# UNIVERSITY OF THE PUNJAB

## NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meetings dated 11-03-2022 and 21-03-2022 respectively regarding approval to start BS Education (5th to 8th Semester) alongwith its syllabi/Scheme of Studies (Morning/Replica ) for Institute of Education & Research and Affiliated Colleges w.e.f. Academic Session 2021-2022.

The Syllabi/Scheme of Studies is enclosed.

**Admin. Block,**                                                   Sd/-
**Quaid-i-Azam Campus,**                                 **Registrar**
**Lahore.**
**No. D/_762___ /Acad.**                          Dated: _31-1-_ /2023.

Copy of the above is forwarded to the following for information and necessary action:-

1.    Dean, Faculty of Education
2.    Director, Institute of IER.
3.    Principals, Affiliated Colleges
4.    Controller of Examinations
5.    Director, IT for placement at website
6.    Admin. Officer (Statutes)
7.    Secretary to the Vice-Chancellor
8.    Private Secretary to the Registrar
9.    Assistant (Syllabus)

**Assistant Registrar (Academic)**
**for Registrar**

# BS Education

## Curriculum for 5th to 8th Semester



INSTITUTE OF EDUCATION AND RESEARCH
UNIVERISTY OF THE PUNJAB, LAHORE,
PAKISTAN

# CURRICULUM OF

# BACHELOR OF STUDIES IN EDUCATION

## BS Education

(5th to 8th Semester)



**INSTITUTE OF EDUCATION AND RESEARCH**
**UNIVERISTY OF THE PUNJAB, LAHORE, PAKISTAN**

# CONTENT

# PREFACE

It is a matter of immense pleasure for me to share the course outlines for the BS Education Higher Education Commission Pakistan has launched Undergraduate Policy 2020. It was imperative to design new courses for the BS Education students. University of the Punjab mandated each department to design and develop courses for this program in their subject areas for those who want to earn their degrees from the constituent and affiliated colleges of the University of the Punjab. Director Institute of Education and Research (IER)/Convener Board of Studies in BS Education constituted a committee to develop curriculum of Education.

1. Prof. Dr. Muhammad Shahid Farooq          (Convener)
2. Dr. Muhammad Akram                        (Member)
3. Dr. Shafiq ur Rehman                      (Member)
4. Dr. Ahmad Bilal                           (Member)
5. Dr. Sumaira Rashid                        (Member)
6. Dr. Rana Abdul Majid Khan                 (Member)

The committee arranged their hours long 18 meetings during February and June 2021 and discussed various topics to be included in the courses. Each member of the committee shared their valuable thoughts in terms of selecting the contents, relevant books, and planning each course on weekly basis. After careful consideration of the need of the courses for undergraduate students, we have been able to design the curriculum. I am highly thankful to all members of the committee for their great contribution towards designing valuable and much needed curriculum document for undergraduate students of IER and affiliated colleges. I am also thankful to the members of the board of Studies in Education, Board of Faculty of Education, and Faculty Council of IER who deliberated their efforts and approved the courses in meetings held on 07-07-2021, 23-08-2021, and 11-11-2021 respectively. This curriculum will be implemented in session 2021 and Annual Examination 2022 and onwards. We will be highly obliged by your effective and constructive feedback for the improvement of this document in future.

**Prof. Dr. Rafaqat Ali Akbar**
Director IER/Convener Board of Studies in Education
Institute of Education & Research
University of the Punjab

**INSTITUTE OF EDUCATION AND RESEARCH**
**UNIVERSITY OF THE PUNJAB**
**LAHORE**
**Faculty of Education**

| | |
|---|---|
| Program Title: | **BS Education (5th to 8th Semester)** |
| Institute/Department: | **Institute of Education and Research** |
| Faculty: | **Faculty of Education** |

**Institute Mission**

To achieve excellence in the field of teacher education through empowering teachers and developing their competencies in the areas of content, pedagogical skills, and research in the field of Education.

**Institute Introduction**

The Institute of Education and Research (IER) is a postgraduate College of Education of the University of the Punjab, Lahore. The Institute was established in September 1960 in collaboration with the School of Education, Indiana University, USA. It is the pioneer Institute in Pakistan for advanced studies in the field of Education. It enjoys the status of being the premier and most prestigious Institute of Education in the country. The Institute presently offers undergraduate and graduate degree programs under semester system.

**Program Introduction**

BS Education (5th to 8th Semester) is a two year (four semesters) degree program focusing on preparation of human resource with areas of specialization Curriculum and Administration. This program is designed to train the prospective teachers in professional knowledge, competencies of curriculum & instruction, educational assessment, research methods, educational leadership and management skills and competencies in pedagogy aligned with HEC road map. This degree program will enable the students to teach in schools and other teaching institutions as well as pursue for advanced studies in Education. This degree program will also provide ample opportunities to furnish the learners through their professional development to meet the national standards of teacher preparation. In the present era, the teacher education under the umbrella of teacher preparation programs is the foundation to succeed in the professional career. This program will serve as a platform where they can become specialized teacher and researchers in the relevant areas. Development in professional

and academic knowledge will help them in exploring further avenues to meet their personal and professional ambitions. Thus, the program will provide competent and trained teachers for schools in Pakistan. The program will also provide basis for advanced studies i.e., MPhil & PhD in Education.

**Program Objectives**

The successful completion of this program will enable the students to:

1. Develop conceptual understanding of the theory and practice of the concepts related to education.
2. Comprehend the philosophical perspectives of education and their applications in today's teaching and learning environment.
3. Have insight of psychology of learning & development of child.
4. Have deeper understanding on how curriculum is designed to meet the national standards.
5. Have knowledge of school, society and teacher and their role and impact on each other.
6. Be a competent teacher with sound knowledge, understanding, skills, and application of various assessment techniques.
7. Use the Information Communication Technology (ICT) and instructional technology in teaching and learning process.
8. Assess students' learning needs and interests and devise teaching strategies accordingly to ensure maximum learning.
9. Have expertise and deeper knowledge in their areas of specialization courses.
10. Develop the interest in lifelong learning and social services.
11. Develop critical thinking to teach in a live and motivational way.
12. Equip with professional ethics and code of conduct to become a professional teacher.
13. Be a competent teacher based on extensive teaching practice.
14. Develop professional attitude.

**Rationale of the Program**

With increasing need of quality in teacher education, the pre-service teacher education requires transformation to fulfil this need. Higher Education Commission (HEC) Pakistan announced Undergraduate Policy 2020. The focus of this policy is on competency based learning and application of learned experiences.

The purpose of this BS Education (5th to 8th Semester) Programme is to develop and enable the students to cater the needs of effective and efficient teaching of the content as well

as pedagogy. Thus, the program intends to create the qualified and professional teachers to bring about quality in teaching and learning process at schools in Pakistan. As the program is aligned with the teacher preparation roadmap designed by the HEC, so, it will provide the opportunity to the successful graduates to get admission in MS/MPhil Education programme.

**Admission Eligibility Criteria**

1. The candidates holding BA/BSc/ADP/ADE or equivalent (14 years of Education) qualification and age not more than 24 years are eligible for admission in BS Education (5th to 8th Semester) programme.

2. Any person who has attained the age of 24 years on the last date fixed for the receipt of applications for admission shall not be admitted to this degree program. In case of real hardship, however, the Vice-Chancellor on the recommendations of the Director IER may relax this regulation for (a) females (b) foreign candidates and (c) up to maximum of one year for male candidates. If a candidate is overage s/he should obtain relaxation in age from the Vice-Chancellor on the prescribed form available at IER Director Office and attach the age relaxation orders with the application form. Otherwise s/he will not be considered for admission.

3. The candidate holding 3rd division in any previous degree is not eligible for admission in BS Education (5th to 8th Semester) program. Two (2) marks will be deducted from percentage academic marks for each late session to a maximum of previous five sessions/years for male and female students.

4. There is no age limit for self-supporting programs.

5. The candidates should have good health, personality and character. (Any student, who was rusticated, expelled, or whose entry in any college/university campus was banned for any reason whatsoever at any time during her/his academic career), shall not be admitted to any class without the permission of the Board of Governors (BOG) IER. The BOG may not consider such cases except on the recommendations of the Faculty Council.

## MERIT CRITERIA FOR BS Education

| Course/Degree | Marks allocated against %age marks (Annual System) | | | | | |
|---|---|---|---|---|---|---|
| | **45%** | **50%** | **55%** | **60%** | **70%** | **≥80%** |
| Matriculation or equivalent | 5 | 10 | 12.5 | 18.75 | 21.25 | 25 |
| F.A/F.Sc or equivalent | 5 | 10 | 12.5 | 18.75 | 21.25 | 25 |
| BA/BSc | 5 | 10 | 12.5 | 18.75 | 21.25 | 25 |
| ADP/ADE | | | | | | |

## Program General Information

| Course Duration: | Two Years |
|---|---|
| Total Credit Hours: | 69 |
| Total Semesters: | 04 |
| Qualification on Completion: | Bachelor of Studies in Education (5th to 8th Semester) |

## Categorization of Courses as per HEC Recommendations

| Courses | No. of Courses | Credit Hours | Total Credit Hours |
|---|---|---|---|
| Major Courses | 12 | 36 | 51 |
| Areas of Specialization | 05 | 15 | |
| Practice Teaching | 02 | 06 | 06 |
| Thesis/Research Project | 01 | 06 | 06 |
| Practical Learning (PL) [Scouting, Emergency Training, and Community Service] | 01 | 03 | 03 |
| Quran Translation | 01 | 03 | 03 |
| | | **Total** | **69** |

# Scheme of Studies of BS Education (5th to 8th Semester)

As mentioned in the "Rationale of the Program" that courses suggested for BS Education (5th to 8th Semester) scheme of studies consist of a combination of courses:

    I. Major Courses
    II. Major Courses (Specialization)
    III. Practice Teaching
    IV. Practical Learning
    V. Thesis/Research Project
    VI. Quran Translation

The following tables show these courses and credit hours suggested for this program.

| Sr. # | Course Code | Course Title | Course Type | Semester |
|---|---|---|---|---|
| **Major Courses [CR-36]** | | | | |
| 1 | MCEd-301 | Philosophy of Education | Major | V |
| 2 | MCEd-302 | Learning Theories | Major | V |
| 3 | MCEd-303 | Curriculum Development | Major | V |
| 4 | MCEd-304 | Teaching Profession | Major | V |
| 5 | MCEd-305 | General Methods of Teaching | Major | V |
| 6 | MCEd-306 | School Management | Major | V |
| 7 | MCEd-307 | Islamic System of Education | Major | VI |
| 8 | MCEd-308 | Educational Assessment | Major | VI |
| 9 | MCEd-309 | Instructional Technology | Major | VI |
| 10 | MCEd-310 | Research in Education | Major | VI |
| 11 | MCEd-311 | Technical Writing and Presentation Skills | Major | VI |
| 12 | MCEd-401 | Comparative Education | Major | VII |
| **Practice Teaching [CR-06]** | | | | |
| 1 | PT-401 | School Observation & Microteaching | Practice Teaching | VII |
| 2 | PT-402 | Practice Teaching | Practice Teaching | VIII |
| **Thesis/Research Project [CR-6]** | | | | |
| 1 | Th-401 | Thesis/Research Project | Research Project | VII, VIII |
| **Practical Learning (PL) [CR-03]** | | | | |
| 1 | PL-301 | Scouting | Practical Learning | VI |
| 2 | PL-302 | Emergency Training | Practical Learning | VI |
| 3 | PL-303 | Community Service | Practical Learning | VI |
| **Quran Translation [CR-03]** | | | | |
| 1 | QT-100 | Quran Translation | Quran Translation | I-VIII |

| Major Course (Specialization) (Choose any One Area with 05 courses) [CR-15] | | | | |
|---|---|---|---|---|
| **Area 1: Curriculum** | | | | |
| 1 | MCEd-401Cu | Patterns of Curriculum | Additional Major | VII |
| 2 | MCEd-402Cu | Models of Curriculum | Additional Major | VII |
| 3 | MCEd-403Cu | Curriculum Change & Innovation | Additional Major | VIII |
| 4 | MCEd-404Cu | Curriculum Adaptation | Additional Major | VIII |
| 5 | MCEd-405Cu | Curriculum Evaluation | Additional Major | VIII |

| **Area 2: Administration** | | | | |
|---|---|---|---|---|
| 1 | MCEd-401Ad | Educational Administration | Additional Major | VII |
| 2 | MCEd-402Ad | Human Resource Management | Additional Major | VII |
| 3 | MCEd-403Ad | Human Relations in School | Additional Major | VIII |
| 4 | MCEd-404Ad | Educational Law | Additional Major | VIII |
| 5 | MCEd-405Ad | Educational Planning & Financing | Additional Major | VIII |

## Semester Breakup Plan Format BS Education (5th to 8th Semester)

### Semester: V

| Sr. | Course Code | Course Title | Course Type | Course Nature | Credit Hours |
|-----|-------------|--------------|-------------|---------------|--------------|
| 1 | MCEd-301 | Philosophy of Education | Major | Theory | 03 |
| 2 | MCEd-302 | Learning Theories | Major | Theory | 03 |
| 3 | MCEd-303 | Curriculum Development | Major | Theory | 03 |
| 4 | MCEd-304 | Teaching Profession | Major | Theory | 03 |
| 5 | MCEd-305 | General Methods of Teaching | Major | Theory | 03 |
| 6 | MCEd-306 | School Management | Major | Theory | 03 |
| 7 | QT-100 | Quran Translation | Compulsory | | |
| Total Credit Hours | | | | | 18 |

### Semester: VI

| Sr. | Course Code | Course Title | Course Type | Course Nature | Credit Hours |
|-----|-------------|--------------|-------------|---------------|--------------|
| 1 | MCEd-307 | Islamic System of Education | Major | Theory | 03 |
| 2 | MCEd-308 | Educational Assessment | Major | Theory | 03 |
| 3 | MCEd-309 | Instructional Technology | Major | Theory | 03 |
| 4 | MCEd-310 | Research in Education | Major | Theory | 03 |
| 5 | MCEd-311 | Technical Writing and Presentation Skills | Major | | 03 |
| 6 | PL-301 | Scouting | Practical Learning | Practical | 01 |
| | PL-302 | Emergency Training | Practical Learning | Practical | 01 |
| | PL-303 | Community Service | Practical Learning | Practical | 01 |
| 7 | QT-100 | Quran Translation | Compulsory | | |
| Total Credit Hours | | | | | 18 |

### Semester: VII

| Sr. | Course Code | Course Title | Course Type | Course Nature | Credit Hours |
|-----|-------------|--------------|-------------|---------------|--------------|
| 1 | MCEd-401 | Comparative Education | Major | Theory | 03 |
| 2 | MCEd-401Area | Area Subject 1 | Major Specialization | Theory | 03 |
| 3 | MCEd-402Area | Area Subject 2 | Major Specialization | Theory | 03 |
| 4 | PT-401 | School Observation & Microteaching | Practice Teaching | Practical | 03 |
| 5 | Th-401 | Research Project/ Thesis | Research | Research | 03 |
| 6 | QT-100 | Quran Translation | Compulsory | | |
| Total Credit Hours | | | | | 15 |

### Semester: VIII

| Sr. | Course Code | Course Title | Course Type | Course Nature | Credit Hours |
|-----|-------------|--------------|-------------|---------------|--------------|
| 1 | MCEd-403Area | Area Subject 3 | Major Specialization | Theory | 03 |
| 2 | MCEd-404Area | Area Subject 4 | Major Specialization | Theory | 03 |
| 3 | MCEd-405Area | Area Subject 5 | Major Specialization | Theory | 03 |
| 4 | PT-402 | Practice Teaching | Practice Teaching | Practical | 03 |

| 5 | Th-402 | Research Project/ Thesis | Research | Research | 03 |
|---|--------|--------------------------|----------|----------|-----|
| 6 | QT-100 | Quran Translation | Compulsory | Quran | 03 |
| Total Credit Hours | | | | | 18 |

## Award of Degree

- Minimum CGPA required is 2.5 (As per university policy)
- Approved thesis/research project
- Qualifying comprehensive examination

## Faculty Strength

There are 76 faculty members at the institute.

