;/neo or B:/ist, Comparative Education Review, Vol 34, No.3 pp 369-380 Pp 379-380
13	Foundations of Comparative Education	After completing this topic, student will be able to understand foundations of CE.	Assessment will include theory covered in lectures, formal examination.	5 minutes	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Pp12-16	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Pp 12-16
14	Stages in the Development of the field of Comparative Education	After completing this topic, student will be able to understand the stages in the development of CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 1 Pp 4-7	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 1 Pp 4-7

15	Comparative Education: Historical Context	After completing this topic, students will be able to understand the historical context of developments in Comparative Education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Pp24-26	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Chapter 2 : Multidisciplinarity and Diversity in Comparative and International Education pp. 24-26
16	Theoretical Orientations of Comparative Education (CE)	After completing this topic, students will be able to understand the historical context of theoretical developments in Comparative Education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Pp26-31	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Chapter 2 : Multidisciplinarity and Diversity in Comparative and International Education pp. 26-31
17	Rationale for Re-conceptualization	After completing this topic, students will be able to understand the rationale for re conceptualization of CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Chapter I: Introduction (pp 6-8)	Comparative and International Education: Globalization, Context and Difference by Michael Crossley and Keith Watson Chapter I: Introduction (pp.6-8)
18	Comparative Education and Policy makers	After completing this topic, students will be able to understand the interest of policy makers in CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 1 Pp 21-31	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 1 Pp 21-31
19	Geomorphic shifts in comparative Education	After completing this topic, students will be able to understand the geomorphic shifts that exist in comparative education.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. (p. 60)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. (p 60)

20	Geometric shifts: Intrusive role of states	After completing this topic, students will be able to understand about the intrusive role of states	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.61)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.61)
21	Geometric shifts: Demand for performance	After completing this topic, students will be able to understand the dynamics of performance demands on geomorphic shifts in Comparative Education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.61-62)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.61-62)
22	Geomorphic shifts: Pressure for funding	After completing this topic students will be able to understand about pressures that exist to generate funding and its impact on CE	Assessment will include theory covered in lectures, formal examination as MCQs	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.62-63)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.62-63)
23	Geomorphic shifts: Technology	After completing this topic students will be able to learn about the role of technology in CE geomorphic shift	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.63-66)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason (p.63-(63-66)
24	Conceptualizing Education: Three Approaches	After completing this topic students will be able to understand about the three ways to conceptualize education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-70	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (pp.69-70)
25	Different Roles of Education in Society	After completing this topic students will be able to understand the different roles of education in society	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.70-71	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp. 69-84 (70-71)
26	Human Capital Theory and Education	After completing this topic students will be able to understand the human capital theory and the role of education within it.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (pp71-72)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (pp 71-72)

27	Problems in Human Capital Approach	After completing this topic students will be able to understand the problems affiliated with human capital theorization of education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (72-74)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (72-74)
28	Rights Approach to Education	After completing this topic, student will be able to understand the rights approach to education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (pp.75-76)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (pp. 75-76)
29	Issues with Rights Approach	After completing this topic, student will be able to understand the issues related to right based approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (1) pp.69-84 (76-77)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (76-77)
30	Education as Capability	After completing this topic, student will be able to understand education as a capability	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (78-79)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (78-79)
31	Limitations of Capability Approach	After completing this topic, student will be able to understand that limitations of capability approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (p.79)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (p. 79)
32	Comparison of three Approaches	After completing this topic, student will be able to understand the comparison of three models	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (79-83)	Robeyns, Ingrid (2006) Three models of education: rights, capabilities and human capital. Theory and Research in Education, vol 4 (79-83)
33	Quantitative and Qualitative Approaches in Comparative Education	After completing this topic, student will be able to understand the quantitative and qualitative approaches in CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.71-72)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason: Chapter: 3 (p.71-72)

34	Defining Quantitative Approach & Purpose	After completing this topic, student will be able to understand approach and purpose	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.72)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p. 72)
35	Establishing causality	After completing this topic, student will be able to establish causality and have in depth understanding.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.72-73) http://www.socialresearchmethods.net/kb/causeeff.php	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3: (p. 72-73) http://www.socialresearchmethods.net/kb/causeeff.php
36	Commitment to Nomothetic Reasoning	After completing this topic, student will be able to understand the commitment to nomothetic reasoning	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.73-74) https://louisenichols.wordpress.com/2011/09/30/nomothetic-research-vs-idiographic-research/	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p. 73-74) https://louisenichols.wordpress.com/2011/09/30/nomothetic-research-vs-idiographic-research/
37	Theory Testing	After completing this topic, student will be able to apply the concept of theory testing	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.74) http://libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page_44.htm	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.74) http://libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page_44.htm
38	Structured approach	After completing this topic, student will be able to understand structured approaches in CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.74)

