

UNIVERSITY OF THE PUNJAB

NOTIFICATION

The Syndicate in its meeting held on 03-07-2025 has approved the recommendations of the Academic Council made at its meetings dated 03-06-2025 regarding revised Course Outline/Scheme of Studies of Bachelor of Education (B.Ed.) 1.5 year (Morning, Self-Supporting and Weekend) Program of the Institute of Education & Research, as per HEC's Undergraduate Education Policy, 2023 and HEC revised curriculum for degree programs in Education 2025 w.e.f. Academic Session Fall 2025.

The revised Course Outline/Scheme of Studies of Bachelor of Education (B.Ed.) 1.5 year (Morning, Self-Supporting and Weekend) Program is enclosed herewith as Annexure-'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.
No. D^{SS}/Acad.**

**Sd/-
Registrar**

Dated: 10-8-2026

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

1. Dean, Faculty of Education
2. Director, Institute of Education & Research.
3. Chairperson, Department of Secondary Education
4. Controller of Examinations
5. Director, IT for placement at website
6. Secretary to the Vice-Chancellor
7. Private Secretary to the Registrar
8. Admin. Officer (Statutes)
9. Assistant Registrar (Syndicate)
10. Assistant (Syllabus)


**Assistant Registrar (Academic)
for Registrar**

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10.08.26

Program Curriculum
Bachelor of Education (B.Ed) 1.5 year



**Department of Secondary Education,
Institute of Education and Research
University of the Punjab
Lahore**

**Department of Secondary Education,
Institute of Education and Research
University of the Punjab
Lahore**

Programme	Bachelor of Education (B.Ed) 1.5 year				
Duration	1.5 Years	Semesters	03	Credit hours	54
Department	Department of Secondary Education, IER				
Faculty	Education				
Department Introduction					
The Department of Secondary Education, Institute of Education and Research (IER) is functioning in the faculty of Education, University of the Punjab, Lahore. It is functioning since the inception of Institute of Education and Research (IER). The Faculty has been evolving and growing according to the social and technological changes in the society in general, and the educational environment in particular. The Department of Secondary Education strives to prepare scholarly, reflective, proactive prospective teachers in a caring environment with challenging and meaningful learning experiences. Currently, the department offers Bachelor of Education (B.Ed) 1.5 year and B.Ed 4 years degree programs. The B.Ed 1.5 year program focuses to produce skilled, reflective, and compassionate educators who can make a meaningful impact in the lives of their students and community at large. The changing landscape of teaching and learning, and the increasing demand of well-trained and committed teachers, are making this degree program not just an academic pursuit but a vital contribution to societal development. This breadth of knowledge ensures that future educators are well-prepared to teach various subjects at different education all levels, from early years to higher levels. The Bachelor of Education (B.Ed) 1.5 year program is designed in accordance with Revised Teacher Education Roadmap notified on December 30, 2022 and the provisions of the HEC Undergraduate Education Policy V 1.1. to provide students with a comprehensive understanding of teaching and learning process.					
Department Vision					
We envision a world in which education positively contributes to each person's ability to reach their potential in acting for society's welfare. Our task is to prepare learner-sensitive educators with knowledge, skills, and dispositions to contribute to a better society.					
Department Mission					
The Department of Secondary Education prepares highly qualified proactive prospective teachers who contribute to the teaching profession and positively impact their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities. Our students have a broad perspective, who think critically, reflectively, and creatively; who are humane and committed to meeting the learning needs of all students, and who guide students to become effective and productive citizens in the 21st century.					

Department Goals

In alignment with the department's vision and mission, the following goals are established to guide its academic, professional, and social development functions:

1. **To prepare competent and learner-sensitive teachers**
Develop educators who understand learners' diverse needs and can design inclusive, meaningful, and engaging learning experiences that support each student's potential.
2. **To promote critical, reflective, and creative thinking in prospective teachers**
Equip teacher candidates with analytical and reflective skills to improve their own teaching practices and foster higher-order thinking among students.
3. **To strengthen pedagogical knowledge and professional competencies**
Provide strong foundations in subject knowledge, teaching methodologies, classroom management, and assessment practices aligned with 21st-century education.
4. **To foster ethical, humane, and socially responsible educators**
Develop teachers who demonstrate integrity, empathy, and commitment to social welfare and contribute positively to democratic and inclusive society.
5. **To develop teachers as change agents and informal educational leaders**
Encourage prospective teachers to take initiative in school improvement, innovation in teaching, and leadership within classrooms and communities.
6. **To promote inclusive and equitable education practices**
Prepare teachers to address diverse learning needs and ensure equal educational opportunities for all students regardless of background, ability, or context.
7. **To integrate modern educational trends and technologies**
Equip teachers with digital literacy and innovative teaching tools to enhance learning in contemporary and technology-rich environments.
8. **To strengthen research culture and evidence-based teaching**
Encourage inquiry-based learning, classroom research, and reflective practice to improve teaching effectiveness and educational outcomes.
9. **To build capacity for citizenship and societal development**
Prepare teachers to guide students toward becoming responsible, productive, and active citizens who contribute to sustainable societal development.
10. **To align teacher education with national and global educational goals**
Ensure that teacher preparation programs are consistent with national education priorities and global frameworks such as sustainable development and quality education standards.