## Present Student Teacher Ratio in the Institute

The student teacher ratio in the institute is 20:1

# Course Outlines BS Education
# (5<sup>th</sup> to 8<sup>th</sup> Semester)

# Institute of Education and Research, University of the Punjab, Lahore.

| Program | BS Education | | |
|---|---|---|---|
| **Course Title:** Philosophy of Education | | **Course Type:** Major Course of Education | |
| **Course Code:** MCEd-301 | **Credit Hours:** 3 | | **Duration:** 16 Weeks |
| Introduction | Philosophy provides bases to understand the ideology and fundamental questions regarding human, universe and knowledge. This course is an effort to understand various philosophical approaches, modes and school of thoughts applied in educational process. This course is designed to help students to formulate and reflect on their own philosophy of education. It helps to learn its influences on their beliefs and practices about teaching and learning process. It helps the students in developing critical thinking about different social phenomena. | | |
| Learning Objectives | After studying the course students will be able to:<br>1. Analyze the impact of philosophy on education.<br>2. Differentiate different styles of philosophy.<br>3. Compare different school of thoughts of philosophy and their impact on education.<br>4. Identify the relevance of educational philosophies with present education.<br>5. Recognize, express, and analyze argument in philosophical texts.<br>6. Analyze how philosophies and theories of education influence curriculum, teaching and learning in schools.<br>7. Apply the theories of educational thinkers to reform educational practices in Pakistan | | |
| Course Content | 1. Introduction to Education<br>   1.1. Concept of Education<br>   1.2. Process of Education/Elements<br>   1.3. Modes of Education<br>   1.4. Significance of Education<br>2. Introduction to Philosophy<br>3. Concept of Educational Philosophy<br>4. Importance and scope of Philosophy<br>5. Styles of Philosophy<br>   5.1. Speculative Philosophy<br>   5.2. Perspective Philosophy<br>   5.3. Analytical Philosophy<br>6. Areas of Philosophy<br>   6.1. Ontology<br>   6.2. Epistemology<br>   6.3. Axiology<br>7. Philosophy and Science<br>8. Philosophy and Religion<br>9. Concept of Philosophy of Education<br>10. Scope of Educational Philosophy<br>11. School of thoughts of Philosophy and its implications on Education | | |

| | |
|---|---|
| | 11.1.    Idealism and its implications on Education<br>11.2.    Realism and its implications on Education<br>11.3.    Naturalism and its implication on Education<br>11.4.    Post Modernism and its implication on Education<br>11.5.    Pragmatism and its implications on Education<br>11.6.    Existentialism and its implications on Education<br>12. Educational Philosophies<br>    12.1.    Prennialism<br>    12.2.    Essentialism<br>    12.3.    Progressiveism<br>    12.4.    Reconstructionism<br>13. Thoughts of Muslim Scholars<br>    13.1.    SayadanaAliulMurtaza (RA)<br>    13.2.    Imam Ghazali<br>    13.3.    Ibn-e-Khuldoon<br>    13.4.    HazratMujaddadAlifSani<br>    13.5.    Shah Waliullah<br>    13.6.    Syed Ali Hajvery<br>    13.7.    Syed AbulA'alaMoudoodi<br>    13.8.    Allama Muhammad Iqbal<br>    13.9.    Molana Muhammad Ali Johar<br>    13.10.  HasanulBanna<br>    13.11.  Syed Qutab |
| Text Book(s) | Kneller, G.F. (1971). *Introduction to the philosophy of education.* John Wiley & Sons.<br>Mead, G. H., Biesta, G. J., &Trohler, D. (2015). *Philosophy of Education.* Routledge.<br>Moore, T. W. (1982). *Philosophy of education: An introduction.* Routledge&Kegan Paul. |
| Suggested Reading | Barrow, R., & Woods, R. (2006). *An introduction to philosophy of education.*Routledge.<br>Gingell, J., & Winch, C. (2008). *Philosophy of education: The key concepts.* Routledge.<br>Heyting, F., Lenzen, D., & White, J. (Eds.). (2002). *Methods in philosophy of education*. New York: Routledge.<br>Kneller, G. F. (1963). Philosophy and education. *Studies in Philosophy and Education*, *3*(1), 78-84.<br>Nasr, S. H. (2006). *Islamic philosophy from its origin to the present: Philosophy in the land of Prophecy*. Suny Press.<br>Nicholson, D. (2016). *Philosophy of education in action: An inquiry-based approach*. Routledge.<br>Noddings, N. (1995). *Philosophy of education*. Westview Press.<br>Noddings, N. (2015). *Philosophy of education*(4thed.). Hachette.<br>Ornstein, A. C. (2006). *Foundations of education.*Houghton Mifflin Company.<br>Phillips, D. C. (Ed.). (2008). *What is philosophy of education*. In The SAGE Handbook of Philosophy of Education(pp. 3-19).<br>Power, E. J. (1990).*Philosophy of education:Studies in philosophies, schooling, and educational policies*. Waveland Press. |

| | |
|---|---|
| | Pring, R. (2004). *Philosophy of education: Aims, theory, common sense and research.* Continuum.<br>Salim, S. M. (1996). *Maghrabifalasafa e taleemkatanqeedijaiza.* IdaraTaleemiTehqeeq.<br>Taufiqurrahman, T., &YuliAkhmadHambali, R. (2021). IbnRushd's response to IbnSina and Al-Ghazali's philosophical thoughts on cosmology. *HTS Theological Studies*, 77(4), 1-8.<br>Winch, C., &Gingell, J. (1999). *Key concepts in the philosophy of education* (Vol. 11). Routledge.<br>Woods, R., & Barrow, R. (2006). *An introduction to philosophy of education.* Routledge.<br>Zilversmit, A. (1993). *Changing schools: Progressive education theory and practice, 1930-1960.* University of Chicago Press. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Assignments | Summary writing<br>Mini projects<br>Term papers<br>Presentation |
| Evaluation Criteria | Assignment/Project/Presentation      25%<br>Mid Term      35%<br>Final Term      40% |

# Institute of Education and Research
# University of the Punjab
# Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Learning Theories | | **Course Type:** Major Course of Education |
| **Course Code:** MCEd-302 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| **Introduction** | This course intends to explain different learning theories and their relevance to teaching and learning. | |
| **Learning Objectives** | After studying this course students will be able to:<br>1. Understand the basic concepts of learning<br>2. Discuss functionalistic theories of learning with its proponents<br>3. Elaborate associationistic theories with regard to learning<br>3. Analyze the cognitive theories of learning and their association with teaching and learning process | |
| **Course Content** | 1. **Introduction to learning**<br>   1.1. What is Learning<br>   1.2. Approaches to the study of learning<br>   1.3. Early notions about learning<br>2. **Predominantly Functionalistic Theories**<br>   2.1. Adward Lee Thorndike<br>   2.2. Burruhus Frederic Skinner<br>   2.3. Clark Leonard Hull<br>3. **Predominantly Associationistic Theories**<br>   3.1. Ivan Petrovich Pavlov<br>   3.2. Adwin Ray Guthrie<br>   3.3. William Kaye Estes<br>4. **Predominantly Cognitive Theories**<br>   4.1. Gestalt Theory<br>   4.2. Jean Piaget<br>   4.3. Edward Chase Tolman<br>   4.4. Albert Bandura<br>5. **A Predominantly Neurophysiological Theory**<br>   5.1. Donald Olding Hebb | |
| **Textbook(s)** | Olson, M. H., Hergenhahn, B. R., (2010). *An Introduction to Theories of Learning, PHI Learning* Private Limited. | |
| **Suggested Reading** | Johnson, A. P. (2019). *Essential learning theories: Application to authentic teaching situations*. Rowman & Littlefield.<br><br>Bates, B. (2019). *Learning theories simplified: How to apply the in teaching*. Sage Publishers.<br><br>Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson. | |

| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects | |
|---|---|---|
| Evaluation Criteria | Assignment/Project/Presentation | 25% |
| | Mid Term | 35% |
| | Final Term | 40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|

| Course Title: Curriculum Development | Course Type: Major Course of Education |
|---|---|

| Course Code: MCEd-303 | Credit Hours: 3 | Duration: 16 Weeks |
|---|---|---|

| | |
|---|---|
| **Introduction** | Curriculum is designed to provide desirable learning experiences in the education system. Curriculum development is a process in which choices of learning experiences are made and activated through coordinated activities. The process starts from selection of aims, goals and Learning Outcomes, which guide the structure and provide direction. To teaching learning process the next stages are selection of Content and its organization, selection of instructional strategies and evaluation methods are stated to Contents all the activities needed for students' development. Prospective teachers require knowledge and skills about the curriculum development: theory and practice to become an effective & efficient practitioner curriculum is considered of the core course of discipline of education. Thus, it is imperative to tech this course to prospective teachers. |
| **Learning Objectives** | After studying the course students will be able to:<br>1. Understand the concept of curriculum<br>2. Explain the foundations of the curriculum<br>3. Discuss the needs and principles of curriculum<br>4. Understand the factors affecting curriculum development<br>5. Explain the elements/components of curriculum development<br>6. Explain different types of curricula<br>7. Identify the problems and issues of curriculum development in Pakistan<br>8. Understand the theory of curriculum development<br>9. Understand the process of curriculum development<br>10. Understand the practices of curriculum development in Pakistan. |
| **Course Content** | 1. **Introduction to Curriculum**<br>   1.1 Concept of curriculum<br>   1.2 Difference between curriculum, syllabus, and textbook<br>   1.3 Need for curriculum development<br>   1.4 Principals of curriculum development<br>   1.5 Elements of curriculum: Learning Outcomes, Content, Teaching methods and evaluation<br>   1.6 Factors influencing curriculum development.<br>2. **Foundations of Curriculum**<br>   **2.1** Philosophical/Ideological Foundations<br>   **2.2** Historical Foundations<br>   2.3 Psychological Foundations<br>   2.4 Socio-economic and Cultural Foundations<br>   2.5 Political Foundations<br>3. **Curriculum Development Process**<br>   **3.1** Situation analysis |

|  | **3.1.1** Need Assessment<br>**3.1.2** Phases of need assessment<br>**3.1.3** Conducting situation analysis<br>**3.2** Selection of aims, goals and Learning Outcomes<br>    **3.2.1** Taxonomy of educational Learning Outcomes<br>    **3.2.2** National Learning Outcomes of education in the current education policy<br>**3.3** Selection of Content<br>    **3.3.1** Organization of Content<br>    **3.3.2** Selection and organization of learning experiences<br>    **3.3.3** Selection of Instructional Strategies<br>**3.4** Evaluation of evaluation<br>    **3.4.1** Types of evaluation<br>    **3.4.2** Tools of evaluation<br>    **3.4.3** Reporting<br>    **3.4.4** Evaluating curriculum and multiple textbooks<br>**4. Curriculum Design**<br>4.1 Concept of curriculum design<br>4.2 Criteria of selecting curriculum design<br>4.3 Types of curriculum<br>    4.3.1 Centred Designs<br>    4.3.2 Learner Subject centred Designs<br>    4.3.3 Problem or topic centred Designs<br>    4.3.4 Integrated curriculum<br>**5. Models of Curriculum Development**<br>5.1. Tyler Model<br>5.2. Hilda Model<br>5.3. Lewis Model<br>5.4. Oliva Model<br>5.5. Wheeler Model<br>5.6. Dynamic Model<br>5.7. Skel Beck Model<br>**6. Process and Problems of Curriculum Development in Pakistan**<br>6.1. Curriculum development at elementary and secondary level<br>6.2. Curriculum development at higher education level<br>6.3. Curriculum revision and role of HEC<br>6.4. Curriculum development for Adult Literacy<br>6.5. Role of teacher in curriculum development<br>6.6. Problems and issues of curriculum development in Pakistan<br>**7. The key features of a democratic and educational national curriculum**<br>7.1. A curriculum for equality of life<br>7.2. The role of the professional in sustainable democracy<br>7.3. Fundamental principles<br>**8. Teaching Learning Strategies**<br>8.1. Lectures<br>8.2. Brainstorming session<br>8.3. Small group discussion<br>8.4. Study tour to curriculum development institutions. |
|---|---|

| Textbook(s) | Boyle, B., Charles, Marie. (2016). *Curriculum development: A guide for educators.* SAGE Publishers. |
|---|---|
| Suggested Reading | Children Resource International. (2004). *Child-centred curriculum (unit 3rd)*. Islamabad. <br> David, M. (1997). *Teaching skills in further and adult education (Rev. ed.)*. London: City and Guilds. <br> Farooq, R. A. (1993). *Education System in Pakistan*. Islamabad: Asia Society for Promotion of Innovation and Reforms in Education, Islamabad. <br> Kelly, A.V. (1999). *The curriculum, theory and practice*. London: Paul Chapman. <br> MS-Neil, J.D. (1990). *Curriculum: A comprehensive introduction (4th ed)*. Los Angeles: HarperCollins. <br> Murry, P. (1993). *Curriculum development and design (2nd ed.)*. Allen and Unwin. <br> Saxena, S. N. R., &Oberoi, S.C. (1994). *Technology of teaching*. Royal Book Depot. <br> Sharma, R. C. (2002). *Modern methods of curriculum organization.* Book Enclave. <br> Wiles, J., & Bondi, J. (1993). *Curriculum development*. McMillan Publication Company. |
| Teaching/Learning Strategies | Lecture <br> Discussion <br> Cooperative Learning <br> Class activities <br> Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation      25% <br> Mid Term      35% <br> Final Term      40% |