					Chapter 3:(p.74) http://www.chnri.org/resources/1.%20Learning%20Resource%20Material/Qualitative%20Research/Guides/Quali%20%20quantitative%20research.pdf pp41-42	http://www.chnri.org/resources/1.%20Learning%20Resource%20Material/Qualitative%20Research/Guides/Quali%20%20quantitative%20research.pdf
39	Defining Qualitative Approach & Purpose	After completing this topic, student will be able to define qualitative approaches and its purpose	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.75)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.75)
40	Capturing processes	After completing this topic, student will be able to understand the capturing process in qualitative research	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.75)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.75) http://www.qualitative-research.net/index.php/fqs/article/view/1021/2201#g22 Section:2 Qualitative Research
41	Commitment to Ideographic Approach	After completing this topic, student will be able to understand ideographic approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.75-76) https://louisenichols.wordpress.com/2011/09/30/nomothetic-research-vs-ideographic-research/	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.75-76) https://louisenichols.wordpress.com/2011/09/30/nomothetic-research-vs-ideographic-research/
42	Theory Development	After completing this topic, student will be able to understand theory development	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.76)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.76) http://igniteart.weebly.com/uploads/6/8/0/0/680012/_learning_to_conduct_qualitative_research

						<p>_through_analyzing_and_interpreting_a_choral_rehearsal.pdf</p> <p>pp 417-418</p>
43	Flexibility in approach and researcher's role	After completing this topic, student will be able to understand flexibilities in approaches	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(p.76)</p> <p>http://igniteart.weebly.com/uploads/6/8/0/0/680012/_learning_to_conduct_qualitative_research_through_analyzing_and_interpreting_a_choral_rehearsal.pdf 418-419</p>	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(p.76)</p> <p>http://igniteart.weebly.com/uploads/6/8/0/0/680012/_learning_to_conduct_qualitative_research_through_analyzing_and_interpreting_a_choral_rehearsal.pdf</p> <p>Pp 418-419</p>
44	Literacy in Comparative Research: Quantitative and Qualitative	After completing this topic, student will be able to understand that comparative research	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(p.77 & pp.88-90)</p>	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3: (p.77 & 88-90 Mason)</p>
45	Defining Literacy	After completing this topic, student will be able to define literacy	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(p.78-81)</p>	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(p.78-81)</p>
46	Variations in Literacy	After completing this topic, student will be able to understand the variations that exist in literacy	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(p.81-83)</p>	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(pp.81-83)</p>
47	What leads to Literacy	After completing this topic, student will be able to understand the factors leading to literacy	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(pp.84-85)</p>	<p>Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.</p> <p>Chapter 3:(pp. 84-85)</p>

48	Consequences of Literacy	After completing this topic, student will be able to understand the consequences that arise from literacy	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(pp. 86-87)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(pp.86-87)
49	Literacy in Pakistan: Comparisons Across provinces Economic Survey Pakistan pp.	After completing this topic, student will be able to understand literacy with respect to Pakistan	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	http://www.finance.gov.pk/survey/chapters_13/10-Education.pdf (132-134)	(http://www.finance.gov.pk/survey/chapters_13/10-Education.pdf) (132-134)
50	Literacy Research in Pakistani Context More Comparisons	After completing this topic, student will be able to know about literacy across Pakistan	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	http://www.finance.gov.pk/survey/chapters_13/10-Education.pdf (132-134)	http://www.finance.gov.pk/survey/chapters_13/10-Education.pdf (132-134 (Economic survey research) ASER Report
51	Unit of Comparison	After completing this topic, student will be able to understand units utilized for comparison	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(pp.97-100)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (pp 97-100)
52	Interpreting comparisons	After completing this topic, student will be able to interpret comparisons	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4(pp.. 100-102)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (pp.100-102)
53	Bray and Thomas Framework for Comparative Education Analysis	After completing this topic, student will be able to have a look at the framework for comparative education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(pp.102-105)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(pp102-105)
54	Comparing Places: the Notion of Space	After completing this topic, student will be able to understand that different notions of space in comparing places	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3:(p.97-98,102)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 3: (95-96)

55	Levels of geographic entities as units of Analysis	After completing this topic, student will be able to understand geographic entities	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(p.104)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (104)
56	Level:1 Research Across Regions/ Continents	After completing this topic, student will be able to compare research across regions	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(pp. 104-105)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(104-106)
57	Challenges in Regional Research	After completing this topic, student will be able to understand the challenges in regional researches	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (104 & 106-108)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(104 & 106-108)
58	Level:2 Country as unit of analysis	After completing this topic, student will be able to understand the assess the country as a unit of analysis	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (pp. 108 & 111-112)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (pp.108 & 111-112)
59	Research Across Countries	After completing this topic, student will be able to understand research across countries	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (pp.109-110)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (pp. 109-110)
60	Large scale cross national comparisons and challenges	After completing this topic, student will be able to cross compare challenges nationally	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(pp.110-111)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4:(pp.110-111)

61	Level: 3 Research across States/ Provinces	After completing this topic, student will be able to understand research across states and provinces	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (112-116)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (112-116)
62	Subnational research: Brazil and Thailand	After completing this topic, student will be able to have a view on subnational researches	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (117)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (117)
63	Level: 4 District as Unit of Analysis	After completing this topic, student will be able to understand taking unit as a unit of analysis	Assessment will include theory covered in lectures, formal examination as MCQs and group discussion forum.		Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (118-119)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (118-119)
64	Research: India; Mali and Pakistan	After completing this topic, student will be able to see research work in Pakistan, India and Mali	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (119-120)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (119-120)
65	Level: 5 Research Across Schools	After completing this topic, student will be able to understand research across schools	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (120-122)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (120-122)
66	Level: 6 Research Across Classrooms	After completing this topic, student will be able to explore comparative research in classrooms	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.