Program Introduction

The B.Ed 1.5 year program focuses to produce skilled, reflective, and compassionate educators who can make a meaningful impact in the lives of their students and community at large. The changing landscape of teaching and learning, and the increasing demand of well-trained and committed teachers, are making this degree program not just an academic pursuit but a vital contribution to societal development. This breadth of knowledge ensures that future educators are well-prepared to teach various subjects at different educational levels, from early years to higher levels. The Bachelor of Education (B.Ed) 1.5 year program is designed in accordance with Revised Teacher Education Roadmap notified on December 30, 2022 and the provisions of the HEC Undergraduate Education Policy V 1.1. to provide students with a comprehensive understanding of teaching and learning process.

Program Objectives
By the completion of Bachelor of Education (B.Ed) 1.5 year degree program, the graduates will be able to: a) Demonstrate a comprehensive understanding of content knowledge, educational theories, instructional strategies, and assessment methods to effectively plan, deliver, and evaluate lessons that engage and support diverse learners. b) Apply differentiated student centered instructional techniques to accommodate varied learning styles, abilities, and backgrounds, ensuring all students can succeed academically and socially in an equitable environment to foster collaboration, critical thinking and problem solving skills. c) Exhibit a strong commitment to professional ethics, including respect, integrity, and confidentiality, while fostering an inclusive, equitable, and culturally responsive learning environment. d) Show a commitment to lifelong learning by staying informed of current research, technological advancements, and innovations in education that enhance instructional effectiveness and contribute to professional growth.
Market Need / Rationale of the Program
A comprehensive market survey has been undertaken to justify the introduction of the proposed teacher education program designed for graduates with 16 years of education. The needs assessment reflects the specialized, professional, and advanced nature of the program, incorporating feedback from key stakeholders to ensure its academic rigor, professional relevance, and alignment with national educational priorities. a) Potential Students (Graduates with 16 Years of Education): Feedback from prospective students—primarily graduates seeking professional qualifications in teaching—indicates a strong demand for a structured program that facilitates entry into the teaching profession. Many respondents expressed the need for pedagogical training, classroom management skills, assessment literacy, and practical teaching experience. The program is also seen as a pathway for career transition into education, particularly for graduates from non-education disciplines who aspire to become certified teachers. b) Potential Employers (Public, Private, and NGOs): Consultations with employers, including schools, colleges, education departments, and NGOs, reveal a significant demand for professionally trained teachers who possess both subject expertise and pedagogical competence. Employers emphasized the need for teachers skilled in modern instructional strategies, use of educational technology, inclusive education practices, and competency-based assessment. Projections indicate a steady demand for qualified teachers, particularly in response to ongoing educational reforms, expansion of schooling systems, and focus on quality education in line with national priorities and global commitments such as UNESCO goals. c) Academic Projections (National and International Trends): A review of academic offerings shows that similar post-graduate teacher education programs (such as B.Ed. (1.5/2 years) or equivalent) are widely offered by reputable national and international universities. This reflects a global trend toward professionalizing teaching by requiring prior subject specialization followed by pedagogical training. The proposed program aligns with standards promoted by bodies such as the Higher Education Commission Pakistan,

ensuring consistency with national teacher education frameworks and international best practices.

d) Faculty (Credentials and Capacity):

The institution has a pool of qualified faculty with expertise in education, including curriculum studies, educational psychology, assessment, and instructional methodologies. Faculty members possess relevant academic qualifications and professional experience required to deliver advanced-level teacher education. Additionally, the institution has the capacity to support practicum supervision, mentoring, and research activities essential for preparing reflective practitioners.

e) Physical Facilities (Labs, Schools, and Library Resources):

The institution is equipped with adequate physical resources, including classrooms, teaching laboratories, ICT facilities, and a well-resourced library with access to contemporary educational literature. Arrangements for teaching practicum through partnerships with schools further strengthen the practical component of the program, ensuring that students gain hands-on teaching experience.