# Institute of Education and Research, University of the Punjab, Lahore

| Program | BS Education |
|---|---|

| Course Title: Educational Assessment | Course Type: Major Course of Education |
|---|---|

| Course Code: MCEd-308 | Credit Hours: 3 | Duration: 16 Weeks |
|---|---|---|

| | |
|---|---|
| Introduction | In this course, the students will study the theory and apply the same for test development purposes. Thus they will understand the procedures, applications and limitations of tests, techniques of administering individual/group tests and of interpreting assessment instruments and profiles. |
| Learning Objectives | After studying the course students will be able to:<br>1. Understand the concept and nature of testing & evaluation<br>2. Develop and analyze test items for assessing different abilities of students<br>3. Recognize and describe the different types of measurement instruments<br>4. Differentiate between standardized and classroom tests<br>5. Define and apply introductory analytical terms and concepts, including basic<br>Statistical knowledge<br>6. Analyze and explain student profiles based on various outcomes of testing interpret scores and results of different measurement techniques |
| Course Content | **Introduction**<br>    1.1 Nature and meaning of test, assessment, measurement and evaluation<br>    1.1 Distinction between test, assessment, measurement and evaluation<br>    1.2 Role of assessment in education<br>    1.3 Role of evaluation in education<br>**2. Different types of test**<br>    2.1 Concept of standardized and non-standardized test<br>    2.2 Norm-Suggested Readings test<br>    2.3 Criterion-Suggested Readings test<br>    2.4 Performance assessment<br>    2.5 Individual and group tests<br>**3. Characteristics of Test**<br>    3.1 Reliability<br>    3.1.1 Definition of reliability<br>    3.1.2 Types of reliability<br>    3.1.3 Use of reliability<br>    3.2 Validity |

| | |
|---|---|
| | 3.2.1 Definition of validity<br>3.2.2 Types of validity<br>3.2.3Evidence of validity<br>3.2.4Reliability and validity<br>**4. Designing Learning Outcomes**<br>    4.1Selection of instructional Learning Outcomes<br>    4.2 Bloom Taxonomy<br>    4.3 Solo Taxonomy<br>    4.5Methods of stating instructional Learning Outcomes<br>    4.6 Preparing a table of specification<br>    4.7 Use the table of specification as a basis for preparing test<br><br>**5. Statistical concepts related with testing**<br>    5.1 Scales of measurement<br>    5.2 Measures of central tendency<br>    5.3 Indices of variability<br>    5.4Types of distributions<br>    5.5 Correlation<br>**6 Types of Tests**<br>    6.1 Supply type items<br>    6.1.1 Essay type<br>    6.1.2 Short answer<br>    6.1.3 Completion<br>    6.1.4 Advantages and limitations<br>    6.2 Rules for constructing supply type questions<br>    6.3 Methods of improvement and effective use (Rules for scoring essay tests etc)<br>    6.4 Selection types test<br>    6.4.1 Multiple choice items<br>    6.4.2 True false items<br>    6.4.3 Matching items<br>    6.4.4 Completion items<br>    6.5 Rules for constructing various types of objective test items<br>**7. Item Analysis**<br>    7.1 Test construction<br>    7.2 Test administration<br>    7.3 Item analysis<br>**8. Assembling, Administering and Evaluating the Test**<br>    8.1 Reviewing and editing the items<br>    8.2 Arranging the items in the test<br>    8.3 Preparing directions<br>    8.4 The problem of guessing<br>    8.5 Reproducing the test<br>    8.6 Administering the test<br>    8.7 Scoring the test<br>    8.8 Building test file<br>    8.9 Item bank<br>**10. Grading and Reporting**<br>    10.1 Concept of grading<br>    10.2 Types of grading |

| | |
|---|---|
| | 10.3 Reporting results to different stakeholders<br>**11. New Trends and Issues**<br>　　11.1　Portfolio Assessment<br>　　11.2　Dynamic Assessment<br>11.3　Computer assisted assessment and evaluation |
| Text Book(s) | Linn, R. L.,& Miller, D. M. (2005).*Measurement and assessment in teaching* (9<sup>th</sup> ed.). Upper Saddle River, NJ: (Merrill) Prentice-Hall. |
| Suggested Reading | Anastasi, A. (1996). *Psychological testing*. New York: Macmillan<br><br>Grunlund, N.E.,& Linn, R.L. (1998) *Measurement and evaluation in teaching*.London: McMillan.<br><br>Lissitz, R., & William, S. (2002).*Assessment in educational reform: Both means and ends*.Boston, MA:  Allyn and Bacon.<br><br>Lorber, M.  A., Adel, A. B., & Barbara, M.(2005).*Learning outcomes, methods and evaluation in secondary education*. New York: Pearson Custom Publishing Co.<br><br>McMillan, J. H. (2007).*Classroom assessment: Principles and practice for effective standards-based instruction*(4<sup>th</sup>ed.). Boston, MA: Allyn and Bacon.<br><br>Popham, W. J. (2000).*Modern educational measurement: Practical guidelines for educational leaders* (3<sup>rd</sup> ed.). Boston, MA: Allyn and Bacon. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation　　　　25%<br>Mid Term　　　　　　　　　　　　　　35%<br>Final Term　　　　　　　　　　　　　40% |

# Institute of Education and Research,
## University of the Punjab,
## Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Research in Education | **Course Type:** Major Course of Education | |
| **Course Code:** MCEd-310 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| Introduction | This course is an introduction to educational research and methods used in the study of educational settings and institutions. One of the major purposes of this course is to familiarize students with basic methods and techniques for designing, conducting, and analysing research in education. Emphasis is on developing appropriate and researchable questions, reviewing the literature critically, and planning cogent research. Equal attention will be paid to the process of instrument development (e.g. attitude scale, questionnaire) so that valid and reliable data can be produced and subsequently analysed. The second major purpose of this course is to build up a solid knowledge base on which selection of an appropriate statistical tool from a variety of parametric and non-parametric procedures can be made. Extensive emphasis will be placed on using the most modern tools for locating information resources and for communicating and sharing research knowledge with fellow student's and other professionals. Thus tools such as e-mail, the Internet, the World Wide Web. Electronic data base, and electronic search engines are integral part of this course. | |
| Learning Objectives | After studying the course students will be able to: <br> 1. Understand and describe the importance and use of educational research. <br> 2. Identify and discuss the major types of research methodologies; <br> 3. Identify and conceptualize research question and problem statements. <br> 4. Review and evaluate relevant literature; <br> 5. Formulate and state the hypotheses; <br> 6. Describe techniques related to sampling, statistical analysis, and research design. <br> 7. Develop data collection instruments commonly used in research in education; <br> 8. Define and discuss the concept of validity and reliability; <br> 9. Analyse and interpret statistical data <br> 10. Use the Internet for access to ERIC, the www., e-mail and other informational resources; <br> 11. Develop a research proposal; <br> 12. Evaluate a research report/article. | |
| Course Content | **1. Introduction to educational research** | |

1.1 Meaning and definition of educational research

1.2 The scientific method

1.3 Purposes and features of research

1.4 Application of the scientific methods in education

**2. Types of research**

2.1 Basic verses applied research

2.2 Historical research

2.3 Descriptive research

2.4 Correlational research

2.5 Causal comparative research

2.6 Experimental research

2.7 Action research

2.8 Qualitative and quantitative research

**3. Research problem**

3.1 Selection

3.2 Sources

3.3 Characteristics/criteria

3.4 Statement

**4. Review of related literature**

4.1 Definition, purpose, and scope

4.2 Preparation

4.3 Sources

4.4 Abstracting

4.5 Reporting

**5. Research hypothesis or questions**

5.1 Definition and purpose

5.2 Characteristics

5.3 Types of hypotheses

5.4 Stating the hypothesis/question

**6. Sampling**

6.1 Definition and purpose

6.2 Techniques of sampling

6.3 Probability sampling techniques

6.4 Random sampling

6.5 Stratified sampling

6.6 Cluster sampling

6.7 Systematic sampling

6.8 Non-probability sampling techniques

6.9 Convenience sampling

6.10 Purposive/judgmental sampling

6.11 Snowball sampling

6.12 Quota sampling

**7. Research instruments**

|  | 7.1 Purpose of research instruments |
|  | 7.2 Characteristics of research instruments |
|  | 7.3 Validity |
|  | 7.4 Reliability |
|  | 7.5 Usability |
|  | 7.6 Construction of instruments |
|  | 7.7 Questionnaire |
|  | 7.8 Observation scale |
|  | 7.9 Rating scale |
|  | 7.10 Tests (and their types) |
|  | **8. Research types (detail description)** |
|  | 8.1 Historical research |
|  | 8.2 Descriptive research |
|  | 8.3 Correlational research |
|  | 8.4 Causal-comparative research |
|  | 8.5 Experimental research |
|  | **9. Collection and analysis of data** |
|  | 9.1 Data collection |
|  | 9.2 Scoring, coding and tabulation of data |
|  | 9.3 Data analysis |
|  | 9.4 Interpretation of data |
|  | **10. Statistics in education** |
|  | 10.1 Need of statistical analysis |
|  | 10.2 Levels of measurement |
|  | 10.3 Descriptive statistics |
|  | 10.4 Inferential statistics |
|  | 10.5 Parametric tests (t-test, f-test) |
|  | 10.6 Non-parametric test ($x^2$) |
|  | **11. Writing research proposal and report** |
|  | 11.1 General rules for writing and typing |
|  | 11.2 Formal and style |
|  | 11.3 Type of research reports |
|  | 11.4 Theses and dissertations |
|  | 11.5 Journals article |
|  | 11.6 Papers read at professional meetings |
| Text Book(s) | Creswell, J. W. (2014). *Research design: Quantitative, qualitative and mixed methods approaches*. London: Sage Publications. <br> Creswell, J. W. (2012). *Research design: Planning, conducting, and evaluating Quantitative, qualitative research*. London: Pearson. <br> Fraenkel, J. R., Wallen, E. N., & Hyun, H. H. (2012).*How to design and evaluate research in education*. New York: McGraw-Hill. <br> Gall, M. D., Gall, J. P., & Borg, W. R. (2003).*Educational research: An introduction.* <br> New York: Pearson |

| | |
|---|---|
| | Gay, L.R. (2012). *Educational research: competencies for analysis and application*. New York: Macmillan Publishing Co.<br>Johnson, B., & Christensen, L. (2012).*Educational research: Quantitative, qualitative and mixed approaches.* London: Sage Publications. |
| Suggested Reading | Anderson, G., & Arsenault, N. (1998).*Fundamental of educational research (2ⁿᵈed).* London: The Falmer Press.<br>Abell, N., Springer, D. W., &Kamata, A. (2009).*Developing and validating rapid assessment instrument.* New York: Oxford University Press.<br>Babbie, E. (2010, 2007). *The practice of social research.* Australia: Wadsworth Cengage Learning.<br>Cohen, L., Manion, L., & Morrison, K. (2007).*Research methods in education (5ᵗʰ ed.).* New York: Routledge.<br>Colton, D., & Covert, R. W. (2007).*Designing and constructing instruments for social research and evaluation.*United State of America: Jhon Wiley & Sons, Inc.<br>DeMarrais, K. &Lapan, S. D. (2004).*Foundations for research methods of inquiry in education and social science.*London: Lawrence Erlbaum Associates Publishers.<br>Fink, A. (2014). *Conducting research literature reviews: From the internet to paper.* Los Angeles: Sage Publications.<br>McCoach, B. D., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain: School and corporate Applications.* New York: Springer.<br>Neuman, W. L. (2015). *Social research methods: Qualitative and quantitative approaches*. New Dehli: Pearson.<br>Ridley, D. (2012). *The literature review: A step-by-step guide for students.* Los Angeles: Sage Publications.<br>Scott, D., & Usher, R. (2011).*Researching education: Data, methods and theory in educational enquiry.* London: Sage. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation      25%<br>Mid Term      35%<br>Final Term      40% |

# Institute of Education and Research
## University of the Punjab
### Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Teaching Profession | | **Course Type:** Major Course of Education |
| **Course Code:** MCEd-304 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| **Introduction** | Learning to teach is a continuous process which involves pre-service teacher preparation and mentoring for beginning teachers and professional development. The purpose of this course is to assist student teachers to grasp the theory of professionalism and implement the same into practice needed for teaching profession. Teaching is the profession that is on the edge of a great transformation all over the world. At the same time the expectations about teacher's performance, roles, responsibilities, enthusiasm, and commitment are increasing. Enhancing professionalism among teachers is an area of global concern. Developing cognitive skills is not the only criteria for effective performance, we also need to develop the affective skills of student teachers so that they can demonstrate the dispositions required of them mentioned in the National Standards for Teachers in Pakistan. This course will broaden the horizon of student teachers in determining the relationship of theory and practice of professionalism in respect of commitment and dedication for teaching through depicting dispositions required for teaching profession | |
| **Learning Objectives** | After studying the course students will be able to: <br> 1. Explain the concept and characteristics of profession and professional <br> 2. Describe and adopt the characteristics professionals and effective teaching <br> 3. Define and discuss the term professionalization and its process and establish their awareness about the professionalization of teaching profession <br> 4. Recognize the requirements and characteristics of professionalism and depict their commitment and enthusiasm towards teaching profession <br> 5. Adhere to the professional code of conduct and professional values and show their commitment to professional renewal <br> 6. Depict their commitment towards teaching through practicing professional dispositions for teachers <br> 7. Demonstrate and practice Islamic principles of professionalism regarding teacher's accountability <br> 8. Identify the difficulties that beginners' teachers face and recognize the role of mentor in overcoming these difficulties <br> 9. Develop awareness about the attributes of professional teachers as reflective practitioner, transformative, enquiring, committed and a role model <br> 10. Recognize their professional distinctiveness and develop skills for carrier development to match their expertise with changing teaching learning scenarios <br> 11. Appraise and align their knowledge, skills and attitudes with Suggested Readings to national professional standards for teachers in Pakistan and Write reflective journals and become effective professional teacher of 21st century | |
| **Course Content** | 1. **Introduction of Profession and Concept of Teaching** <br>    1.1. Concept of Profession and Professionals <br>    1.2. Characteristics of Profession and Professionals <br>    1.3. Assumption about Teaching | |

|  |  |
|---|---|
|  | 1.4. Teaching as a Profession<br>1.5. Characteristics of Effective Teaching<br>**2. Professionalization Process and Professionalism**<br>2.1. Concept and Process of Professionalization<br>2.2. Professionalization of Teaching Profession<br>2.3. Definition and Characteristics of Professionalism<br>2.4. Subject and Pedagogical Knowledge<br>2.5. Importance of Commitment and Devotion in Teaching<br>**3. Professionalism in Teaching: Theory to Practice**<br>3.1. Code of Professional Conduct and Values<br>3.2. Commitment to Professional Renewal<br>3.3. Professional Dispositions for Teachers<br>3.4. Islamic Principles of Professionalism<br>3.5. Problems faced by Beginner Teachers: Highlighting Role of Mentoring<br>**4. Attributes of Professional Teacher As A/ An:**<br>4.1. Reflective Practitioner<br>4.2. Transformative Teacher<br>4.3. Enquiring Teacher<br>4.4. Committed Teacher<br>4.5. Role Model<br>**5. Changing Role of the Teacher: Beyond Classroom**<br>5.1. Teacher's Professional Identity<br>5.2. Career Development<br>5.3. Writing Reflective Journals<br>**6. Write A Review of National Professional Standards for Teachers in Pakistan** |
| **Textbook(s)** | Monteiro, A. R. (2015). *The Teaching Profession: Present and Future*. Springer. |
| **Suggested Reading** | Beckett, D., & Hager, P. (2002). *Life, work and learning: Practice in post modernity.* Routledge.<br>Bolton, G. (2005). *Reflective practice: Writing and professional development.* Sage.<br>Campbell, E. (2003). *The ethical teacher*. Open University.<br>Day, C., Kington, A., Stobart, G., Sammons, P. &Gu, Q. (2007). *Teachers matter.* Open University Press.<br>Edwards, R., & Usher, R. (2002). *Globalisation and pedagogy*: *Space, place and identity.* Routledge.<br>Freidson, E. (2001). *Professionalism: The third logic*. Polity.<br>Goodson, I. F. (2003). *Professional knowledge, professional lives: Studies in education and change.* Maidenhead: Open University Press.<br>Mahony, P., &Hextall, I. (2000). *Reconstructing teaching: Standards, performance and accountability.* London: Routledge Falmer.<br>Malin, N. (Ed.). (2000). *Professionalism, boundaries and the workplace*. London: Routledge.<br>Walker, M. (Ed.). (2001). *Re-constructing professionalism in university teaching: Teachersand learners in action.* Buckingham: The Society for Research into Higher Education & Open University Press.<br>*National Professional Standards for Teachers*. Retrieved from http://www.ascd.org/publications/books/100047/chapters/Professionalism,_Teacher Efficacy,_and_Standards-Based_Education.aspx |

| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects | |
|---|---|---|
| Evaluation Criteria | Assignment/Project/Presentation<br>Mid Term<br>Final Term | 25%<br>35%<br>40% |