					Chapter4: (122-123)	Chapter4: (122-123)
67	Level: 7 Individual as unit of analysis	After completing this topic, student will be able to understand taking an individual as a unit of analysis	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (123-124)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (123-124)
68	Comparison Across levels	After completing this topic, student will be able to understand the nature of comparisons across different levels	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (125-127)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 4: (125-127)
69	Challenges in comparing places	After completing this topic, student will be able to understand the challenges that exist in comparing places	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (127-131)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (127-131)
70	Comparing Education Systems	After completing this topic, student will be able to compare education systems	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (139-143)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter4: (p.139-143)
71	Educational Systems in China: Mainland China	After completing this topic, student will be able to understand educational systems in China	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (144-147)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (144-147)
72	Educational Systems in China: Hong kong	After completing this topic, student will be able to understand Educational systems in Hong Kong	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (147-150)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (147-150)
73	Education systems in China: Macao	After completing this topic, student will be able to understand Education systems in	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.

		Macao			Mason. Chapter 5: (150-154)	Chapter 5: (150-154)
74	Education systems in UK: Wales	After completing this topic, student will be able to understand the education system in UK	Assessment will include theory covered in lectures, formal examination as MCQs and group discussion forum.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (154-155)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (154-155)
75	Education systems in UK: Scotland	After completing this topic, student will be able to understand the education system in Scotland	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (155)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (155)
76	Education systems in UK: Ireland	After completing this topic, student will be able to understand the education system in Ireland	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (155-156)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (155-156)
77	Education systems in UK: Similarities and Differences	After completing this topic, student will be able to understand the similarities and differences that exist in the education system	Assessment will include theory covered in lectures, formal examination as MCQs and group discussion forum.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (156-157)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (156-157)
78	Education systems in Pakistan:	After completing this topic, student will be able to understand the education systems in Pakistan.	Assessment will include theory covered in lectures, formal examination as MCQs and group discussion forum	5 minutes	http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions/#sthash.WUSfqwKS.dpbs http://unesco.org.pk/education/teachereducation/files/sa4.pdf (p1-8)	http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions/#sthash.WUSfqwKS.dpbs http://unesco.org.pk/education/teachereducation/files/sa4.pdf (p1-8)
79	Languages in Education and Social Capital: A Comparison of Private and Public Systems in	After completing this topic, student will be able to understand Languages in Education in private and public systems of education in	Assessment will include theory covered in lectures, formal examination.	5 minutes	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20ICI%	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23

	Pakistan	Pakistan and its comparative impact on Social Capital			20ISSN%202222-5706%20Vol%... Pp(1-3)	www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... Pp 1-3
80	Social capital defined	After completing this topic, student will be able to understand the nature and significance of social capital	Assessment will include theory covered in lectures, formal examination.	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... Pp 4-5	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... pp 4-5
81	The study of social capital	After completing this topic, student will be able to understand the study of social capital across private and public schools	Assessment will include theory covered in lectures, formal examination.	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 5-7	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... pp. 5-7
82	Difference as deficit	After completing this topic, student will be able to understand Languages in Education in private and public systems of education in Pakistan resulting in difference as deficit	Assessment will include theory covered in lectures, formal examination.	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 9-10	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 9-10.
83	Opportunities for crossing over	After completing this topic, student will be able to understand Languages in Education in private and public systems of education and opportunities for crossing over	Assessment will include theory covered in lectures, formal examination.	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 13-14	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 13-14

84.	Linking Capital	After completing this topic, student will be able to understand Languages in Education in private and public systems of education in Pakistan and its comparative impact on linking social capital	Assessment will include theory covered in lectures, formal examination.	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 14-16	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 14-16
85.	Bonding Capital	After completing this topic, student will be able to understand Languages in Education in private and public systems of education in Pakistan and its comparative impact on bonding social capital	Assessment will include theory covered in lectures, formal examination.	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 16-17	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 16-17
86	The Implications of languages in education the private and public schools	After completing this topic, student will be able to understand the implications of Languages in Education in private and public systems of educations in terms of inequality	Assessment will include theory covered in lectures, formal examination as MCQs	5 min	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 17-18	Tamim, T. (2014) Languages in education, social capital and inequality, NUML, vol, 12 (2) pp. 1-23 www.numl.edu.pk/.../NUML%20JCI%20ISSN%202222-5706%20Vol%... 17-18
87	Why study Educational systems	After completing this topic, student will be able to understand why is there a need to study the education systems	Assessment will include theory covered in lectures, formal examination as MCQs	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (157-159)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 5: (157-159)
88	Tracking in German Schools	After completing this topic, student will be able to understand the tracking systems in German Schools	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	German and American Schools http://sitemaker.umich.edu/case.356/tracking	German and American Schools http://sitemaker.umich.edu/case.356/tracking
89	Tracking in American Schools	After completing this topic, student will be able to understand	Assessment will include theory covered in lectures,	5 minutes	German and American Schools	German and American Schools