The market survey findings strongly support the introduction of this post-graduate teacher education program. It addresses the professional development needs of graduates, meets the growing demand for qualified teachers in the education sector, aligns with national and international academic standards, and is supported by sufficient faculty and infrastructural capacity. The program will contribute to improving the quality of teaching and learning by producing competent, reflective, and professionally trained educators.

Admission Eligibility Criteria

The eligibility requirement for admission in the **Bachelor of Education (B.Ed) 1.5 year** degree program is 16 years qualification in disciplines other than Education.

The admitting university may set minimum eligibility scores and may conduct entry / admission test through its own testing body or an external testing services provider of repute as per the screening, admission and merit calculation criteria approved by its statutory bodies

Categorization of Courses as per HEC Recommendation and Difference

Credit Hours		54 credit hours
Major Courses		45 credit hours
Major (42 Credit Hours)	Professional Courses Education (Compulsory/Fixed)	36 credit hours (12courses)
	Pedagogy Courses (Compulsory/ Fixed)	03 credit hours (01course) (Any one from the Pool related to previous field in BS/MA/MSc)
	Practice Teaching (Practical/Fixed)	06 credits (02courses)
Interdisciplinary Courses		06 credit hours (2courses) (From Pool of Courses)
Capstone Project/ Thesis		3Credit hours

Program Duration	Minimum: 03 Semesters Maximum: 04 Semesters
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	15-21 credit hours for regular semesters Up-to 9 credit hours for summer semesters (for remedial/ deficiency/ failure/ repetition courses only)
3Credit Hours (Theory)	3 classes (1 hour each) OR 2 classes (1.5hour each) OR 1 class (3hours) per week throughout the semester
1Credit Hour (Lab/ FieldWork)	1 credit hour in laboratory or practical work would require lab/ field contact of 3 hours per week throughout the semester.

Scheme of Studies of B.Ed. 1.5 Year Program

SEMESTER I

S.No		COURSE	CREDITHOURS	CATEGORY
1	ED302	Philosophy of Education	3(3-0)	Major: Professional Course
2	EDU-303	Human development & Learning /	3(3-0)	Major: Professional Course
	EDU-304	Educational Psychology		
3	EDU-333	Citizenship Education and Community Engagement	3(3-0)	Major: Professional Course
4	EDU-331	Foundations of Education	3(3-0)	Major: Professional Course
5	EDU-340	Human Resource Management	3(3-0)	Interdisciplinary Courses
	EDBE-341	Teaching of Science	3(3-0)	Major: Pedagogy Course
	EDBE-342	Teaching of Social science		
	EDBE-343	Teaching of Languages		
			TotalCredits(18)	

SEMESTER II

	S.No	COURSE	CREDIT HOURS	CATEGORY
1	EDU-319	Research Methods in Education	3(3-0)	Major: Professional Course
2	EDU-320	Educational Statistics and Computer Application	3(3-0)	Major: Professional Course
3	EDU-305	Educational Management	3(3-0)	Major: Professional Course
4	EDU-343	Comparative Education	3(3-0)	Interdisciplinary Courses
5	EDU- 393	Practice Teaching-I	3(0-3)	Major: Practical Course
6	EDU -401	Capstone Project/ Thesis	3(0-3)	Capstone Project
			TotalCredits(18)	

SEMESTER III

S.No		COURSE	CREDIT HOURS	CATEGORY
1	EDU318	Educational Assessment and Evaluation	3(3-0)	Major: Professional Course
2	EDBE322	Education for sustainable development	3(3-0)	Major: Professional Course
3	EDBE321	Artificial Intelligence in Education	3(3-0)	Major: Professional Course
4	EDBE330	Educational Policies and Plans of Pakistan	3(3-0)	Major: Professional Course
5	EDBE332	Curriculum Development	3(3-0)	Major: Professional Course
6	EDU 394	Practice Teaching-II	3(3-0)	Practice Teaching
			TotalCredits(18)	

Suggested List of Interdisciplinary Courses

(The student has to choose 02 courses within below mentioned courses offered by HEI)

1.	Education, Power and Politics
2.	Economics of Education
3.	Health and Safety Education
4.	Child Abuse and Safety
5.	Education in Pakistan
6.	Islamic Education
7.	Sociology of Education
8.	History of Education
9.	Media Education
10.	Science, Technology and Society
11.	Comparative Education
12.	Guidance and Counselling in School
13.	Production of Resource Materials
14.	Human Growth and Development
15.	Development of Individualized Education Plan
16.	Human Resource Management