# Institute of Education and Research,
# University of the Punjab,
# Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Instructional Technology | **Course Type:** Major Course of Education |
| **Course Code:** MCEd-309 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| Introduction | The course aims to help the students increase their proficiency in Instructional Technology by enhancing their knowledge in the subject. | |
| Learning Objectives | After studying the course students will be able to: <br> 1. Understand and explain the foundations of Technology <br> 2. Apply their knowledge in different situations <br> 3. Develop a sense of understanding the trends and issues of instructional Technology | |
| Course Content | **1. Introduction** <br> 1. Definition, meaning, nature and other terms. <br> 2. Technology in Education. <br> 3. A System Approach. <br> 4. Development of the main Concern of Educational Technology. <br> • The Elton Model <br> • The Mass Communication Phase <br> • The Individual Learning Phase <br> • The Group Learning Phase <br><br> **2: Communication and Interaction:** <br> 1. Theory of communication <br> 2. Communication cycle <br> 3. The role of teachers <br> • As performers <br> • As composers <br> • As conductor <br> • As critic <br> 4. Role of learners <br> • Receiver role <br> • Detective role <br> • Generator role <br> • Facilitator role <br> 5. Communication in class <br> 6. Teacher's behaviour and classroom instruction <br> 7. Interaction analysis <br> 8. Flancers's system of interaction analysis <br> 9. Micro teaching <br><br> **3: Basic Educational Strategies** | |

|  |  |
|---|---|
|  | 1. The teacher /institution centered approach<br>2. The Student Centered Approach<br>3. The Keller Planned Approach<br>4. Mix and match Approach<br><br>**4: Educational Objectives**<br>   1. An Objective Based Approach to learning<br>   2. Types of objectives<br>   3. Bloom's Taxonomy of Educational Objectives<br><br>**5: Determining Instruction Strategies and Selecting Instructional Media**<br>   1. The Nature of Instructional Media<br>   2. Looking at Media<br>   3. Operates of Media<br>   4. The Manipulative Property<br>   5. The Distributive Property<br>   6. Types of Media<br>   7. Selection of Media<br>   8. Four Steps Process<br>   9. The Our Technologies<br>   10. Computers In Education<br>   11. Educational Print Materials |
| Text Book(s) | Wadsworth, B. J. (1984). *Piaget's Theory of Cognitive and Affective Development*: Longman. |
| Suggested Reading | Washton, N. S. (1967). *Teaching science creatively in the secondary schools*: WB Saunders Co. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation      25%<br>Mid Term      35%<br>Final Term      40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** General Methods of Teaching | **Course Type:** Major Course of Education |
| **Course Code:** MCEd-305 | **Credit Hours:** 3 | **Duration:** 16 Weeks |

| | |
|---|---|
| **Introduction** | The purpose of course is to prepare prospective teachers in learning and using different method and techniques of teaching in order to make teaching learning process effective. Various aspects of instructions are highlighted to help teacher practice different teaching strategies successfully. |
| **Learning Objectives** | After studying the course students will be able to:<br>1. Explain the basic concepts of teaching<br>2. Demonstrate the essential attributes of the effective teacher<br>3. Describe the importance and types of teacher planning<br>4. Practice different teaching methods in classroom<br>5. Organize classroom discussion and demonstrate its appropriate use<br>6. Apply various techniques to motivate students<br>7. Select appropriate audio-visual aids in classroom teaching. |
| **Course Content** | 1. **Teaching Approaches**<br>  1.1. Teacher Centered<br>  1.2. Student Centered<br>  1.3. Student Led<br>2. **Teaching Styles**<br>  2.1. Authoritative<br>  2.2. Delegator<br>  2.3. Facilitator<br>  2.4. Demonstrator<br>  2.5. Hybrid<br>3. **Teaching Methods**<br>  3.1. Inductive Method<br>  3.2. Deductive Method<br>  3.3. Inquiry Method<br>  3.4. Scientific Method<br>  3.5. Heuristic Method<br>  3.6. Project Method<br>  3.7. Problem Solving Method<br>  3.8. Lecture Method<br>  3.9. Laboratory Method<br>4. **Teaching Techniques**<br>  4.1. Oral Work<br>  4.2. Written Work<br>  4.3. Drill<br>  4.4. Assignment<br>  4.5. Self-Study<br>  4.6. Discussion<br>    4.6.1. Small Group<br>    4.6.2. Large Group<br>  4.7. Debates |

|  | 4.8. Symposium |
|  | 4.9. Colloquium |
|  | 4.10. Demonstration |
|  | 4.11. Home-task |

**5. Teaching Strategies**
5.1. Prompting
5.2. Modeling
5.3. Feedback and Correctives
5.4. Strategies for Incorrect Responses
5.5. Concept Mapping
5.6. Using Examples and Nonexamples
5.7. Learner Experience
5.8. Use of Student Ideas

**6. Questioning Strategies**
6.1. What Is a Question?
6.2. Purposes of Questions
6.3. Convergent and Divergent Questions
6.4. Targets of Questions
6.5. Sequences of Questions
6.6. Levels of Questions
6.7. Probing
6.8. Wait Time
6.9. Common Problems in Using Questions

**7. Cooperative Learning**
7.1. Teacher–Student Interaction
7.2. Student–Student Interaction
7.3. Task Specialization and Materials
7.4. Role Expectations and Responsibilities
7.5. Student Teams–Achievement Division (STAD)
7.6. Teams–Games–Tournaments
7.7. Jigsaw II
7.8. Team-Assisted Individualization

**8. Teaching and Technology**
8.1. Web 2.0 Technologies
8.2. Virtual Worlds
8.3. Digital Gaming in the Classroom
8.4. Course Management Technologies
8.5. Applications of Online Learning

**9. Aims, Goals, Objectives**
9.1. Purpose of Objectives
    9.1.1. Cognitive
    9.1.2. Behavioral
9.2. Specifying the Learning Outcomes
9.3. Domains of Learning
    9.3.1. Cognitive
    9.3.2. Affective
    9.3.3. Psychomotor
9.4. SMART Technique
9.5. Behavioral Objectives

**10. Lesson Planning**
10.1. The Need for Lesson Planning
10.2. Requirements for Lesson Planning

| | |
|---|---|
| | 10.3. Unit Planning<br>10.4. Weekly Planning<br>10.5. Daily Planning<br>**11. Classroom Management**<br>  11.1. Connecting with Students<br>  11.2. Earning Trust<br>    11.2.1. Expert Leadership<br>    11.2.2. Referent Leadership<br>    11.2.3. Legitimate Leadership<br>    11.2.4. Reward Leadership<br>  11.3. Stages of Group Development<br>    11.3.1. Forming<br>    11.3.2. Storming<br>    11.3.3. Norming<br>    11.3.4. Performing<br>  11.4. Establishing an Effective Classroom Climate<br>    11.4.1. The Social Environment<br>    11.4.2. The Organizational Environment<br>    11.4.3. Establishing Rules and Procedures<br>  11.5. Problem Areas in Classroom Management<br>    11.5.1. Monitoring Students<br>    11.5.2. Making Transitions<br>    11.5.3. Giving Assignments<br>    11.5.4. Bringing Closure<br>  11.6. Planning Your First Day<br>    11.6.1. Before the Bell<br>    11.6.2. Introducing Yourself<br>    11.6.3. Preparing an Introductory Activity<br>    11.6.4. Rules and Expectations<br>    11.6.5. Introducing Your Subject<br>    11.6.6. Closure |
| **Textbook(s)** | Borich, G. D. (2017). *Effective Teaching Methods (9th ed.).* Pearson.<br>Burden, P. R., & Byrd, D. M. (2019). *Methods for effective teaching: Meeting the needs of all students (8th ed.).* Pearson |
| **Suggested Reading** | Arends, R. I. (2007). *Learning to teach (7th ed.).* McGraw Hill.<br>Cruickshank, D. R., Jenkins, D. B., & Metcalf, K. K.(2009). *The act of teaching.* McGraw-Hill Higher Education.<br>Ellington, H., Percival, F., & Race, P. (2005). *Handbook of educational technology (3rd ed.).* Kogan Page Limited.<br>Mendler, A. (2009). *Motivating Students who don't care: Successful techniques for educators.* Solution Tree Press. |
| **Teaching/Learning Strategies** | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| **Evaluation Criteria** | Assignment/Project/Presentation        25%<br>Mid Term        35%<br>Final Term        40% |

# Institute of Education and Research,
# University of the Punjab,
# Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Technical Writing and Presentation Skills | **Course Type:** Major Course of Education | |
| **Course Code:** MCEd-311 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| Introduction | The course aims to help the students increase their proficiency in ¬Technical writing skill by enhancing their knowledge in the subject. | |
| Learning Objectives | After studying the course students will be able to:<br>1. Analyze a variety of professional rhetorical situations and produce appropriate texts in response.<br>2. Identify and understand the facets and functions of primary genres of technical writing including letters, memos, reports, proposals, resume and emails.<br>3. Write for the intended readers of a text, and design or adapt to audiences who may differ in their familiarity with their subject matter.<br>4. Demonstrate improved competence in standard written English focusing on clarity, coherence and concision.<br>5. Improve their Oral Presentation Skills. | |
| Course Content | **1. Why Teach Technical Writing?**<br>1.1. Definition<br>1.2. Rationale<br>1.3. Technical Writing vs. Essays<br>1.4. Five Components of Technical Writing<br><br>**2. Traits of Technical Writing**<br>2.1. Clarity<br>2.2. Conciseness<br>2.3. Accessibility<br>2.4. Audience Recognition<br>2.5. Accuracy<br><br>**3. Applications of Technical Writing**<br>3.1. Letters<br>3.2. Memos<br>3.3. Reports<br>3.4. The Job Search<br>    3.4.1. (Resume, Cover letter, Interviewing)<br>3.5. Instructions<br>3.6. Proposals<br>3.7. Newsletters<br><br>**4. Organizing, Writing and Revision**<br>4.1. Content Management | |

|  | 4.2. Methods of Development<br>4.3. Preparation<br>4.4. Proof Reading<br>4.5. Revision<br>4.6. Writing Draft<br><br>**5. Layout, Design and Graphics**<br><br>**6. Grammar**<br>6.1 . Parts of Speech<br>6.2 . Punctuation and Mechanics<br><br>**7. Presentation Skills**<br>7.1 PowerPoint Presentations<br>7.2     Oral Presentation |
|---|---|
| Textbook(s) | Alred, G. J., Brusaw, C. T., &Oliu, W. E. (2009). Handbook of technical<br>     writing. New York: Macmillan. |
| Suggested<br>Reading | Gerson, S. (2008). Writing That Works: A Teacher's Guide to Technical<br>Writing/Steven M. Gerson. Kansas Curriculum Center Washburn University.<br>Lindsell-Roberts, S. (2011). Technical writing for dummies. Indiana: John<br>Wiley & Sons.<br>Swan, M. (2005). Practical English usage. New York: Oxford Univ. Press. |
| Teaching/Learning<br>Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation<br>Criteria | Assignment/Project/Presentation       25%<br>Mid Term       35%<br>Final Term       40% |

# Institute of Education and Research
# University of the Punjab
# Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Patterns of Curriculum | | **Course Type:** Major Course Specialization-1 |
| **Course Code:** MCEd-401Cu | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| Introduction | This course deals with the concepts of Curriculum Development. It explains different patterns of Curriculum Development. It also deals with the Curriculum Development process and approaches of curriculum change. | |
| Learning Objectives | At the end of the course, the students will be able to:<br>1. Understand the concepts of curriculum<br>2. Examine the components of curriculum development<br>3. Differentiate between different patterns of curriculum<br>4. Explain different approaches of curriculum change | |
| Course Content | **Unit 01: Introduction to Curriculum**<br>    1.1    Concept of Curriculum<br>    1.2    Various Forms of Curriculum<br>    1.3    Need for Changing the Curriculum<br>    1.4    Principles of Curriculum Development<br><br>**Unit 02:Steps in Curriculum Development**<br>2.1.1    Formulating Objectives<br>2.1.2    Selecting Curriculum Content<br>2.1.3    Organizing Content<br>2.1.4    Preparing instructional materials<br>2.1.5    Evaluating Curriculum<br><br>**Unit 03: Foundations of Curriculum**<br><br>3.1 Philosophical Foundations<br>3.2 Psychological Foundation<br>3.3 Sociological Foundations<br><br>**Unit 04:patterns of curriculum**<br><br>4.1 Subject Curriculum<br><br>**4**.2 Discipline Curriculum<br><br>4.3 correlation curriculum<br><br>4.4 Broad field curriculum | |

| | |
|---|---|
| | **4.5 Integrative Curriculum Pattern or Learner-Centered** |
| | 4.6 child centered curriculum |
| | 4.7 experience centered curriculum |
| | 4.8 humanistic curriculum |
| | **Unit 05 problem centered curriculum** |
| | 5.1 life Situations Curriculum |
| | 5.2 Core Curriculum |
| | **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 |
| | 6.3     Challenges and Issues to Curriculum Implementation |
| | **Unit 07 Curriculum Change** |
| | 7.1     Approaches of Curriculum Change |
| | 7.2     Process of Curriculum Change |
| | 7.3     Various Issues in Curriculum Change |
| Text Book(s) | Tyler, R. W., (2010). Basic Principles of Curriculum and Instructions. The University of Chicago Press. |
| Suggested Reading | Farooq, R. A. (1993). *Education system in Pakistan.* Islamabad: Asia society for the promotion of innovation and reforms in Education. Kelley, A.V. (1999). *The Curriculum, Theory and Practice.*  London: Paul Champman. Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges.*Journal of Management and Social Science, 3,* 47–55. McNeil, J.D. (1990). *Curriculum: A Comprehensive Introduction* (4[th]ed.). Los Angeles: Harper Collins. Talla, M. (2012).*Curriculum Development: Perspectives Principals and Issues.* India:Pvt Ltd licensees of Pearson Education in South Asia. |

| | |
|---|---|
| | Wiles, J. W.&Bondi, J. C. (2011).*Curriculum development*: *A guide to practice* (8th ed.). Boston: Allyn & Bacon. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation     25%<br>Mid Term                                         35%<br>Final Term                                       40% |

# Institute of Education and Research
## University of the Punjab
### Lahore

| Program | BS Education |
|---|---|

| | |
|---|---|
| **Course Title:** Models of Curriculum | **Course Type:** Major Course Specialization-1 |

| | | |
|---|---|---|
| **Course Code:** MCEd-402Cu | **Credit Hours:** 3 | **Duration:** 16 Weeks |

| | |
|---|---|
| Introduction | This course deals with the concepts of Curriculum Development. It explains different model and designs of Curriculum Development. It also deals with the Curriculum Development process and approaches of curriculum change. |
| Learning Objectives | At the end of the course, the students will be able to: <br> 1. Understand the concepts of curriculum <br> 2. Examine the components of curriculum development <br> 3. Differentiate between different models of curriculum <br> 4. Explain different approaches of curriculum change |
| Course Content | Unit 01: Introduction to Curriculum <br> 1.1 Concept of Curriculum <br> 1.2 Various Forms of Curriculum <br> 1.3 Need for Changing the Curriculum <br> 1.4 Principles of Curriculum Development <br> 1.5 Steps in Curriculum Development <br> 1.5.1 Formulating Objectives <br> 1.5.2 Selecting Curriculum Content <br> 1.5.3 Organizing Content <br> 1.5.4 Preparing instructional materials <br> 1.5.5 Evaluating Curriculum <br> Unit 02: Foundations of Curriculum <br> 2.1 Philosophical Foundations <br> 2.2 Psychological Foundations <br> 2.3 Sociological Foundations <br> Unit 03: Curriculum and Instructional Objectives <br> 3.1 Distinction between Aims, Goals & Objectives <br> 3.2. Taxonomies of Educational Objectives <br> 3.2.1. Bloom Taxonomy <br> 3.2.2 Solo Taxonomy <br> Unit 04: Models of Curriculum <br> 4.1 Tyler Model <br> 4.2 Wheeler Model <br> 4.3 Dynamic Model <br> 4.4 Hilda Taba's Model <br> 4.5 Need Assessment Model <br> Unit 05: Design of Curriculum <br> 5.1 Subject based Curriculum <br> 5.2 Activity base Curriculum <br> Unit 06: Process of Curriculum Development in Pakistan <br> 6.1 Curriculum Development at Elementary and Secondary Level |

| | |
|---|---|
| | 6.2      Role of Teacher in Curriculum Development Process at Various Levels <br> 6.3      Challenges and Issues to Curriculum Implementation <br> Unit 07 Curriculum Change <br> 7.1      Approaches of Curriculum Change <br> 7.2      Process of Curriculum Change <br> 7.3      Various Issues in Curriculum Change |
| Text Book(s) | Wiles, J. W.&Bondi, J. C. (2011).*Curriculum development*: *A guide to practice* (8th ed.). Boston: Allyn & Bacon. |
| Suggested Reading | Farooq, R. A. (1993). *Education system in Pakistan.* Islamabad: Asia society for the promotion of innovation and reforms in Education. <br><br> Kelley, A.V. (1999). *The Curriculum, Theory and Practice.* London: Paul Champman. <br><br> Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges.*Journal of Management and Social Science, 3,* 47–55. <br><br> McNeil, J.D. (1990). *Curriculum: A Comprehensive Introduction* (4<sup>th</sup>ed.). Los Angeles: Harper Collins. <br><br> Talla, M. (2012).*Curriculum Development: Perspectives Principals and Issues.* India:Pvt Ltd licensees of Pearson Education in South Asia. |
| Teaching/Learning Strategies | Lecture <br> Discussion <br> Cooperative Learning <br> Class activities <br> Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation      25% <br> Mid Term      35% <br> Final Term      40% |