		tracking in American Schools	formal examination as MCQs.		http://sitemaker.umich.edu/case.356/tracking	http://sitemaker.umich.edu/case.356/tracking
90	Issues in Tracking System	After completing this topic, student will be able to understand the issues that exist in tracking	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tracking a thing of the past? http://mste.illinois.edu/hill/papers/tracking.html	Tracking a thing of the past? http://mste.illinois.edu/hill/papers/tracking.html
91	Comparing times	After completing this topic, student will be able to understand the changing times in education and compare.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (167-169)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (p.167-169)
92	Historical Approach to CE	After completing this topic, student will be able to understand the historical approach to CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (169-172)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (p.169-172)
93	Theoretical Perspectives in Historical Approach	After completing this topic, student will be able to understand the theoretical perspectives in historical approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (175-176)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (pp 175-177)
94	Critical & Feminist Theory	After completing this topic, student will be able to understand the critical theory	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (176)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (176-177)
95	Post Structuralist and Post Modernism Theory	After completing this topic, student will be able to understand post structuralism	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: 176	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (176)

96	Post colonialism	After completing this topic, student will be able to understand education systems post colonial approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: 176-177	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (176-177)
97	Neo-liberal/ Managerial Approach	After completing this topic, student will be able to conceptualize the managerial approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 min	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (p.177)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: 177)
98	Characteristics of Historical Analysis	After completing this topic, student will be able to understand the characteristics of historical analysis	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (177-180)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (176-177) (pp 177-180)
99	Strategies for Comparing time	After completing this topic, student will be able to understand the strategies for comparing time	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (180-182)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (180-182)
100	Problems in Comparing time	After completing this topic, student will be able to understand the problems associated with comparing time	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (182-185)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 6: (182-185)
101	Comparing, Race, Class and Gender	After completing this topic, student will be able to explore issues of race, class and gender in comparative research context	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7 (213-214)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (p.195-196)
102	The fluidity of the concept of Race and Ethnicity	After completing this topic, student will be able to understand the fluidity of the concept of race and ethnicity.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7:(pp196-199)

					Chapter 7: (195-197)	
103	Comparing Race in CE	After completing this topic, student will be able to understand compare Race in CE	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (199-203)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (199-203)
104	The concept of Class	After completing this topic, student will be able to understand the concept of class	Assessment will include theory covered in lectures, formal examination as MCQs .	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (203-206)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (203-206)
105	Class-based comparisons in CE	After completing this topic, student will be able to understand class based comparisons	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (206-208)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (206-208)
106	Exploring Gender	After completing this topic, student will be able to understand the concept of exploring	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (209-210)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (209-210)
107	Quantitative Research in Gender	After completing this topic, student will be able to understand quantitative research in gender	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (210-211)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (210-211)
108	Qualitative Research in Gender	After completing this topic, student will be able to understand qualitative in gender	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (211-214)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 7: (211-214)
109	Gender Equality in Education: Definition and Measurement	After completing this topic, student will be able to understand gender equality in	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development,	T. Tamim &, H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan

		education			December 25, (2005), pp 395-407. (395-396)	(pp. 395-407) (pp395-396)
110	Gender Parity and Equality in International Goals)	After completing this topic, student will be able to understand gender parity and equality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (396-397)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (396-397)
111	Gender Parity	After completing this topic, student will be able to understand gender parity	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (397-398)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (397-398)
112	Gender Equality	After completing this topic, student will be able to understand gender equality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (398-399)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (398-399)
113	Three fold Characteristics of Rights Approach	After completing this topic, student will be able to understand the three fold characteristics of rights approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (399)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (399)
114	Gender Parity Index to Rights to Education	After completing this topic, student will be able to understand gender parity index to rights to education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (399-400)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (399-400)

115	Issues with Gender Parity Indices	After completing this topic, student will be able to understand the issues with gender parity indices	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (401-402)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (401-402)
116	Gender Equality Indicators to Rights Within Education	After completing this topic, student will be able to understand the indicators to rights within education	Assessment will include preparation Biosecurity plan template.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407 (402-404).	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (402-404)
117	Rights through Education	After completing this topic, student will be able to understand the concept of rights through education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (p.405)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (p. 405)
118	Enabling sustainable gender equality in Education	After completing this topic, student will be able to understand enabling sustainable gender equality in education	Assessment will include theory covered in lectures, formal examination.	5 minutes	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (pp. 405-407)	Gender Equality in Education: Definitions and Measurements, Subrahmanian, Ramaya. International Journal of Education Development, December 25, (2005), pp 395-407. (pp.405-407)
119	Gendered Dimensions to the Inequalities of Schooling: Impact of Identities	After completing this topic, student will be able to understand dimensions to the inequalities of schooling	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 1	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 1
120	Current issues for Equity in Education in England	After completing this topic, student will be able to understand the current issues for equity in education in	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey

