

This research examines the effectiveness of modular approach in delivering curricular objectives in the specific context of the University of Modern Languages, Islamabad. The validity of the concept was demonstrated through classroom trial of reorganized and enriched modular contents pertaining to one of the courses taught as part of M.A. International Relations programme. The trial was administered by the researcher, acting as the teacher, at two separate developmental stages; first at the level of pilot modules and then at the level of the final product. The intended objectives were secured to satisfactory degree of success through emphasis on relatively novel elements of the enhanced contents delivered through diverse teaching strategies. Statistical confirmation of learning gains was obtained in a test-retest cycle. The findings firmly established modular approach to curriculum as being contemporarily valid in the specific context of the University and, concomitantly, re-confirmed the findings of earlier researches by other NUML researchers pertaining to the effectiveness of modular approach.

The research design was geared to test the success of the modules through pretest-teaching-posttest cycle by assessing students' learned awareness of national and global concerns and his/her sensitivity to core cultural issues. The former domain was tested through a questionnaire seeking concurrence or rejection of posited opinions on selected concerns, and, the latter through assessment of student's ability in forming enlightened personal opinions and expressing the same in written form in a subjective report. The findings reassured the overall effectiveness of the modular approach in delivering intended curricular objectives. While the thesis is presented in Volume I of this document, the curricular material developed as part of the developmental study is organized into twelve modules that constitute Vol. II. These modules are intended to serve as an example for enthusiastic and dedicated teachers to follow in their grass-roots level endeavour towards further modular conversion of the curricula.