# Institute of Education and Research
## University of the Punjab
### Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Curriculum Change & Innovation | **Course Type:** Major Course Specialization-1 |

| **Course Code:** MCEd-403Cu | **Credit Hours:** 3 | **Duration:** 16 Weeks |
|---|---|---|

| Introduction | The purpose of this course is to provide students with opportunities to understand development of curriculum as historical, social, and political and management process. The course helps students acquire skills and abilities to be active participants of curriculum change and development process by evaluating upcoming changes in society, labour market and by assessing learners' needs. The course invites students to recognize a shift of educational paradigms and its manifestation in educational institutions, on national and international level. The course deals with practice and implementation of social justice, equal opportunity, social inclusion in curriculum. |
|---|---|
| Learning Objectives | **After studying this course, the student will be able to**<br>1. Differentiate process of curriculum<br>2. Identify a shift of educational paradigms and its manifestation in educational institutions, on national and international level<br>3. Review practice and implementation of social justice, equal opportunity, social inclusion in curriculum |
| Course Content | 1- Curriculum development and change as a political and social process.<br>2- Identification and analysis of stakeholders on national, regional and local level.<br>3- Involvement of stakeholders into social dialog and negotiation of interests. Ideological, political, professional and value debates on curriculum.<br>4- Development of culturally and politically sensitive curriculum (language politics, identity building and diversity, sexual education).<br>5- Different notions of time (political, technical, professionals', bureaucratic, pedagogical kinds of time).<br>6- Educational reform and curriculum change: components and processes. Educational reform, educational politics and curriculum change.<br>7- Changes in management of educational system. Curriculum change.<br>8- Development of new curriculum and learning resources.<br>9- New skills of teachers and other participants.<br>10- Change of educational aims and goals, criteria, curriculum, methods, assessment. Dialog with society.<br>11- Historical dimension of curriculum change and educational reform.<br>12- Systemic management. Balancing between national and local interests. Curriculum development and management processes. Policies of autonomy and decentralization. National, regional and local levels of curriculum development.<br>13- Localization of curriculum, autonomy and freedom of communities and schools in curriculum implementation. Politics and practices of |

|  |  |  |
|---|---|---|
|  | development, approval and use of textbooks and learning materials. Accountability of schools and educational institutions. Control, supervision and audit. <br> 14- Education and financing. Curriculum development on school level (planning lessons, timetable, teaching/learning methods, assessment, resources). <br> 15- Teachers 'professional development. <br> 16- Curriculum and educational change. Stages and processes: assessment of needs, initiation, implementation and use, institutionalization and sustainability. Technical, cultural and political perspectives of changes. International dimension of curriculum. Change of educational paradigms: from traditional teaching to new liberal learning paradigm. .Aims of change. Change for better quality. Elements of change: context, politics, general aims and objectives of education, standards for every level of education, |  |
| Text Book(s) | Holmes, B., McLean, M. (2020). The Curriculum: A Comparative <br><br> Perspective. Routledge |  |
| Suggested Reading | Young M.E.D., Lambert D., Roberts C., Roberts M.(2014) Knowledge And The Future School. <br> Curriculum and social justice. Bloomsbury Academic. Leading a creative school : initiating and sustaining school change (2011) edited by Ethel Sanders. London ; New York (N.Y.) : Rutledge : Taylor &Francis Group |  |
| Teaching/Learning Strategies | Lecture <br> Discussion <br> Cooperative Learning <br> Class activities <br> Applied Projects |  |
| Evaluation Criteria | Assignment/Project/Presentation <br> Mid Term <br> Final Term | 25% <br> 35% <br> 40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Curriculum Adaptation | **Course Type:** Major Course Specialization-1 |

| **Course Code:** MCEd-404Cu | **Credit Hours:** 3 | **Duration:** 16 Weeks |
|---|---|---|

| Introduction | This course will focus on adaptations of the curriculum according to the specific needs of the special students. It will also highlights the intervention plans to accommodate special needs of the students. |
|---|---|
| Learning Objectives | After completing this course students will be able to:<br>1. To outline the components of curriculum<br>2. To differentiate between curriculum and instructional models<br>3. To provide practical suggestions for modifying classroom practices to meet the needs of special children |
| Course Content | **Unit 1: Introduction**<br>1.1 Definition and Concept of Curriculum<br>1.2 Stages of Curriculum Development.<br>1.3 Curriculum Planning<br>1.4 Curriculum Development<br>1.5 Curriculum Implementation<br>1.6 Curriculum Evaluation<br>**Unit 2.0. Curriculum in Special Education**<br>2.1 Normal Curriculum<br>2.2 Modified Curriculum<br>2.3 Developmental Curriculum<br>Unit 3: Flexibility Curriculum<br>3.1 Approaches and Activities useful in improving Attention and Retention<br>3.3 Approaches and Activities useful in Improving Visual and Auditory Perception<br>3.4 Approaches and Activities useful in Improving Motoric Responding and Active Participation<br>**Unit 4.0 Approaches and Activities useful in Improving in Acquiring Environmental Knowledge and Skill Social Curriculum**<br>**Unit 5: Curricular and Instructional Accommodations (Elementary Level)**<br>5.1 Curricular Considerations<br>Academic Instruction<br>Social Skills<br>5.2 Transitional Needs<br>5.3 Instructional Consideration<br>**Unit 6.0 Enhancing Content Learning Through Listening**<br>**6**.1 Modifying Oral Presentations<br>6.2 Adapting Reading Tasks<br>6.3 Enhancing Written Responding<br>6.4 Involving Peers, Cooperative Learning<br>6.5 Modifying the Temporal Environment<br>6.6 Modifying in Classroom Arrangement |

| | |
|---|---|
| | 6.7 Enhancing Motivation<br>6.8 Promoting Self-Management<br>6.9 Adaptive Instruction<br>**Unit 7: Curricular and Instructional Accommodations (Secondary Level)**<br>7.1 Secondary School Curricula<br>7.2 Special Education Curriculum in Secondary Schools<br>7.3 Determining Curricular Needs of Students<br>7.4 Programme for Students in Secondary Schools<br>7.5 Role of Personnel<br>7.6 Collaborative Role of the Special Education Teacher<br>7.7 Role of the Parent<br>**Unit 8.0 Methods for Facilitating Students' in General Education Classes**<br>**8.1 Accommodations**<br>**8.2 Study Skills**<br>**Unit 9: Art, Creativity and Career Education**<br>**9.1** Teaching of Art<br>9.2 Basic Materials<br>**9.3** Developmental Stages .Art Activities at the<br>      Various Development Stages<br>9.4 Creativity<br>**Unit 10.0 Basic Concepts of Developmental Stages**<br>10.1 How to Develop Creativity in Special Children<br>10.2  Music<br>10.3 Role of Music in Special Education<br>10.4 Activities, Suggestions and Strategies<br>10.5 Career Education<br>**Unit 11.0 Defining Career Education**<br>11.1 The Life-Centered Career Education Model<br>11.2 Three Stages of Career Education<br>11.3 Career Education Curriculum |
| Text Book(s) | Adebimpe. O. A., Oladimeji, T. A. G. (2005). Curriculum Adaptation for<br>       Persons for Special Needs. Omo-Oje Press and Publishers. |
| Suggested Reading | Hewett, F M and Forness, S R (1984). Education of Exceptional Learners.<br>       Boston: Allyn and Bacon, Inc., pp.61–108.<br>Luftig, R L (1987). Teaching the Mentally Retarded Student: Curriculum<br>       Methods, and Strategies. Boston: Allyn and Bacon, p. 443–396.<br>Marsh, C and Willis, G (1995). Curriculum: Alternative Approaches and<br>       ongoing Issues. New Jersey: Merrill Pub. Co. pp. 3–37.<br>Smith, T E C et.al (1995). Teaching Students with Special Needs in<br>       Inclusive Settings. Boston: Allyn and Bacon, p. 378–443. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation        25%<br>Mid Term                            35% |

| | Final Term | 40% |
|---|---|---|

# Institute of Education and Research
## University of the Punjab
### Lahore

| Program | BS Education |
|---|---|

| Course Title: Curriculum Evaluation | Course Type: Major Course Specialization-1 |
|---|---|

| Course Code: MCEd-405Cu | Credit Hours: 3 | Duration: 16 Weeks |
|---|---|---|

| | |
|---|---|
| Introduction | This course introduces students to the ideas and procedures involved in curriculum development, innovation and evaluation. It will enable students to ensure that the approaches to learning and teaching benefit from the use of ICT in advancing the understanding and appreciation of knowledge as well as of innovative practice.<br><br>The course first examines some general and basic issues related to designing a curriculum. Some curriculum design models will be considered and their implications for multimedia approaches to learning, teaching and assessment discussed. Consideration will also be given to teaching of values, as well as design, development and evaluation of curricula and the implementation of innovative curricula. |
| Learning Objectives | After studying this course, the student will be able<br>1. Design curricula based on analysis, evaluation and synthesis of course documents teaching and learning articles, and evaluative feedback<br>2. Identify issues with courses and individually and cooperatively devise, implement and rigorously evaluate solutions<br>3. Use a range of innovative educational approaches to complement and enhance face to face teaching |
| Course Content | 1. Historical perspectives,<br>2. Foundations of Curriculum<br>3. Approaches to Curriculum Development<br>4. Influences on curriculum development<br>5. Emerging structures in curriculum development<br>6. Social forces affecting curriculum development<br>7. Information systems<br>8. Human growth & development<br>9. Student learning<br>10. Philosophical Dimensions to Curriculum Development<br>11. Various philosophies underlying curriculum development.<br>12. Political dimensions of Curriculum Development 3<br>13. Local factors affecting curriculum development<br>14. State factors affecting curriculum development<br>15. National factors affecting curriculum development<br>16. Essential Tasks of Curriculum Development<br>17.1. Examine various models for curriculum development<br>18.2. Determine sequential task in curriculum development<br>19. Curriculum Procedures<br>20. Instructional considerations in curriculum development<br>21. Provide for student needs and diversity<br>22. Flexibility and adaptation in meeting goals/obj. |

| | |
|---|---|
| | 23. Provision for adequate resources.<br>24. Effective instructional experiences.<br>25. Accountability for student learning and achievement.<br>26. Curriculum analysis/evaluation/revision |
| Text Book(s) | James, M., McCormick, R. (2020). Curriculum Evaluation in Schools. Taylor & Frances |
| Suggested Reading | Wiles, J. & Bondi, J., (2002). Curriculum development: A guide to practice (6th ed.). Upper Saddle River, NJ: Prentice-Hall. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation          25%<br>Mid Term          35%<br>Final Term          40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|

| Course Title: Educational Administration | Course Type: Major Course Specialization-2 |
|---|---|

| Course Code: MCEd-401Ad | Credit Hours: 3 | Duration: 16 Weeks |
|---|---|---|

| | |
|---|---|
| Introduction | Educational Administration is a rapidly developing area, as new concepts of efficient and cost effective administration are emerging. This course is designed to expose students to traditional models of administration in comparison with recent developments in the field. The course also focuses on highlighting the communicative skills needed for effective management through consultative approach by the administrator. It is expected that the person attending this course will be able to work as better administrator of any educational institution as compared to others. |
| Learning Objectives | At the completion of the course the student will be able to: <br> 1. understand the importance of the efficient administration in the overall efficiency of the institution <br> 2. appreciate the comparative characteristics of various models of administration <br> 3. understand the organizational structure as a unit of people working in harmony with each other <br> 4. understand various theories of administration <br> 5. select/develop his/her mind about the model of effective administration in local context and given situation <br> 6. resolve conflict situations in schools as an organization. |
| Course Content | **1. Education: definition and explanation** <br> **2. Management, administration & supervision: definition, differences and explanation** <br> 2.1 POSDCORB <br>     2.1.1 definition <br>     2.1.2 Why we plan <br>     2.1.3 Planning process <br>     2.1.4 Kinds of planning <br>     2.1.5 Types of planning <br> 2.2 Organization structure <br>     2.2.1 Basic concepts of organizational structure <br>     2.2.2 Why people form organizations <br>     2.2.3 Characteristics of an effective organization <br> **3. Need of administration** <br> **4. Development of administrative theory** <br> 4.1 What is a theory? <br> 4.2 Classical organization theory |

|  | |
|---|---|
|  | 4.2.1  Scientific management<br>4.2.2  Administrative management<br>4.3 Human relation approach<br>  4.3.1 The Hawthorne studies<br>4.4 Behavioral science approach<br>  4.4.1 The individual and the organization<br>4.5 Development of administrative thought<br>  4.5.1  System theory<br>  4.5.2  Basic system model<br>  4.5.3  A system view of school administration<br>4.6 Educational administration: definition and explanation<br>4.7 Principles of an effective educational organization and administration<br>4.8 Some roles of an administrator<br>4.9 Some qualities for a competent administrator<br>**5.  Administrative process:**<br>5.1 Motivation<br>5.2 Communication<br>5.3 Decision making<br>5.4 Leadership<br>**6.  Theories and models of administration**<br>6.1 Difference between theory and a model<br>6.2 Introduction to theories of administration:<br>  6.2.1  Great Man theory<br>  6.2.2  Charismatic theory<br>  6.2.3  Social System theory<br>  6.2.4  Situational theory<br>  6.2.5  Path Goal theory<br>  6.2.6  Life Cycle theory<br>  6.2.7  Theory X – Y<br>  6.2.8  Theory Z<br>  6.2.9  Personal qualities theory/trait theory<br>6.3 Models of administration:<br>  6.3.1  Formal models:<br>    6.3.1.1 Authoritarian/Autocratic model<br>    6.3.1.2 System model<br>    6.3.1.3 Hierarchical model<br>  6.3.2  Democratic model<br>  6.3.3  Laissez-faire model<br>**7.  Total Quality Management: The educational perspective**<br>**8.  Islamic concept of administration (Mushawarti model of administration)**<br>**9.  The use of Information Technology in administration**<br>**10. Classroom management** |

| | |
|---|---|
| | **11. Conflict management**<br>**12. Effective time management**<br>**13. Managing meetings**<br>**14. Interpersonal relationships**<br>**15. Management of staff development**<br>**16. Management of school records**<br>**17. Managing school environment (with special reference to Islam)**<br>**18. Managing behaviour/school discipline**<br>**19. Classroom management**<br>**20. Budget**<br>**Staff evaluation** |
| Text Book(s) | Educational Administration: Concepts and practices By Lunenburg and Ornstein. |
| Suggested Reading | Burden, P. (1995). *Classroom management and discipline.* New York: Longman. Hoy, W.K. & Miskel, G.C. (1996). *Educational administration: Theory, research and practice* (5<sup>th</sup> ed.). New York: McGraw Hills Inc. Robbins, S.P. (1996). *The administrative process.* Sydney: Prentice Hall. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation    25%<br>Mid Term    35%<br>Final Term    40% |