		England			pp. 1-2	pp. 1-2
121	Boys Underachievement and gendered Identities	After completing this topic, student will be able to understand gendered identities	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 2-3	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 2-3
122	Masculine Responses: Moral Panic About Boys	After completing this topic, student will be able to understand the masculine responses that exist in the system	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 3-4	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 3-4
123	Poor boy and boys will be boys	After completing this topic, student will be able to understand the concept of a poor a poor boy and boys will be boys	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 4-5	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 4-5
124	Failing schools	After completing this topic, student will be able to understand the dynamics of failing schools	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 5-6	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey (5-6)
125	Stories about girls	After completing this topic, student will be able to understand how girls cope up.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 6-8	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 6-8
126	A Boy's Gendered Identity	After completing this topic, student will be able to understand identities	Assessment will include theory covered in lectures, formal examination.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 8-9	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey (p.8-9)
127	Why do these stories matter	After completing this topic, student will be able to understand the relevance of these gendered identities and the stories	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey p.9	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey p. 9
128	Damaging Masculinities	After completing this topic, student will be able to understand	Assessment will include theory covered in lectures,	5 minutes	Gendered dimensions to the inequalities of schooling: the impact	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary,

		damaging masculinities	formal examination as MCQs.		of identities by Hilary, Povey pp. 10-11	Povey (10-11)
129	The way forward	After completing this topic, student will be able to understand the way forward and how to go about it.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 11-14	Gendered dimensions to the inequalities of schooling: the impact of identities by Hilary, Povey pp. 11-14
130	Women and Science Careers	After completing this topic, student will be able to understand women, science, and careers	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 Pp 369-373	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 pp 369-373
131	Academic Preparation	After completing this topic, student will be able to understand academic preparation	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (373-	(373-375)
132	Attitude and Early Experiences	After completing this topic, student will be able to understand the concept of attitude and early experiences	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (375-376)	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (375-376)
133	Role Models	After completing this topic, student will be able to understand Role models and issues of essentializing gender	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (376-377)	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (376-377)
134	Curriculum Materials and Design	After completing this topic, student will be able to understand curriculum materials and design	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (377-378)	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (373 (377-378)
135	Pedagogy	After completing this topic, student will be able to understand	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and	Blickenstaff, Clarl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386

		pedagogy			Education, Vol 17, (4) pp.369-386 (378-380)	(378-380)
136	Chilly Climate	After completing this topic, student will be able to understand concept of chilly climate in schools	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (380-381)	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (380-381)
137	Pressure to fill Gender Roles	After completing this topic, student will be able to understand what pressures exist to fill gender roles	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (381-382)	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (381-382)
138	The Masculine Worldview of Science	After completing this topic, student will be able to have a masculine worldview of science	Assessment will include theory covered in lectures, formal examination as MCQs	5 minutes	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (382-383)	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (382-383)
139	Soluble Problems	After completing this topic, student will be able to understand the soluble problems	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (383-384)	Blickenstaff, Carl, Jacob (2005) Women and science careers: leaky pipeline or gender filter? Gender and Education, Vol 17, (4) pp.369-386 (383-384)
140	Intersection of Race, Class and Gender in CE	After completing this topic, student will be able to understand the intersection of race, class and gender in CE.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter: 7 (213-214)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter: 7 (213-214)
141	Students Attachment and Academic Engagement: Role of Race and Ethnicity	After completing this topic, student will be able to understand Students attachment and academic engagement with respect to race and	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr.	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr.

		ethnicity			(pp. 318-319)	(pp. 318-319)
142	Concepts of Attachment and Engagement	After completing this topic, student will be able to understand concepts of engagement	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 319-321)	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp.319-321)
143	Individual Backgrounds of Students	After completing this topic, student will be able to understand individual backgrounds of students	Assessment will include preparation biosecurity plan template assignment.	5 minutes	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 321-322)	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 321-322)
144	Attachment and Engagement as Embedded in Schools	After completing this topic, student will be able to understand attachment and engagement as embedded in schools	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 322-325)	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 322-325)
145	The study across Ethnic Groups	After completing this topic, student will be able to understand that studies across ethnic groups	Assessment will include theory covered in lectures, formal examination.	5 minutes	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 325-336)	Students' Attachment and Academic Engagement: The Role of Race and Ethnicity by Monica Kirkpatrick Johnson, Robert Crosnoe and Glen H. Elder, Jr. (pp. 325-366)
146	Caste and social exclusion in Asia : The intersection of caste, social exclusion and educational opportunity in rural Punjab	After completing this topic, student will be able to understand caste and social exclusion in Asia	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 51-52)	T. Tamim & Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 51-52)
147	Comparative definitions of Caste	After completing this topic, student will be able to understand comparative definitions of caste	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan

					Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 52-53)	(pp 52-53)
148	Caste, Social Exclusion and Education: A comparison of villages in Punjab Pakistan	After completing this topic, student will be able to understand caste with respect to villages in Punjab	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 53-54)	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 53-54)
149	Description of villages	After completing this topic, student will be able to understand villages	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 55-56)	T. Tamim & H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 55-56)
150	Caste, Social Structures and Exclusionary Mechanisms at work	After completing this topic, students will be able to understand the mechanisms at work	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq, Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 56)	T. Tamim & H. Tariq, Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 56)
151	Spatial Exclusion from Educational Opportunity	After completing this topic, student will be able to understand spatial exclusion	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 57)	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 57)
152	Temporal Exclusion from Educational Opportunity	After completing this topic, student will be able to understand temporal exclusion	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim & H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of	T. Tamim & H. Tariq, Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan

					Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 57)	(pp.57)
153	Institutional and Structural Exclusion and Education	After completing this topic, student will be able to understand institutional and structural exclusion	Assessment will include theory covered in lectures, formal examination.	5 minutes	T. Tamim &, H. Tariq, Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 57-58)	T. Tamim &, H. Tariq Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 57-58)
154	Social Network Exclusion and Self-de-selection from Education	After completing this topic, student will be able to understand social network exclusion	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim &, H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (p.58)	T. Tamim &, H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (p.58)
155	Caste and Education: Lessons learnt from Comparisons	After completing this topic, student will be able to see the lessons learnt from comparisons	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	T. Tamim &, H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 58-59)	T. Tamim &, H. Tariq b a Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan b Centre for Research in Economics and Business & Centre of Humanities and Social Sciences, Lahore School of Economic, Pakistan (pp. 58-59)
156	Comparing cultures	After completing this topic, student will be able to compare cultures	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8 (pp.221-225)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (pp.221-225)
157	Defining Cultures	After completing this topic, student will be able to understand cultures	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (pp.225-229)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (225-229)
158	National Culture	After completing this topic, student will be	Assessment will include theory covered in lectures,	5	Comparative Education Research: Approaches and Methods Edited by	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob

	in Modern Era	able to understand national and modern era in Cultures	formal examination as MCQs.	minutes	Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (229-232)	Adamson and Mark Mason. Chapter 7: (229-232)
159	National Culture and Globalization	After completing this topic, student will be able to understand globalization and national culture	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (232-235)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. (232-235)
160	Comparing Education Across Cultures	After completing this topic, student will be able to compare education across cultures	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (pp.235-240)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (235-240)
161	Pitfalls of Cross cultural studies	After completing this topic, student will be able to understand the pitfalls of cross cultural studies	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (241-242)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (241-242)
162	Cross-cultural study: USA; Japan, China	After completing this topic, student will be able to understand cross cultural study: USA, Japan, China	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (243-250)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (243-250)
163	Values and Interests in Cross-cultural study	After completing this topic, student will be able to understand Values and interests in cross cultural study	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (250-253)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 8: (250-253)
164	Comparing Values	After completing this topic, student will be able to compare values	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (259-260)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9(pp.259-260)
165	Category I: Size	After completing this topic, student will be	Assessment will include theory covered in lectures,	5	Comparative Education Research: Approaches and Methods Edited by	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob

	Scale, Complexity	able to understand category 1: Size, Scale complexity	formal examination as MCQs.	minutes	Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (260-266)	Adamson and Mark Mason. Chapter 9: (260-266)
166	Category II & III: Longitudinal Studies of Text books ; and Convergent and Divergent Values	After completing this topic, student will be able to understand category III: Studies of convergent and divergent values	Assessment will include theory covered in lectures, formal examination.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (p.266-271)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (266-271)
167	Category IV- Comparison of Cases in Qualitative Studies	After completing this topic, student will be able to compare cases in qualitative studies	Assessment will include theory covered in lectures, formal examination.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (271-274)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (271-274)
168	Challenges in Value-based Research	After completing this topic, student will be able to understand challenges in value based research	Assessment will include theory covered in lectures, formal examination as MCQs . performed.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (274-279)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 9: (274-279)
169	Comparing Policies	After completing this topic, student will be able to understand compare policies	Assessment will include theory covered in lectures, formal examination as MCQs	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (pp. 285-289)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (pp.285-289)
170	Rational Perspective	After completing this topic, student will be able to understand the rational perspective	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (pp 289-292)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (289-292)
171	Conflict Perspective	After completing this topic, student will be able to understand the conflict perspective	Assessment will include theory covered in lectures, formal examination as MCQs and laboratory work performed.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (292-294)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (292-294)
172	Uses and Abuses of Policy-based	After completing this topic, student will be	Assessment will include theory covered in lectures,	5	Comparative Education Research: Approaches and Methods Edited by	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob

	Research in CE	able to understand uses and abuses of policy based research in CE	formal examination as MCQs.	minutes	Mark Bray, Bob Adamson and Mark Mason. Chapter 10:(294-295)	Adamson and Mark Mason. Chapter 10:: (294-295)
173	The Significance of context	After completing this topic, student will be able to understand the significance of context	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (295-297)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (295-297)
174	Dominance of Anglo-American Scholarship	After completing this topic, student will be able to understand the dominance of Anglo American Scholarship	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (297-299)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (297-299)
175	Divides in the policy literature	After completing this topic, student will be able to understand divides in the policy literature	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (299-301)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (299-301)
176	Underestimated Cultural Factors	After completing this topic, student will be able to understand the underestimated cultural factors	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (301-303)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 10: (301-303)
177	The Politics of Language Policy and Inequality in Pakistan (BERJ)	After completing this topic, student will be able to understand the politics of language policy and inequality in Pakistan	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.280-281)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.280-281)
178	Language Policy of Pakistan	After completing this topic, student will be able to understand the language policy of Pakistan	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299.

