

Social Sciences - I

One of the following options:

C. MCEd 203 - Concepts of Education

Course Objectives

On the completion of the course, the students will be able to:

1. Differentiate among Concepts of Curriculum, Syllabus, and Scheme of Studies.
2. Analyze the Process of Curriculum Development in Pakistan
3. Identify key elements of Educational Assessment and Evaluation, Validity and Reliability of a Test.
4. Analyze different Styles of Educational Administration and Management.
5. Analyze the Problems of Educational Administration in Pakistan
6. Differentiate in different types of research and data collection methods.
7. Critically review the functions and types of Guidance and Counseling.
8. Compare the teacher education practices from past to present.
9. Identify the relevance of National Professional Standards for Teachers in Pakistan
10. Differentiate exceptional children with their exceptional needs and suggest solutions to mitigate the problems of special children.

Syllabus Breakdown

Course Content

1. Curriculum

1.1. Concept of Curriculum, Syllabus and Scheme of Studies, Course Outline

1.2. Importance of Curriculum

1.3. Types of Curriculum

1.3.1. Subject Centered Curriculum

1.3.2. Teacher Centered Curriculum

1.3.3. Learner Centered Curriculum

1.3.4. Activity/Experience Centered Curriculum

1.3.5. Integrated Curriculum

1.3.6. Core Curriculum

1.3.7. Peripheral Curriculum

1.3.8. Null Curriculum

1.3.9. Hidden Curriculum

1.4. Characteristics of Curriculum

1.5. Principles of Curriculum Development

1.6. Aims, Goals, Objectives, SLOs and ILOs

1.7. Models of Curriculum (Ralph Tyler, Hilda Taba)

1.8. Process of Curriculum Development in Pakistan

1.8.1. School Curriculum Development

1.8.2. University Curriculum Development

1.9. Co-curricular Activities (Concept, Importance, Organizational Principles, Types, Literary Activities, Games and Sports, Educational Tours)

2. Educational Assessment and Evaluation

2.1. Definition of Educational Assessment and Evaluation

2.2. Importance of Educational Evaluation

2.3. Types of Educational Evaluation (Placement, Formative, Diagnostic, Summative)

2.4. Difference between Educational Measurement, Assessment and Evaluation

2.5. Types of Test and its Characteristics (Oral, Practical, Written, Objective and Essay Type)

2.6. Principles of Test Development

2.7. Validity and Reliability of Test

3. Educational Administration

3.1. Concept of Educational Administration and Management

- 3.2. Importance of Educational Administration
- 3.3. Principles of Educational Administration
- 3.4. Styles of Educational Administration and Management
 - 3.4.1. Democratic
 - 3.4.2. Autocratic
 - 3.4.3. Laissez Faire
- 3.5. Educational Administrator, Educational Manager, Educational Leader
- 3.6. Structure of Educational Administration in Pakistan
- 3.7. Problems of Educational Administration in Pakistan

4. Educational Research

- 4.1. Concept of Educational Research
- 4.2. Importance of Educational Research
- 4.3. Scientific Method
- 4.4. Types of Research
 - 4.4.1. By Purpose (Basic, Applied, Action, Evaluation)
 - 4.4.2. By Method (Descriptive, Correlational, Causal Comparative, Experimental)
- 4.5. Paradigms of Research (Qualitative, Quantitative)
- 4.6. Methods of Data Collection
 - 4.6.1. Observation
 - 4.6.2. Survey
 - 4.6.3. Experiment
 - 4.6.4. Interview
 - 4.6.5. Document Analysis

5. Guidance and Counseling

- 5.1. Concept of Guidance and Counseling
- 5.2. Purpose of Guidance
- 5.3. Human Nature (Perspectives of Quran, Thinkers and Psychologists)
- 5.4. Functions of Guidance and Counseling
- 5.5. Types of Counseling
- 5.6. Characteristics of Counselors
- 5.7. Mental Health (Anxiety, Phobia, Depression)

6. Teacher Education

- 6.1. Concept of Teacher Education and Training
- 6.2. Need of Teacher Education
- 6.3. Types of Teacher Education (Pre-service and In-service)
- 6.4. Models of Teacher Education (Consecutive and Concurrent)
- 6.5. Teaching as a profession (Characteristics of Profession)
- 6.6. Professional Ethics for Teachers
- 6.7. Teacher Education in Pakistan (Past and Present)
- 6.8. National Professional Standards for Teachers in Pakistan

7. Special Needs Education

- 7.1. Definition of Special Needs Education
- 7.2. Concepts of:
 - 7.2.1. Disorder
 - 7.2.2. Abnormal
 - 7.2.3. Atrophy
 - 7.2.4. At-Risk
 - 7.2.5. Disease
 - 7.2.6. Impairment
 - 7.2.7. Disability
 - 7.2.8. Handicap
 - 7.2.9. Special Children
 - 7.2.10. Special Education
 - 7.2.11. Special Educational Needs
 - 7.2.12. Segregation
 - 7.2.13. Integration
 - 7.2.14. Mainstreaming

- 7.2.15. Labeling
- 7.2.16. Classification
- 7.2. Types of exceptional Children
 - 7.2.1. Intellectually Exceptional
 - 7.2.1.1. Gifted Children
 - 7.2.1.2. Academically Backward Children
 - 7.2.1.3. Creative Children
 - 7.2.1.4. Slow Learner
 - 7.2.1.5. Learning Disabled Children
 - 7.2.1.6. Mentally Retarded
 - 7.2.2. Physically Exceptional
 - 7.2.2.1. The Deaf and Dumb
 - 7.2.2.2. The Blind and Partially Blind
 - 7.2.2.3. Orthopedically Handicapped
 - 7.2.2.4. Children with Speech Disorder
 - 7.2.3. Emotionally Exceptional
 - 7.2.3.1. Delinquent
 - 7.2.3.2. Aggression
 - 7.2.4. Socially Exceptional
- 7.3. Special Needs Education in Pakistan

Recommended Books

1. رفاقت علی اکبر (2016) تعلیم کی اساسی بنیادیں، عظیم اکیڈمی، اردو بازار، لاہور
2. Algozzine, B., & Ysseldyke, J. (2006). Effective instruction for students with special needs. Corwin Press.
3. Armstrong. A. C., Armstrong. D., & Spandagou., D. A. (2010). Inclusive education: International policy & practice. Sage.
4. Giddens, A., Duneier, M., Appelbaum, R. P., Carr, D. (2009). Introduction to sociology. Norton & Co.
5. Kirk, S., Gallagher, J. J., & Coleman, M. R. (2015). Educating exceptional children. Cengage Learning.
6. Linn, R. L., Miller, D. M., & Gronlund, N. E. (2013). Measurement and assessment in teaching. Pearson.
7. Ministry of Education. (2009). National professional standards for teachers in Pakistan. Government of Pakistan.
8. Moreno, R. (2010). Educational psychology. John Wiley and Sons Inc.
9. Rieser, R. (2012). Implementing inclusive education. Charlesworth Press.
10. Robbins, S. P., & Coulter, M. (2012). Management. Prentice Hall.
11. Saddiqui, S. (2016). Education policies in Pakistan: Politics, projection and practices. Oxford University Press.
12. Taba, H. (1962). Curriculum development: Theory and practice. Brace and World.
13. Tilstone, C., Florian, L., & Rose, R. 1998). Promoting inclusive practice. Routledge.
14. Walker, D. F. (2014). Fundamentals of curriculum: Passion and professionalism. Psychology Press. Woolfolk, A. (2019). Educational psychology (14th ed.). Pearson.