# Institute of Education and Research
# University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Educational Law | **Course Type:** Major Course Specialization-2 |

| **Course Code:** MCEd-404Ad | **Credit Hours:** 3 | **Duration:** 16 Weeks |
|---|---|---|

| Introduction | This course has been designed to prepare students for developing deeper understanding of the laws related to education in national context. The course includes various strands of education law including fundamental human right given under the constitution 1973, major amendments, civil service rules, leave rules, pension and gratuity rules, Registration and Recognition of Private Educational Institutions, Efficiency and discipline rules, and various other elements that are related to laws in school, college, and university. Throughout the course, the students will be able to read readings on the abovementioned areas with especial focus on rules of University of the Punjab. |
|---|---|
| Learning Objectives | After completion of the course, the student will:<br>1. Demonstrate an understanding of basic principles of law related to education;<br>2. Examine legal roles of federal, state, local government & autonomous bodies in the operation of education institutions;<br>3. Interpret tension between governmental controls and the exercise of protected individual rights within the school setting;<br>4. Analyze legal rights and responsibilities of school management, administrators, teachers, other educational personnel, students, and parents;<br>5. Apply selected legal principles to the formulation of educational policies and procedures;<br>6. Demonstrate the ability to understand legal terminology, read and interpret case law, and use selected legal information sources. |
| Course Content | 1 What is Law?<br>2 Types of Law<br>3 Benefits of Law<br>4 Different Terms: Constitution, Policy, Jurisprudence, Rules and Regulation, Statutes<br>5 Employee Conduct Rules<br>6 Service Rules<br>6.1 General Conditions of Service<br>6.2 Pay rules<br>6.3 Deputation<br>6.4 Dismissal, Removal, and Suspension<br>6.5 Leave Rules and Study Leave Rules, Employment Types & Issues<br>6.5.1 Casual leave<br>6.5.2 Earned leave<br>6.5.3 Medical leave<br>6.5.4 Maternity leave<br>6.5.5 Extraordinary leave |

| | |
|---|---|
| | 6.5.6 Study leave<br><br>6.6 Pension Rules & Gratuity<br>7 Registration and Recognition of Private Educational Institutions<br>8 Efficiency and Discipline Rules for Educational Employees<br>9 Financial Rules<br>10 Benevolent Fund<br>11 Group Insurance and Advances<br>12 School Funds, Income Tax, GP Fund<br>13 Registers Forms and Other Record in Educational Institutions<br>14 Dastur ul Amal<br>15 PEEF Scholarship<br>16 TA / DA (transfer and official visits)<br>17 Punjab University Calendar<br>17.1 Service Structure<br>17.2 Different bodies (i.e. Senate, Syndicate, Academic Council, BOS, BASR, Various<br>Committees)<br>17.3. Budget Manual, PC-I<br>17.4 PU Efficiency and Discipline Rules |
| Text Book(s) | Punjab ESTA Code 2007<br>Punjab University Calendar |
| Suggested Reading | CSR 1981<br>Punjab ESTA Code 2007<br>Punjab Education Code<br>Punjab University Calendar |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation    25%<br>Mid Term    35%<br>Final Term    40% |

# Institute of Education and Research
# University of the Punjab
# Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Human Resource Management | **Course Type:** Major Course Specialization-2 |
| **Course Code:** MCEd-402Ad | **Credit Hours:** 3 | **Duration:** 16 Weeks |

| | |
|---|---|
| Introduction | Human Resource Management belongs in all organizations. Its focal point is people; people are the life blood of organizations. Without them, there is no need for computer systems, compensation plans, or programs and procedures. This subject/course is designed to teach the basic principles of Human Resource Management (HRM) to diverse students. This course is designed to provide you the foundations of HRM whether you intend to work in HRM or not, most of these elements will affect you at some point in your career. Either you will be working with some organizations or having people working for you, in both cases you will be dealing with people. |
| Learning Objectives | At the conclusion of this course, the student should be able to: <br> • Have a more comprehensive understanding of the Human Resource Management practices. <br> • Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations. <br> • Develop the knowledge, skills and concepts needed to resolve actual human resource management problems or issues. <br> • Understand the employment relationship (shared responsibility between employers, and employees, management, human resources specialists). <br> • Apply course concepts and theory in a practical context. <br> • Demonstrate empirical investigative skills by producing an in-depth analysis of a management situation usually presented through case studies. <br> • Recognise the need to take a holistic approach to performance improvement rather than a narrowly functional approach. |
| Course Content | **1.** **Introduction to the Human Resource Management** <br> 1.1 Introduction to Management: Organizations and the management Process <br> 1.2 Organizational theories and different approaches to management <br> 1.3 Brief History of Human Resource Management <br> 1.4 Strategic importance of Human Resource Management <br> 1.5 Objectives of the HRM function <br> 1.6 Human Resource Management department operations <br> 1.7 External and Internal environmental influences <br> **2.** **Acquiring Human Resource Management** <br> 2.1 Human Resource Management Planning <br> 2.2 Recruitment <br> 2.3 Selection |

|  |  |
|---|---|
|  | **3. Rewarding Human Resource Management**<br>3.1 Performance evaluation<br>3.2 Compensation<br>3.3 Job analysis and design<br>3.4 Benefits and services<br>**4. Developing Human Resources**<br>4.1 Training and developing<br>4.2 Career planning<br>4.3 Discipline<br>**5. Maintaining and protecting Human Resources**<br>5.1 Human /Labor relations and collective bargaining<br>5.2 Safety, Health and wellness |
| Text Book(s) | 1. From human resource management to human dignity development: A dignity perspective on HRM and the role of workplace democracy. I. Kostera, M. Pirson (Eds.), Dignity and the Organization, Palgrave Macmillan, Cham (2017)<br><br>2. Robbins, S.P. & Coulter, M. (2018) *Management.* 14th ed.Pearson George R. Terry &Stefen G. Franklin (1997) *Principles of Management.* AITBS Publishers, New Delhi<br><br>3. Cameron, K. S. and Quinn, R. E. (2011) *Diagnosing and changing organizational culture: Based on the Competing Values Framework.* (3rd edition). US: Jossey-Bass<br><br>4. Deetz, S. A., Tracy, S. J., & Simpson, J. L. (2000). *Leading organizations through transition: Communication and cultural change.* Thousand Oaks: Sage.<br><br>5. Hooper, A., & Potter, J. (2000). *Intelligent leadership: Creating a passion for change.* Sydney, NSW: Random House.<br><br>6. Shafritz, S., Steven Ott, J., & Yong Suk Jang. (2005). *Classics of organization theory.* Fort Worth: Harcourt Publishers. |
| Teaching/Learning Strategies | 1. Lecture<br>2. Multimedia presentations<br>   Cooperative Learning<br>3. Non creditor workshops and seminars<br>4. Active Learning<br>5. Individualized Instruction<br>6. Case studies<br>7. Reflective practice. |
| Evaluation Criteria | Assignments        20%<br>Mid Semester Test  25%<br>Short presentations  15%<br>Final Test           40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Human Relations in Schools | **Course Type:** Major Course Specialization-2 |
| **Course Code:** MCEd-403Ad | **Credit Hours:** 3 | **Duration:** 16 Weeks |

| | |
|---|---|
| Introduction | This course is intended to explore the human resource and the relations among all in school setting. This course will also help to understand the dynamics of an educational institution. The institutional culture plays a vital role for development and improvement. So, healthy and positive relations can play significant role in the school. |
| Learning Objectives | After studying the course, the students will be able to:<br>1. Understand the concepts related to school as organization<br>2. Elaborate the importance of human relations in educational institution<br>3. Discuss the issues in an organization<br>4. Explain the relations among different stakeholders of the school<br>5. Develop the strategies to strengthen the relations among school stakeholders |
| Course Content | Introduction to Organization, Administration and Management<br><br>School Organization and Classroom Management<br><br>Human Relations in Education<br><br>Taking Control of Conditions<br><br>The self in Human Relations<br><br>Developing Relationships in Groups<br><br>Issues in an Organization<br><br>• Self Esteem<br><br>• Mutual Respect<br><br>• Group Dynamics<br><br>• Communication Skills<br><br>• Motivation<br><br>Relations between School Head and Teachers<br><br>Relations between School Head and Students<br><br>Relations between School Head and Parents<br><br>Relations between School Head and Nonteaching Staff<br><br>Relations between School Head and Community<br><br><br>Teacher-student Relations |

|  | Teacher-Parent Relations |  |
| --- | --- | --- |
|  | Teacher Teacher-Teacher Relations |  |
|  | Teacher-Non Teaching Staff Relations |  |
|  | Teacher-Community Relations |  |
|  | Student-Student Relations |  |
|  | Student-Teacher Relations |  |
|  | Student-Management Relations |  |
|  | School Culture<br>Effective Human Relations for School Development |  |
| Text Book(s) | Hall, E. (2018). *Human Relations in Education*. Routledge. |  |
| Suggested Reading | Smith, S. (2011). *Application of Human Relations Theory in Primary Schools.* Grin Velag.<br>Rebore, R. W. (2003). *A Human Relations Approach to the Practice of Educational Leader*. Allyn and Bacon.<br>Esude Samson. (2016). *Human Relations: Self Esteem and Human Relations*. Grin Publishing. |  |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |  |
| Evaluation Criteria | Assignment/Project/Presentation<br>Mid Term<br>Final Term | 25%<br>35%<br>40% |

# Institute of Education and Research
# University of the Punjab
# Lahore

| Program | BS Education |
|---|---|

| Course Title: Educational Planning & Financing | Course Type: Major Course Specialization-2 |
|---|---|

| Course Code: MCEd-405Ad | Credit Hours: 3 | Duration: 16 Weeks |
|---|---|---|

| Introduction | This course intends to articulate an understanding of basic concepts and themes related to planning and financing in general and in particular in education. |
|---|---|
| Learning Objectives | After completing thuis course students will be able to:<br>1. Explain the process and types of Planning into various stages<br>2. Discuss the organizational machinery for planning in Pakistan<br>3. Articulate an understanding of social and developmental factors and indicators of educational planning<br>4. Understand the area of choice in the development of education<br>5. Assess the priorities in education<br>6. Forecast the demand for education of different kinds and to estimate the future stock of students in different educational sectors to ensure that<br>7. adequate educational resources, teachers, buildings, equipments etc. are<br>8. available at right time<br>9. Describe formal planning process.<br>10. Differentiate between strategic and operational planning.<br>11. Analyze different components of strategic planning and strategic<br>12. management.<br>13. Enlist the Sources of Educational Financing.<br>14. Discuss the Problems of Educational Financing: Internal & External<br>15. Articulate the knowledge of Education as Investment & Consumption |
| Course Content | **Introduction to Planning & Educational Planning**<br>• Concepts of Educational Planning<br>• Need, Objectives, & Significance of Educational Planning<br>• Objectives of the Plan<br>• Planning for Planning<br>• Education Ministry as a planning Organization<br>• Data Gathering & Processing<br>**Education Planning Process: Stages for Planning**<br>• Pre-planning Stage<br>• Formulation of Objectives Planning Stage<br>• Plan Formulation Stage<br>• Plan implementation Stage<br>• Evaluation, Revision and Re-planning Stage<br>**Types of Plan**<br>• Medium-Term Plan<br>• The Rolling Plan<br>• The Short-Term Plan |

| | |
|---|---|
| | • Planning Experience in Pakistan |
| | **Process of Education Planning in Pakistan** |
| | • Constitutional Position |
| | • The process of plan formulation |
| | • The process of project planning |
| | • The administrative machinery for educational planning |
| | • Allocation of development funds |
| | **Developmental purpose of Educational Planning** |
| | • Historical Background of Educational Planning |
| | • Indicators of Development Social indicators for development |
| | • Educational indicators |
| | • Economic factor |
| | **Establishing priorities in Educational Planning & Financing** |
| | **Area of Choice** |
| | • Levels of Education |
| | • Quality & Numbers |
| | • Science & Technology VS Liberal Arts |
| | • Formal VS Non-Formal Education |
| | • Choice of Incentives |
| | • The purpose of Education |
| | **Meeting the Needs & Demands for Education** |
| | • The priorities of Manpower Needs |
| | • The Educational Priorities |
| | • Needs & Demand Supply |
| | **Establishing Priorities through Cost-benefit Analysis** |
| | • Cost-Benefit Analysis |
| | • Purpose of CBA |
| | • Verity of Possible Projects |
| | • Priorities between projects with different objectives |
| | • Assessment of projects |
| | **Educational Cost Benefit Analysis** |
| | • Context |
| | • Background |
| | • Application to Education |
| | • Estimating Costs |
| | • Technical Problems |
| | • Results |
| | • Application to Pakistan |
| | **Statistics as a Tool of Educational Planning & Financing** |
| | **Basic of Collection of Data** |
| | • Aggregated Data |
| | • Individualized Data |
| | **Types of Education Statistics** |
| | • Stocks Statistics |
| | • Flow Statistics |
| | **Data needed for Educational Planning** |
| | • Demographic data |
| | • Manpower data |

|  | - Economic & financial Data |
|  | **Classification of Educational Statistics** |
|  | - Schools, Grades, Classes |
|  | - Levels & Types of Education |
|  | - Educational Attainment & Literacy |
|  | **Statistics on Educational Institutions** |
|  | - Institutions by Types & Level of Education |
|  | - Institutions by Region |
|  | - Data on Teachers (Basic & Supplementary Data) |
|  | - Classes |
|  | - Pupils |
|  | **Data on School Facilities & Equipment** |
|  | - School Physical Facilities |
|  | - Transport Facilities |
|  | - Lodging Facilities |
|  | - Scholarship Fellowship |
|  | **Cost of Education** |
|  | - Recurring Expenditure on Education by Public Authorities |
|  | - Capital Expenditure |
|  | - Loans Repayment & Interest Charges |
|  | - Private Expenditures for Education |
|  | **Statistics & decision Making in Educational Planning** |
|  |  |
|  | **Planning Process: A Theoretical Perspective** |
|  | **Operational Vs. Strategic Plans** |
|  | - Strategy |
|  | - Levels of Strategy |
|  | - Strategic management |
|  | - Strategic management process |
|  | **Tools for Planning** |
|  | - Forecasts |
|  | - Quantitative Forecasting |
|  | - Time-series methods |
|  | - Casual models |
|  | - Qualitative Forecasting |
|  | **Break-Even Analysis Project Planning Tools The Planning Framework** |
|  | - Levels of Planning |
|  | - Stages of Planning |
|  | - Planning Focus |
|  | - The Planning Process |
|  | **Management of the Education System** |
|  | **Educational Planning Process: Objectives & Constraints** |
|  | **Why Educational Planning?** |
|  | - Changed Role of Government |
|  | - Involvement of Aid Giving .Agencies in National Development |
|  | - Need to Maximize Benefits from Scarce Resources |
|  | - Meeting Increased Demand for Education. |
|  | - Education as a Tool of Social Planning |

