



Code	Subject Title	Cr. Hrs	Semester
EDU-205	Supervised School Experience / Observation / Visits	3	IV
Year	Discipline		
2	Education (Secondary)		

The purpose of this course/activity is to give the prospective teacher an opportunity to familiarize him/her with the day to day affairs, teaching and learning process, and overall school environment. This course also provides the guidelines for the supervisors of prospective teachers in scheduling, managing, recording and providing information on protocol and ethics for the purpose.

### Course Contents

#### Step 1 Briefing and orientation about the school visit

- 1.1. School location
- 1.2. School history and detail
- 1.3. The purpose of the activity
- 1.4. Protocol of the visit
- 1.5. Ethics of the activity
- 1.6. Dress code
- 1.7. any other matter

#### Step 2 Scheduling

- 2.1. duration of each activity
- 2.2. Time table
- 2.3. Group formation

#### Step 3 The school visit

- 3.1. Observation checklists
- 3.2. What to bring in school visit
- 3.3. Staffing of the school visit
- 3.4. Arriving in school
- 3.5. Problem solving
- 3.6. Collecting the data
- 3.7. Taking leave

#### Step 4: Data analysis and Reporting

- 4.1. Reporting & De-briefing by prospective teacher
- 4.2. Supervisor's feedback and evaluation of the whole process

#### Websites

- <http://www.ravolunteers.org/pdfs/SchoolObservationForm.pdf>
- [sunzi.lib.hku.hk/hkjo/view/10/1000159.pdf](http://sunzi.lib.hku.hk/hkjo/view/10/1000159.pdf)
- [secc.rti.org/display.cfm?t=m&i=Chapter\\_53\\_3](http://secc.rti.org/display.cfm?t=m&i=Chapter_53_3)
- [www.meridianschool.edu/?page=observations](http://www.meridianschool.edu/?page=observations)



Code	Subject Title	Cr. Hrs	Semester
EDU-205	Curriculum Development	3	IV
EDU-313			V
Year	Discipline		
2	Education (Secondary)		
3	Education (Elementary)		

**Course Description**

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan.

**Learning Outcomes**

At the end of the course, the students will be able to:

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems and trends in curriculum

**Course Outline**

**Unit 01 Introduction to Curriculum**

- 1.1. The definition of Curriculum
- 1.2. Various forms of Curriculum
- 1.3. Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum.
- 1.4. Learning experiences and assessment of students learning

**Unit 02 Foundations of Curriculum**

- 2.1. Philosophical
- 2.2. Psychological
- 2.3. Sociological

**Unit 03 Curriculum: Aims, Goals and Objectives**

- 3.1. Distinction between aims, goals & objectives
- 3.2. Taxonomies of educational objectives
  - a) Cognitive domain
  - b) Affective domain
  - c) Psychomotor domain
  - d) Solo Taxonomy of educational objectives

**Unit 04 Models of Curriculum**



4.1. Tyler Model

4.2. Wheeler Model

4.3. Dynamic Model

4.4. Skel Beck Model

Unit 05 Designs of Curriculum

5.1. Subject-based

5.2. Activity-based

Unit 06 Process of Curriculum Development in Pakistan

6.1. Curriculum development at elementary and secondary level

6.2. Role of teacher in curriculum development process at various levels

Unit 07 Curriculum Change

7.1. Process of Curriculum Change

7.2. Various issues in Curriculum change

Recommended Books:

- o Beane I.A, Toefer C.F & Alessi S.J (1986). Curriculum Planning & Development. Boston and Bacon.
  - o Farooq, R.A. (1993). Education system in Pakistan. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
  - o Kelley A.V (1999). The Curriculum: Theory and Practice. London. Paul Chapman.
  - o McNeil J. D (1990). Curriculum: A Comprehensive Introduction, (4th.ed) Los Angeles: Harper Collins
  - o Murray P. (1993). Curriculum Development & Design, (5th ed),
  - o Sharma R.C (2002). Modern Methods of Curriculum Organization. New Delhi:
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