					299. (pp.282-283)	(pp.282-283)
179	Capability –Based Evaluation	After completing this topic, student will be able to understand the capability based evaluation	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.283-284)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp. 283-284)
180	Critical Theory of Pierre Bourdieu	After completing this topic, student will be able to understand critical theory of Pierre Bourdieu	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.284-285)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp. 284-285)
181	The study	After completing this topic, student will be able to understand the nature of the study	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.286-287)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp. 286-287)
182	Emerging Impacts: Linguistic Capital and Language Ideologies	After completing this topic, student will be able to understand emerging impacts	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.288-289)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp. 288-289)
183	Language base discriminatory Practices	After completing this topic, student will be able to understand discriminatory practices in language	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299.

		base			299. (pp.289-290)	(289-290)
184	Accessing Higher Education	After completing this topic, student will be able to understand Higher Education and its access	Assessment will include theory covered in lectures, formal examination as MCQs .	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.290-291)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp. 290-291)
185	Opportunity to be in Careers of Choice and Participation	After completing this topic, student will be able to understand careers of choice and participation	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.291-293)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (291-293)
186	Wider Social Participation and Access	After completing this topic, student will be able to understand wider social participation and access	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.293-294)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (293-294)
187	Lessons Learnt from the Comparative Study	After completing this topic, student will be able to understand the lessons learnt from comparative study	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (pp.294-296)	Tamim, T. (2014). The politics of languages in education: issues of access, social participation and inequality in the multilingual context of Pakistan. British Educational Research Journal , Vol 40 (2) pp.280-299. (294-296)
188	Comparing curricula	After completing this topic, student will be able to compare curricula	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 309-310)

					Chapter 11: (309-310)	
189	Nature of Curriculum	After completing this topic, student will be able to understand the nature of curriculum	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 310-312)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (310-312)
190	Curriculum: Ideologies and Components	After completing this topic, student will be able to understand ideologies and components	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 312-315)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (-312-315)
191	Approaches in Comparison of Curricula	After completing this topic, student will be able to understand the approaches in comparison of curricula	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 316-317 & 322-323)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (316-317 & 322-323)
192	Evaluative Perspective	After completing this topic, student will be able to understand the evaluative perspective	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 317-319)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (317-319)
193	Critical Perspective	After completing this topic, student will be able to understand the critical perspective	Assessment will include theory covered in lectures, formal examination.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 320-321)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (320-322)
194	Research Methods: Evaluative Study	After completing this topic, student will be able to understand research methods	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 322-325)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (322-325)
195	Research Methods: Interpretive Study	After completing this topic, student will be able to understand the interpretive study of	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.

		research methods			Chapter 11: (pp. 325-327)	Chapter 11: (325-327)
196	Research Methods: Critical study	After completing this topic, student will be able to understand critical study of research methods	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp. 327-329)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (327-329)
197	Comparing pedagogical Innovations	After completing this topic, student will be able to compare pedagogical innovations	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12 (pp. 333-334)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 11: (pp333-334)
198	Research on Educational Change and Reforms: Methods	After completing this topic, student will be able to see the research taken on educational change and reforms	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (335-336)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (335-336)
199	Video Studies	After completing this topic, student will be able to understand video studies	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (p. 336)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (336)
200	Pedagogy and School Systems	After completing this topic, student will be able to understand pedagogy and school systems	Assessment will include theory covered in lectures, formal examination as MCQs	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (pp. 336-337)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (336-337)
201	Revealing Diversity in Pedagogy	After completing this topic, student will be able to understand diversity in pedagogy	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (pp. 337-338)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (337-338)
202	International Comparative Research: Pedagogical	After completing this topic, student will be able to understand international	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.

	Innovations	comparative research			Chapter 12: (pp. 338-339)	Chapter 12 : (338-339)
203	Study II: International Comparative Research	After completing this topic, student will be able to understand comparative research international	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (pp. 339-353)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (339-353)
204	Challenges and Methodological Advances	After completing this topic, student will be able to understand challenges and methodological advances	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (pp. 357-359)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 12: (pp. 357-359)
205	Comparing ways of learning: Learning Approaches	After completing this topic, student will be able to understand learning approaches	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (pp. 365-368)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (pp.365-368)
206	Comparing Learning Strategies	After completing this topic, student will be able to understand learning strategies	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (pp.369-371)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (369-371)
207	Cross-Cultural Meta-Analysis	After completing this topic, student will be able to understand cross cultural meta-analysis	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (pp.371-374)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (371-374)
208	The Paradox of Asian Learner	After completing this topic, student will be able to understand paradox of an Asian learner	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (pp.374-377)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 13: (374-377)
209	Concepts of Teaching: Chinese Perspective	After completing this topic, student will be able to understand Chinese perspective of	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.

		teaching			Chapter 13: (pp.377-380)	Chapter 13: (377-380)
210	Comparing Educational Achievements	After completing this topic, student will be able to understand comparing education and achievements	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (pp.387-388)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (387-388)
211	Procedures for Measuring Achievements	After completing this topic, student will be able to understand the procedures for measuring achievements	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (pp.388-396)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (388-396)
212	Whom to compare	After completing this topic, student will be able to understand the concept of whom to compare	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (pp.396-399)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (396-399)
213	Comparing Levels and Equity of Performance	After completing this topic, student will be able to levels and equity of performance	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (pp.399-403)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (399-403)
214	Important Comparative Questions at National Level: I & II	After completing this topic, student will be able to understand important comparative questions at different levels	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (pp.403- 407)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (403-407)
215	Important Comparative Questions at National Level: III & IV	After completing this topic, student will be able to understand important comparative questions at different levels	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (pp.407-409)	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason. Chapter 14: (407-409)
216	Equity in Achievements Across Schools	After completing this topic, student will be able to understand equity in achievements	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.	Comparative Education Research: Approaches and Methods Edited by Mark Bray, Bob Adamson and Mark Mason.

