



## **B.Ed(4 Years) Elementary Education**

Code	Subject Title	Cr. Hrs	Semester
EDE- 311	Social Foundation of Education: School, Society and Teacher	3	1
Year	Discipline		
1	Elementary Education		

### **Aims**

- This course provides prospective teachers with the understanding about the nested relationship of school, societies, teachers and families. As school is supported by the society, community and families, these entities have mutual relationship with each other.
- The need of this course in teacher preparation program ensures that prospective teachers understand the role of school, society and their impact on each other.
- This course also aims at providing an opportunity to prospective teachers to understand the cultural, social, and historical forces that shape the relationship and impact of teachers, schools, communities, and families in Pakistan.
- The inclusion of this course in B.Ed. (Hons) Elementary four year program ensures that prospective teachers are able to understand the social entities, social and cultural forces, and their relationship and socialization process.

### **Objectives**

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

- Understand and describe relationships between teachers, the school, and the families and community that support the school
- Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities
- Recognize and value diverse cultural, traditional, and religious backgrounds and values
- Understand the social factors that affect education and devise ways to use these factors for the development of education nationally and locally
- Present themselves to their students as role models

### **Syllabus**

#### **Unit 1: Society, community, and education**

- Introduction and overview of the course
- Introduction to society, community, and education
- Structures and functions of community and schools in Pakistan
- Impact of education on society
- Role of education in strengthening Pakistani communities

#### **Unit 2: Understanding social interaction in schools and communities**

- Meaning of social interaction and socialization
- Levels of social interaction
- Elements of social interaction: social contacts, communication and social attitudes and values
- Types of social interaction: cooperation, competition, conflict, accommodation, and assimilation
- Meaning and types of social groups
- Individual and group behavior

- The roles of schools and teachers in developing social interaction for peace, harmony, and tolerance in Pakistani communities

### **Unit 3: School and culture**

- Main characteristics of culture
- Elementary concepts of culture: cultural trait, cultural complex, cultural lag and cultural diversity
- Culture and cultural elements of Pakistani communities
- Role of education and school in the protection and transmission of culture
- Impact of media on school and culture
- Impact of technology on school and culture

### **Unit 4: Relationships between school and community**

- A school as a social, cultural and community institutions
- Effects of a school on communities
- Effects of communities on a school
- School as a hub for community services
- A critical analysis of the effective role of schools and teachers in Pakistani communities
- assigned by the Instructor

### **Unit 5: Social institutions**

- Definition and types of social institutions
- The family
- Educational institutions
- Religious institutions
- Critical analysis of the role of social institutions in Pakistani schools

### **Unit 6: The teacher's role in school and the community**

- Teacher as an integral part of the community
- Teacher as a change agent in: community and school
- Teachers as role models through their participation in community activities
- Effects of teachers and schools on individual and group behavior

### **Unit 7: The working context of Pakistani teachers**

- Teacher as a social activist
- Teacher's leadership roles within and outside schools
- Teacher's role in establishing linkages among stakeholders

### **Unit 8: Practical experience**

- The concluding unit will be a practical task in the community or another field experience as

### **Text Books**

- There is no standard textbook for this course. The books and articles listed below should be treated as suggested readings that can provide support material for both prospective teachers and the instructor.
- Abdalla, M. J., & Qureshi, R. (2009). Teacher leadership for school-based professional development: A case study.
- Albrow, M. (2013). Sociology: the basics: Routledge.

- Hafeez, S. (1991). *The Changing Pakistan Society*: Royal Book Co.
- Marshall, L., & Rowland, F. (2013). *A guide to learning independently*: Pearson Higher Education AU.
- Qureshi, R., & Rarieya, J. F. (2007). *Gender and education in Pakistan*: Oxford University Press.
- Shabaan, M., & Qureshi, R. (2006). *Teacher leaders: Experiences of Pakistani teachers in leading school improvement activities*.
- Shamim, F., & Qureshi, R. (2009). *Schools and Schooling Practices in Pakistan: Lessons for Policy and Practice*: Oxford University Press.
- Stolley, K. S. (2005). *The basics of sociology*: Greenwood Publishing Group.

### **Reference Material**

- Ehsan, M. (2018). Inclusive Education in Primary and Secondary Schools of Pakistan: Role of Teachers. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 40(1), 40-61.
- Qureshi, R. (2006). Colonial legacy: Understanding the historical roots of female illiteracy in Pakistan. *Muslim Education Quarterly*, 23(1-2), 20.