| | |
|---|---|
| | • Planning for Higher Resource Allocation<br>**Objectives and Constraints as Determinants of Scope and Direction of Planning**<br>• Objectives & constraints in Planning & Educational Planning<br>• Constraints Affecting the Accomplishment of Objectives of Educational Development<br>**Introduction to Educational Financing**<br>• Sources of Educational Financing<br>• Principals of Educational Financing<br>• Problems of Educational<br>• Financing: Internal & External<br>• Education as Investment & Consumption<br>**Financing Education in Pakistan**<br>• Who pays for education, institutions or individuals<br>• Level of decision makers for financing education<br>• Sources of educational financing in Pakistan<br>**Models of Financing**<br>• The bureaucratic Collegial Market<br>**Sources of Educational Planning** & reflection<br>• Federal government<br>• Provincial government<br>• Taxes (direct, indirect, sales tax)<br>• Education as Investment & Consumption |
| Text Book(s) | Shastri, M. C. (2012). Educational Planning and Financing. Lap Lambert Academic Publishing |
| Suggested Reading | A.W.P. Gurage Functional Analysis of Educational Planning. Administrative Aspects of Educational Planning (An IIEP Seminar), Institute for Educational, Planning, 1970 Paris.<br>Report of the Seminar for Senior Educational Administrators on Education Policies and Planning Compiled by Dr. SarfrazKhawaja, Academy of Educational Planning and Management, Islamabad, Oct., 1986.<br>CE. Beeby, Planning and the Educational Administrator, Paris UNESCO IIEP, 1967.<br>UNESCO Educational Planning: A Survey of Problems and Prospects, Working, paper for international conference on Educational Planning, Paris, August, 1968. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation    25%<br>Mid Term    35%<br>Final Term    40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Islamic System of Education | **Course Type:** Major Course of Education |
| **Course Code:** MCEd-307 | **Credit Hours:** 3 | **Duration:** 16 Weeks |

| | |
|---|---|
| Introduction | Education system in every state of the world in one way or the other is governed by certain policies, plans or declarations. Education policies are developed on an ideological basis at least for a predictable timeframe so that the upcoming generations may be taught in accordance with the national needs and beliefs. This course will take the students through Islamization of Education from a global to local perspective. |
| Learning Objectives | After studying the course students will be able to:<br>1. Students will learn about the ideological base is essentially and historically provided by Islam as an ideology derived from Islam teachings<br>2. They will be able to identify Islam as code of life that offers guidelines for all spheres of life.<br>3. Students will learn and draws inspiration from Quran and Sunnah upon certain specific aspects of human life. |
| Course Content | Education in Islam<br><br>Foundations for sound knowledge-based Muslim society<br><br>Policies and plans of Islamic education in Pakistan<br><br>Muslim history and literature in curriculum for the elementary and middle level students<br><br>Construct and orientate the character of students according to Quraan and Hadith<br><br>Teachings of Islam the education policy<br><br>Ideology of Pakistan and Islamic Education<br><br>Aims, Goals and Objectives of Islamization of Education<br><br>Islamization of Content<br><br>Preffered Instructional Strategies in the light of Quran and Sunnah<br><br>Role of Assessment System in Islamization of Education |
| Textbook(s) | Abdul Hamid, Dr. (1989). Islamization of Knowledge: General Principles and Work Plan. The International Institute of Islamic Thought. |

| | |
|---|---|
| Suggested Reading | Aly, J. H. (2007). Education in Pakistan a White Paper revised - document to debate and finalize the National Education Policy<br><br>Tirmazi, S. H. (1985). A historical study of Islamic system of education<br><br>Creswell, J. W. (2012). Educational research : planning, conducting, and evaluating quantitative and qualitative research. Boston: Pearson.<br><br>Ashraf, N. (2009). The islamization of Pakistan's educational system: 1979-1989. In The Islamization of Pakistan, 1979- 2009. Washington, DC: The Middle East Institute. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation 25%<br>Mid Term 35%<br>Final Term 40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** School Management | **Course Type:** Major Course of Education |
| **Course Code:** MCEd-306 | **Credit Hours:** 3 | **Duration:** 16 Weeks |

| | |
|---|---|
| **Introduction** | This course discusses the concepts, skills, and attributes related to educational management. It gives overview of historical development of management, educational policies, and educational management. |
| **Learning Objectives** | After studying the course students will be able to:<br>1. Describe the basic concepts of education.<br>2. Critically evaluate the historical development of management.<br>3. Analyze the functions of educational management.<br>4. Suggest a best management model for educational management.<br>5. Identify challenges in governance and suggest ways to improve the governance in Pakistan. |
| **Course Content** | **1. Introduction to Education**<br>1.1. Concept of Education<br>1.2. Process of Education/Elements<br>1.3. Modes of Education<br>1.4. Significance of Education<br>1.5. Concept of Educational Management<br><br>**1. Organizational and Administrative structure**<br>1.1 Concept of organization<br>1.2 Concept of Educational organizations<br>1.3 Definition of management and administration<br>1.4 Differences between educational management and educational administration.<br>**2. Historical Development of Management**<br>**2.1** System Theory (Bertalanffy Ludwig Won)<br>2.2 Administrative Management Theory (Henry Fayol)<br>2.3 Bureaucratic Management Theory (Max Weber)<br>2.4 Scientific Management (Fredrick Tayler)<br>2.5 Theory X & Y (Duglus Mc. Gregor)<br>2.6 Human Relations Theory (Elton Mayo)<br>2.7 Contingency Theory (Fred Fiedler)<br>2.8 Instructional Supervision & Leadership<br>**3. Functions of Educational Management**<br>3.1 Planning<br>3.2 Organizing<br>3.3 Staffing<br>3.4 Directing<br>3.5 Coordinating<br>3.6 Reporting<br>3.7 Budgeting |

| | |
|---|---|
| | **4. Educational Policies and Educational Management**<br>    4.1  First Education Conference 1947<br>    4.2  Sharif Commission  1959<br>    4.3  New Education Policy 1970<br>    4.4  National Education Policy 1972-1980<br>    4.5  National Education Policy 1979<br>    4.6  National Education Policy 1992<br>    4.7  National Education Policy 1998-2010<br>    4.8  Education Sector Reforms 2001<br>    4.9  National Education Policy 2009<br>    4.10 National Education Policy 2017<br>    4.11 National Education Policy 2022<br>**5. Managing Resources in Education**<br>    5.1  Human Resources<br>    5.2  Physical Resources<br>    5.3  Financial Resources<br>    5.4  Informational Resources<br>**6. Educational Governance**<br>    6.1  Definition and scope<br>    6.2  Elements of Governance<br>    6.3  Challenges of educational governance in Pakistan<br>**7. Educational Management at Different Levels**<br>    7.1  Elementary<br>    7.2  Secondary<br>    7.3  Higher Education<br>    7.4  Literacy and Non formal Basic Education |
| **Textbook(s)** | Robbins, S. P., & Coulter, M. (2018). *Management.* Pearson.<br>Zaki, W.M. (1988). *Educational management*. National Book Foundation. |
| **Suggested Reading** | Altrichter, H., & Elliott, J. (2000). *Images of educational change.* Open University Press.<br>Bush, T., Bell, L., & Middlewood, D. (2010).*The principles of educational leadership and management.* Sage.<br>Chodhury, N. R. (2001). *Management in Education.* APH Publishing.<br>Government of Pakistan.  (1969). Pr*oposal for a new education policy*. Ministry of Education and Scientific Research.<br>Government of Pakistan. (1947). *Proceedings of the Pakistan educational conference.* Ministry of Interior (Education Division).<br>Government of Pakistan. (1959). *Report of the commission on national education*. Ministry of Education.<br>Government of Pakistan. (1972). *The education policy 1972-80*. Ministry of Education.<br>Government of Pakistan. (1979). *National education policy and implementation programme 1979*. Ministry of Education.<br>Government of Pakistan. (1992). *National educational policy*. Ministry of Education.<br>Government of Pakistan. (1998). *National education Policy 1998-2010*. Ministry of Education. |

|  | Government of Pakistan.(2009). *National education policy*. Ministry of Education. <br> Hay, W. R., & Michel, G. S. (1996) *Educational Administration, Theory, Research &Practice*. McGraw Hill. <br> Law, S., & Glover, D. (2000). *Educational Leadership and Learning*. Open University Press. <br> Sergiovanni, T. J., Kelleher, P., McCarthy, M. M., & Wirt, F. M. (2009). *Educational governance and administration.* Allyn& Bacon. <br> Sharma, P. (2005). *Educational administration.* APH Publishing Corporation. |
|---|---|
| **Teaching/Learning Strategies** | Lecture <br> Discussion <br> Cooperative Learning <br> Class activities <br> Applied Projects |
| **Assignments** | Summary writing <br> Mini projects <br> Term papers <br> Presentation |
| **Evaluation Criteria** | Assignment/Project/Presentation     25% <br> Mid Term     35% <br> Final Term     40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** Comparative Education | **Course Type:** Major Course of Education |

| **Course Code:** MCEd-401 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
|---|---|---|

| Introduction | Education system in a country cannot be isolated from the education system of other countries. Keeping in view the requirement of equivalence in global world, it is important to compare the education system of Pakistan with other developing and developed countries. Knowledge about education system of various countries assist policy maker to reflect on the education in the context of competition and excellence. It is, therefore, important that the teacher are aware of the objective, curricula, teacher education, admission criteria and staff recruitment requirement of the education system of developed and developing countries. |
|---|---|
| Learning Objectives | After studying this course, the students will be able to:<br><br>1. Describe the meaning and significance of comparative education<br>2. Compare the education systems of selected developed countries<br>3. Compare the education systems of selected developing countries<br>4. Analyze critically the education system of Pakistan |
| Course Content | **Unit 01 Introduction to Comparative Education**<br>1.1 Concept of comparative education – meaning, needand scope<br>1.2 Purpose of comparative education<br>1.3 Methods & Comparative Education<br>**Unit 02 Elements of Comparative Education (Both qualitative and quantitative dimensions)**<br>2.1 Objectives<br>2.2 Curricula<br>2.3 Teaching methodology<br>2.4 Assessment and evaluation (student achievement, examination system)<br>2.5 Facilities<br>2.6 Educational structure<br>2.7 Administrative and financial set up<br>2.8 Teacher education<br><br>**Unit 03 Comparative View of Systems of Education in Pakistan**<br>3.1 Private and public<br>3.2 Madrassah and formal education<br>3.3 Formal vs. Distance and non-formal education<br>**Unit 04 Comparative Education in Developed Countries**<br>4.1 USA<br>4.2 UK<br>4.3 Japan<br>4.4 Singapore |

| | |
|---|---|
| | **Unit 05 Comparative Education in Developing Countries**<br>5.1 India<br>5.2 China<br>5.3 Malaysia<br>5.4 Pakistan<br><br>**Unit 06 Global Issues in Comparative Perspective (focusing developing countries)**<br>6.1. Quality education<br>6.2. Education For All<br>6.3. Recruitment of teachers at elementary and secondary levels<br>6.4. Admission procedure at higher education level |
| Text Book(s) | Isani, U. A., & Virk, M. L. (2005). *Higher education in Pakistan: A historical and futuristic perspective*. Islamabad: National Book Foundation. |
| Suggested Reading | • Isani, U. A., & Virk, M. L. (2005). *Higher education in Pakistan: A historical and futuristic perspective*. Islamabad: National Book Foundation. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation     25%<br>Mid Term     35%<br>Final Term     40% |

# Institute of Education and Research
## University of the Punjab
## Lahore

| Program | BS Education |
|---|---|
| **Course Title:** School Observation & Microteaching | **Course Type:** Practice Teaching |

| **Course Code:** PT-401 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
|---|---|---|

| | |
|---|---|
| Introduction | This course in intended to develop understanding of the students regarding school system by covering all areas. This journey will start from studying best practices in Pakistani context and best one at international level. In order to have in-depth understanding, students will avail the opportunity to collect data in these areas by observation, interviews and document analysis. A detailed report will be produced as a product of this course. |
| Learning Objectives | After completing this course students will be able to:<br>1. Understand the school dynamics<br>2. practice the bench marking technique while exploring best local and international practices<br>3. explore different processes of school system<br>4. collect and analyse data regarding school processes in order to develop comprehension<br>5. Develop a detailed report covering all school areas including strengths and limitations |
| Course Content | School as an Organization<br><br>Review of best practices<br><br>• National Level Best Practices (Two Institutions)<br><br>• International Level Best Practices (Two Institutions)<br><br>Process and System Approach<br><br>Key Areas of School Observation (Key Processes)<br><br>• School Leadership and Management Practices<br><br>• School Assembly<br><br>• Time Tabling<br><br>• Curriculum Development / Syllabus Breakup<br><br>• School Record<br><br>• School Routines<br><br>• Co-curricular Activities<br><br>• Community Links / Mobilization<br><br>• Communication<br><br>• Assessment and Evaluation System |

|  |  |  |
|---|---|---|
|  | • School Budgeting | |
|  | • Complaint Handling | |
|  | • School Library / Laboratories | |
|  | • Monitoring System | |
|  | • Professional Development | |
|  | • Quality Management System | |
|  | • School Improvement Plan | |
|  | Detailed Observation Report covering all above areas with evidences with opinion regarding strengths and limitations of the school in each area | |
| Text Book(s) | Kochhar, S. K. (2011). School Administration and Management. Sterling Publishers Private Limited. | |
| Suggested Reading | Dimmock, C. (2013). School-Based Management and School Effectiveness. Routledge.<br>Poster, C., Blandford, S., Welton, J. (2005). Restructuring: The Key to Effective School Management. Routledge. | |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects | |
| Evaluation Criteria | Assignment/Project/Presentation<br>Mid Term<br>Final Term | 25%<br>35%<br>40% |

# Institute of Education and Research
# University of the Punjab
## Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Practice Teaching | | **Course Type:** Practice Teaching |
| **Course Code:** PT-402 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
| Introduction | This course provides the experience secondary school, science teachers with carefully sequenced and supervised field experiences in all subject areas related to science disciplines. Opportunities to work with secondary level students are provided. As a student teacher it is required that they will work with students of various backgrounds and of different capabilities | |
| Learning Objectives | After completing this course students will be able to: <br> 1  Reflect on and learn from connecting theory to their teaching practice. <br> 2  Collaborate with peers, cooperating teachers, other school staff and university supervisor, establishing professional relationships. <br> 3  Invite, accept and utilize formative feedback from the cooperating teaching, peers, and the university supervisor in a non-defensive manner <br> 4  Produce plans for teaching and learning that reflects the use of appropriate instructional methods and strategies to meet the needs of all students. <br> 5  Utilize appropriate instruments or techniques informally and formally accessing students' learning needs <br> 6  Recognize cognitive and affective need of students and establish learning environment and use activities appropriate to meet those needs, <br> 7  Maintain their lesson plan and use it effectively. | |
| Course Content | **Orientation based activities (Recall and share the experiences from previous practice teaching in  school and classroom context)** <br> 1.  Complete orientation based assignments <br> 2.  Share experiences before the audience <br> 3.  Recall and reflect on their learning during previous session <br> 4.  Offer valuable solutions to the problems <br> 5.  Make new self-commitments to the upcoming tasks for teaching practice <br> 6.  Reflection on learning of this week <br> **Becoming actively involved in the classroom** <br> **1.**  Initiate working on lesson plans <br> **2.**  Conduct classroom observations <br> 3.  Start classroom practice teaching <br> 4.  Reflection on learning of this week <br> **Taking an active role as mentor, and expert in formal assessment** <br> 1.  Refines classroom practices in teaching <br> 2. Designs effective items for formative assessment <br> 3. Assist the cooperating teacher as requested <br> 4. Reflection on learning of this week | |

| | |
|---|---|
| | **Assuming responsibility for student social and moral development**<br>    1. Refines classroom practices in teaching<br>    2. Complete classroom observations<br>    3. Designs co-curricular and extracurricular activities for class students<br>    4. Reflection on learning of this week<br>**Assuming responsibility for planning, teaching and assessing using laboratory for the respective subject**<br>    1. . Refines classroom practices in teaching<br>    2. Makes effective use of laboratory in teaching<br>    3. Helps students conducting experiments in laboratory<br>    4. Complete classroom observations<br>    5. Reflection on learning of this week<br>**Assuming responsibility for planning, teaching and any additional responsibilities as negotiated with the cooperating teacher and university supervisor**<br>    1. Completes lesson planner for final submission<br>    2. Plans a self-evaluation report on his/her teaching<br>    3. Assist the cooperating teacher as requested<br>Reflection on learning during whole period of practice teaching |
| Text Book(s) | Richerds, J. C., Farrell, T. S. C. (2011). Practice Teaching: A Reflective Approach. Cambridge University Press. |
| Suggested Reading | Arends, R., & Castle, S. (1991). *Learning to teach* (Vol. 2). New York: McGraw-Hill.<br>Burden, P. R., & Byrd, D. M. (1994). *Methods for effective teaching* (Vol. 160). Needham Heights, MA: Allyn and Bacon.<br>Fraser, D., & McGee, C. (Eds.). (2012). *The professional practice of teaching*.Australia: Cengage Learning.<br>Ghaye, T. (2010). *Teaching and learning through reflective practice: A practical guide for positive action*. : Routledge.<br>Hoy, A. W., Hoy, W. K., & Hoy, A. W. (2003). *Instructional leadership: A learning-centered guide*<br>Killen, R. (2006). *Effective teaching strategies: Lessons from research and practice*. Australia: Cengage Learning.<br>Lavigne, A. L., & Good, T. L. (2015). *Improving teaching through observation and feedback: Beyond state and federal mandates*: Routledge.<br>Payant, C. (2013). *Practice Teaching: A Reflective Approach.*<br>Richards, J. C., & Farrell, T. S. (2011). *Practice teaching: A reflective approach*. London: Cambridge University Press.<br>UNESCO. (2004). *Changing teaching practices: Using curriculum differentiation to respond to students' diversity*: UNESCO. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation      25%<br>Mid Term      35%<br>Final Term      40% |