		across schools			Chapter 14: (pp.409-412)	Chapter 14: (409-412)
217	Comparing Quality of Education in low income countries from a Social Justice Framework	After completing this topic, student will be able to compare quality of education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (pp.3-4)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (pp.3-4)
218	Human Capital Perspective to Quality	After completing this topic, student will be able to understand human capital perspective	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.4)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 4)
219	Problems in Human Capital Perspective	After completing this topic, student will be able to understand problems in human capital perspective	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 4-5)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 4-5)
220	Rights-based Approach to quality	After completing this topic, student will be able to understand the rights based approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 5)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 5)
221	Issues with rights based approach	After completing this topic, student will be able to understand issues with rights based approach	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development 3-14 (5-6)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (5-6)
222	Nancy Fraser and Global Justice	After completing this topic, student will be able to conceptualize the social justice	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14

		framework presented by Nancy Fraser			Journal of Educational Development, (p 6)	Development, 3-14 (6)
223	Redistribution and Quality of Education	After completing this topic, student will be able to understand the significance of redistribution for social justice	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, (p. 6)	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 6)
224	Recognition of Diverse Needs and Identities in Education	After completing this topic, student will be able to understand recognition of diverse needs and identities from a social justice perspective	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 6)	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 6)
225	Participation and Educational Quality	After completing this topic, student will be able to understand educational quality and participation	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 6-7)	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p. 6-7)
226	Capability Approach and Educational Quality	After completing this topic, student will be able to understand the capability approach and the insights it provides for quality education	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 7-9)	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.7-9)
227	The Framework of Social Justice	After completing this topic, student will be able to understand educational justice from the framework of social justice	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 9)	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.9)
228	The Three Dimensions of Quality Education: Inclusion	After completing this topic, student will be able to understand the multiple dimensions of inclusion for quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development	Tikly, Leon & Barettt, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14

		education			(p. 9)	(p.9)
229	Inclusion: Resources for Educational Quality	After completing this topic, student will be able to understand the role of resources for educational quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 9)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.9)
230	Inclusion for Educational Quality: Teacher Education	After completing this topic, student will be able to understand the importance of teacher education for educational quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 9)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.9)
231	Inclusion: Governance for Educational Quality	After completing this topic, student will be able to understand the significance of governance in educational quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 9)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.9)
232	Inclusion: Learning Outcomes for Educational Quality	After completing this topic, student will be able to understand the significance of learning outcomes in educational quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 9-10)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.9-10)
233	Dimensions of Social Justice for Educational Quality: Relevance	After completing this topic, student will be able to understand the dimension of relevance in educational quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 10-11)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.10-11)
234	Democratic Dimension of Social Justice for Educational Quality	After completing this topic, student will be able to understand the dimension of democracy in educational quality	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development (p. 11-12)	Tikly, Leon & Barett, M. Angeline (2011) Social justice, capabilities and the equality of education in low income countries. International Journal of Educational Development, 3-14 (p.11-12)

235	Low Cost Private Schools for the Poor: Analyzing Public Policy in Low Income Countries	After completing this topic, student will be able to get insights into public and private schooling issues	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15 p.3	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15 p.3.
236	Non-Government Schools: History of Support	After completing this topic, student will be able to understand the history of support	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. pp.3-4	Heyneman, P.; Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (3-4)
237	Cross country Analysis	After completing this topic, snt will be able to understand cross country analysis	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. p.5	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p.5)
238	Low quality public Schooling	After completing this topic, student will be able to understand low quality schooling	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p. 6)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p.6)
239	Accommodation of Low-income Children	After completing this topic, student will be able to learn about the accommodation of low income children.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development,	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15.

					Vol 34, pp 3-15. p.7	(7-)
240	Regulatory Environment	After completing this topic, student will be able to understand regulatory environments.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (8-9)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (8-9)
241	Quality of Input	After completing this topic, student will be able to understand quality of input.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p.9-10)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (9-10)
242	Successful Initiatives and Models	After completing this topic, student will be able to understand cross subsidization	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p.10)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p.10)
243	Lessons learnt from Cross-country Analysis	After completing this topic, student will be able to understand lessons learnt from cross country analysis.	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (pp.11-12)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (11-12)

244	Recommendations for Schooling Low-Income Children	After completing this topic, student will be able to understand recommendations for schooling low income children	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (p.12-13)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (12-13)
245	Major Arguments Against Non-Government Schools	After completing this topic, student will be able to understand the major arguments against non-government schools	Assessment will include theory covered in lectures, formal examination as MCQs.	5 minutes	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (pp. 13-14)	Heyneman, P.Stephen & Stern, M.B. Jonathan (2014) Low cost private schools for the poor: What Public policy is appropriate? International Journal of Educational Development, Vol 34, pp 3-15. (13-14)
				Total Time (in minutes) = approx. 1225 minutes		