# Institute of Education and Research
# University of the Punjab
# Lahore

| Program | BS Education |
|---|---|

| Course Title: Scouting | Course Type: Practical Learning |
|---|---|

| Course Code: PL-301 | Credit Hour: 01 | Duration: 16 Weeks |
|---|---|---|

| | |
|---|---|
| Introduction | This course is intended to introduce the scouting movement. Contribution by the scouting in development of a wide range of skills will also be discussed. The link between citizenship and scouting will be highlighted. |
| Learning Objectives | After completing this course students will be able to:<br>1. understand the basic theme and purpose of scouting<br>2. explore the working style of the scouting movement<br>3. apply the learned experiences regarding scout training<br>4. Discuss the citizenship and education |
| Course Content | **An Ideal, a Movement, an Organization**<br><br>1 Essential Characteristics of Scouting<br>1.1 Definition (*What It Is*)<br>1.2 Purpose (*Why It Does Exist*) and Principles (*Values on Which It Is Based*)<br>1.3 Educational Method<br><br>2 A Highly Intuitive Educational Movement<br>2.1 More a Network Movement than an Organization<br><br>2.2 The Educational Impact and the "Magic" of Scouting<br><br>3- How the Organization Works: Town, Country and World<br>3.1 The Local Group and the National Association<br>3.2 When a Country Has More Than One Association<br><br>3.3 World Organization(s) and Global Belonging<br>3.4 The Gender Approach: WOSM and WAGGGS, Separated . . . Forever?<br><br>4 - Recognition and Belonging<br>4.1 Relevance of the Recognition Policy<br>4.2 Differentiating between What Is and Is Not Scouting<br>4.3 Religion, Culture, Tradition: Motives for Split in Scouting<br><br>**2. Citizenship Education and Scouting**<br><br>2.1. What Does to Educate Citizens Mean?<br>2.2. Assumptions of "Citizenship" in Scouting<br>2.3. Values to Perpetuate Society versus Values to Transform Society<br>2.4. Consistency and Incoherencies in a Global Movement<br>2.5. Scouting in the United States: Controversies and Culture War<br>2.6. Spiritual Dimension and Dependence from Denominations<br>2.7. Social Values, Cultural Change, and Critical Thinking<br>2.8. Local Rooting, National Belonging, and Global Commitment<br>2.9. Peace Culture, Human Rights, and Community Development |

| | |
|---|---|
| | 2.10. Legitimizing International Institutions |
| Text Book(s) | Vallory, E. (2012). *World scouting: Educating for global citizenship*. New York, ALGRAVE MACMILLAN |
| Suggested Reading | Service projects for kids. (2018) https://kidworldcitizen.org/35-service-projects-for-kids/retrieved fromhttp://www.kidactivities.net/community-service-ideas-for-kids-all-ages/<br><br>McEnancy, L.(2000). *Civil defence begins at home: Militarization meets everyday life in the fifties*. UK: Princeton University Press |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation 25%<br>Mid Term 35%<br>Final Term 40% |

# Institute of Education and Research
## University of the Punjab
### Lahore

| Program | BS Education |
|---|---|

| **Course Title:** Emergency Training | **Course Type:** Practical Learning |
|---|---|

| **Course Code:** PL-302 | **Credit Hours:** 01 | **Duration:** 16 Weeks |
|---|---|---|

| Introduction | This course is theoretical as well as practical nature. This will enable students to play their role as facilitators in emergency situations at anywhere. First aid training is also a community service. Understanding of human body and systems help practitioners to serve instantly at the same place where some unexpected situation may evolve.. |
|---|---|
| **Learning Objectives** | After completing this course students will be able to: <br> 1. Understand the concept and importance of emergency training <br> 2. Apply the concepts related to first aid <br> 3. Demonstrate the learned experiences related to first aid in mock activity <br> 4. Maintain the precautionary measures in emergency handling <br> 5. Understand the human body and its functions to provide help in emergency situations |
| **Course Content** | **Concept of Emergency Training** <br> First Aid <br> • Introduction to First Aid <br> • Objectives of First Aid <br> **Characteristics of First Aider** <br> • Sympathetic <br> • Keen Observer <br> • Tactful and Resourceful <br> • Discriminating <br> • Persevere <br> **Sources of Diagnoses the Problem** <br> • History <br> • Symptoms <br> • Signs <br> **Instructions for First Aiders** <br> • Avoid to Determine the Patient as Dead <br> • Not consider Myself as Doctor <br> • Remove the Reason <br> • Stop Bleeding <br> • Maintain the Respiration <br> • Treatment of Shock <br> • Heat up the Patient Body <br> • Restore the Heart Beat <br> **Patient Movement from One Place to an Other** <br> • Instructions and Precautions <br> **Preparation of First Aid Box at Home** <br> • Components and Materials for First Aid Box |

| | |
|---|---|
| | Human Body: Structure and Functioning<br>• Respiratory System<br>• Bones in Human Body<br>• Blood Circulation<br>**Emergency Situations**<br>• Scorch<br>• Scalds<br>• Chemical Burn<br>• Electrical Burn<br>Safety Measures<br><br>**Cuts and Wound**<br>• Open Wounds<br>  • Definition<br>  • Symptoms<br>  • Causes<br>  • Measures to First Aid<br>• Closed Wounds or Bruise<br>  • Symptoms<br>  • Causes<br>  • Measures to First Aid<br><br>**Animal Bites**<br>• Dog Bites / Rabies<br>• Snake Bite<br>• Poisonous Insects Bites<br>• Sea Animal Bite<br>• Safety Measures |
| **Textbook(s)** | Thygerson, A. L., Thygerson, S. M., Mell, H. K. (2016). First Aid. Jones &<br><br>    Bartlett Learning |
| **Suggested Reading** | Piazza, G. M. (2014). First Aid Manual: The Step-by-step Guide for<br><br>    Everyone. DK. |
| **Teaching/Learning Strategies** | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| **Evaluation Criteria** | Assignment/Project/Presentation      25%<br>Mid Term      35%<br>Final Term      40% |

# Institute of Education and Research
# University of the Punjab
## Lahore

| Program | BS Education | |
|---|---|---|
| **Course Title:** Community Service | | **Course Type:** Practical Learning |
| **Course Code:** PL-303 | **Credit Hours** 01 | **Duration:** 16 Weeks |
| **Introduction** | This course is intended to introduce the social services in community. This course is of practical nature. By practicing the projects of social services students will promote such activities as a volunteer in practical life. | |
| **Learning Objectives** | After studying this course students will be able to: <br> 1. Understand the basics of social service. <br> 2. Explore different types of social services <br> 3. Design a project for social services for community <br> 4. Implement the planned activity of social service in the field <br> 5. Prepare a report on social service activity with regard to its impact | |
| **Course Content** | **Social services** <br><br>     1.1. Social services defined <br><br>     1.2. Social services types <br><br>     1.3. Community services projects <br><br> **Social Services in Emergencies**: <br><br>     2.1. Flooding <br><br>     2.2. Earthquakes <br><br>     2.3. Landslides and mudslides <br><br>     2.4. Severe weather conditions <br><br>     2.5. Structural collapse <br><br>     2.6. Chemical emergencies <br><br>     2.7. Oil, gas, and industrial emergencies <br><br>     2.8. Nuclear disaster <br><br>     2.9. Forest fires <br><br>     2.10. Structural fires <br><br>     2.11. Vehicle accidents <br><br>     2.12. Power, Water, Fuel, Gas disruptions <br><br>     2.13. Terrorist attacks <br><br>     2.14. Civil disorder | |
| **Textbook(s)** | Byrne, T., Padfield, C. F. (2014). Social Services: Made Simple Book. <br><br>     Elsivier Science. | |

| | |
|---|---|
| **Suggested Reading** | Sheldon, B., Macdonald, G. (2010). A Textbook of Social Work. Routledge. |
| **Teaching/Learning Strategies** | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| **Evaluation Criteria** | Assignment/Project/Presentation      25%<br>Mid Term      35%<br>Final Term      40% |

# Institute of Education and Research
## University of the Punjab
### Lahore

| Program | BS Education |
|---|---|

| Course Title: Thesis/ Research Project | Course Type: Research Project |
|---|---|

| Course Code: Th-401 | Credit Hours: 3 | Duration: 16 Weeks |
|---|---|---|

| | |
|---|---|
| Introduction | This course is intended to explain the research project. Understanding the components of the research project will lead towards successful completion of the project. Identification of the problem needs careful attention to start the research project. The soundness of methodological components transform in findings, conclusions and recommendations. |
| Learning Objectives | After completing this course students will be able to:<br>1- Elaborate the tools and skills required to understand research terminology and assess published research.<br>2- Identify the types of methods best suited for investigating different types of problems and questions<br>3- Develop research questions that are based on and build upon a critical appraisal of existing<br>4- Design a research proposal<br>5- Begin initial preparation for embarking on a new research project.<br>6- Accomplish  and learn all stages of research<br>7- Complete research and learn the skills of writing research thesis technically. |
| Course Content | **Planning a good research project**<br>　　1. How to choose a good research topic?<br>Stage 1: What are the broad themes? , Stage 2: What are the interesting topics within those themes? , Stage 3: What questions might can be asked about those topics? Stage 4: Choose a question and check its viability, Stage 5: Making final choice. The last stage is to making final choice of project. Start project with a research question.<br>　　**2. Administration of the research project**<br>Ist most important step is approval of the topic<br>　　　　**1. Making the research proposal**<br>Components of the research proposal.<br>　　1- Research title/problem and justification.<br>　　2- Research hypothesis/ Question.<br>　　3- The main research question that the student will be focusing on, with, perhaps, a number of sub-questions.<br>　　4-  The background to the study – why it is an important and interesting topic to study.<br>　　5- A brief background literature review. This should show that the students  have read a number of relevant books and papers so that student understand how his topic relates to the current knowledge and issues in the field. |

| | |
|---|---|
| | 6- A proposed methodology, A proposed time schedule for the project, with key dates and the timing of each phase of the project.<br>**Stages of the Research (process of the project)**<br>Student need to start by thinking through what are the stages of his project. For most research projects there are ten stages:<br>**Stage 1 – Choosing the project/ Introduction**<br>Topic has already been selected. Introduction related to the research topic briefly will be given in this section.<br>**Stage 2 – Initial literature review**<br>The literature review is a critical early stage in students' project.<br>**Stage 3 – Finalize the research questions**<br>Ideally student's research questions will emerge from the literature review. The literature review will have shown him what is already known in the field and what important topics need to be researched.<br>**Stage 4 – Choosing and developing the methodology**<br>**Stage 5 – Piloting the methodology**<br>**Stage 6 – Organising the data collection**<br>**Stage 7 – Data collection**<br>**Stage 8 – Data analysis**<br>**Stage 9 – Drawing conclusions and interpretations**<br>**Stage 10 – Preparing the final thesis** |
| Text Book(s) | Berry,R. (2004). *The research project: How to write it*(5th ed). USA: Routledge |
| Suggested Reading | Khan, A. K. (2008). *Research methodology.*New Delhi: APH Publishing Corporation.<br>Nicholas, S. R. (2005). *Your research project: A step-by-step guide for the first-time researcher.* London: SAGE.<br>Thomas,G. (2009). *How to do your research project: A guide for students in education.* London: SAGE. |
| Teaching/Learning Strategies | Lecture<br>Discussion<br>Cooperative Learning<br>Class activities<br>Applied Projects |
| Evaluation Criteria | Assignment/Project/Presentation          25%<br>Mid Term          35%<br>Final Term          40% |

# Institute of Education and Research
# University of the Punjab
# Lahore

| Program | BS Education |
|---|---|
| **Course Title** | **Quran Translation** |

| **Course Code:** QT-100 | **Credit Hours:** 3 | **Duration:** 16 Weeks |
|---|---|---|

| | |
|---|---|
| **Introduction** | This course intends to move towards development of understanding of the Holy Quran. To become a practicing Muslim, it is necessary to understand the translation and message in verses for mankind. Quran guides us how to lead our life and what are the responsibilities of each of us as a member of the society. |
| **Learning Objectives** | After studying this course students will be able to:<br>1. Understand the meanings of Holy Quran<br>2. Relate the instructions given by Almighty Allah and practices in society<br>3. Elaborate the rights and duties as a Muslim in individual as well as society<br>4. Practice the guidelines given by Allah to perform the role of Naib/Khalifa |
| **Course Content** | سمسٹرI: سورۃ الفاتحہ تاسورۃ آل عمران<br><br>سمسٹرII: سورۃ النساء تاسورۃ الاَنعام<br><br>سمسٹرIII: سورۃ الاَعراف تاسورۃ یونس<br><br>سمسٹرIV: سورۃ ہود تاسورۃ الکھف<br><br>سمسٹرV: سورۃ مریم تاسورۃ الفرقان<br><br>سمسٹرVI: سورۃ الشعراء تاسورۃ ص<br><br>سمسٹرVII: سورۃ الزمر تاسورۃ ق<br><br>سمسٹرVIII: سورۃ الذاریات تاسورۃ الناس |
| **Textbook(s)** | Quran |
| **Suggested Reading** | Allama Ghulam Rasool Saeedi (2009). *Tafsir Tibyan-ul-Quran (Urdu)*. Darul-Uloom Naeemiya, Karachi. Fareed Book Stall, Lahore. http://www.maktabah.org/aa/item/1863-tibyanulquran<br><br>Maulana Ahmed Saeed Dehlvi (2000). *Kashf-ur-Rahman*. Maktba e Rasheedia, Karachi. http://www.equranlibrary.com/tafseer/kashfurrahman/1/1<br><br>Maulana Syed Abul Ala Modudi (1976). *Tarjuma Quran*. Idara e Tarjuman Al Quran, Lahore. https://kitabosunnat.com/kutub-library/tarjuma-quran-majeed-molana-modoodi#tab3 |

| | |
|---|---|
| | Mufti Taqi Usmani (2010). *Aasan Tarjuma e Quran*. Maktba e Muaraf Al-Quran, Karachi. https://muftitaqiusmani.com/ur/books <br><br> Shah Abdul Qadir Dehlvi (1991). *Mozia Al Quran*. H.M Saeed Company, Karachi. |
| **Teaching/Learning Strategies** | Lecture <br> Discussion <br> Cooperative Learning <br> Class activities <br> Applied Projects |
| **Evaluation Criteria** | Assignment/Project/Presentation 25% <br> Mid Term 35% <br> Final Term 40% |