List of Major Pedagogy Courses

(Select any One Course related to Previous field of Study in BS/ MA/ MSc)

1.	Teaching of Science
2.	Teaching of Social Science
3.	Teaching of Languages

Research Thesis / Project /Internship		
Details (credit hours, semesters etc.)		
Award of Degree		
Degree awarding criteria stating: CGPA percentage required to Qualify Thesis /Project/Internship Any other requirement, e.g. Comprehensive examination(if applicable)		
NOC from Professional Councils (if applicable)		
The program has been accredited by the National Accreditation Council for Teacher Education (NACTE) in “X” category.		
Faculty Strength		
Degree	Area/Specialization	Total

PhD		1. Dr, Abida Nasreen 2. Dr. Sumaira Rasheed		02	
MPhil		Visiting faculty with relevant qualification		More than 30	
Total					
Present Student Teacher Ratio in the Department					
Total Faculty		Total Students		Ratio	
Course Outlines separately for each course					

Checklist for a New Academic Program

Parameters	YES/NO
1. Department Mission and Introduction	YES ☐ NO ☐
2. Program Introduction	YES ☐ NO ☐
3. Program Alignment with University Mission	YES ☐ NO ☐
4. Program Objectives	YES ☐ NO ☐
5. Market Need/ Rationale	YES ☐ NO ☐
6. Admission Eligibility Criteria	YES ☐ NO ☐
7. Duration of the Program	YES ☐ NO ☐
8. Assessment Criteria	YES ☐ NO ☐
9. Courses Categorization as per HEC Recommendation	YES ☐ NO ☐
10. Curriculum Difference	YES ☐ NO ☐
11. Study Scheme / Semester-wise Workload	YES ☐ NO ☐
12. Award of Degree	YES ☐ NO ☐
13. Faculty Strength	YES ☐ NO ☐
14. NOC from Professional Councils (if applicable)	YES ☐ NO ☐

Program Coordinator

Chairperson

Scheme of Studies of B.Ed. 1.5 Year Program

SEMESTER I

S.No		COURSE	CREDITHOURS	CATEGORY
1	ED302	Philosophy of Education	3(3-0)	Major: Professional Course
2	EDU-303	Human development and Learning/	3(3-0)	Major: Professional Course
	EDU-304	Educational Psychology		
3	EDU-333	Citizenship Education and Community Engagement	3(3-0)	Major: Professional Course
4	EDU-331	Foundations of Education	3(3-0)	Major: Professional Course
5	EDU-340	Human Resource Management	3(3-0)	Interdisciplinary Courses
6	EDBE-341	Teaching of Science	3(3-0)	Major: Pedagogy Course
	EDBE-342	Teaching of Social sciences		
	EDBE-343	Teaching of Languages		
			TotalCredits(18)	

SEMESTER II

	S.No	COURSE	CREDIT HOURS	CATEGORY
1	EDU-319	Research Methods in Education	3(3-0)	Major: Professional Course
2	EDU-320	Educational Statistics and Computer Application	3(3-0)	Major: Professional Course
3	EDU-305	Educational Management	3(3-0)	Major: Professional Course
4	EDU-343	Comparative Education	3(3-0)	Interdisciplinary Courses
5	EDU- 393	Practice Teaching-I	3(0-3)	Major: Practical Course
6	EDU -401	Capstone Project/ Thesis	3(0-3)	Capstone Project
			TotalCredits(18)	

SEMESTER III

S.No		COURSE	CREDIT HOURS	CATEGORY
1	EDU318	Educational Assessment and Evaluation	3(3-0)	Major: Professional Course
2	EDBE322	Education for sustainable development	3(3-0)	Major: Professional Course
3	EDBE321	Artificial Intelligence in Education	3(3-0)	Major: Professional Course
4	EDBE330	Educational Policies and Plans of Pakistan	3(3-0)	Major: Professional Course
5	EDBE332	Curriculum Development	3(3-0)	Major: Professional Course
6	EDU 394	Practice Teaching-II	3(3-0)	Practice Teaching
			TotalCredits(18)	

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Program	B.ED 1.5 Year	Course Code	ED-302	Credit Hours	
Course Title	Philosophy of Education				
Course Introduction					
Philosophy of Education is a foundational course designed to help prospective teachers understand the major ideas, principles, and theories that shape educational thought and practice. It explores fundamental questions about the nature of reality, knowledge, truth, values, human development, and the purpose of education. By examining classical, modern, Islamic, and contemporary philosophical perspectives, the course enables students to develop a deeper understanding of how philosophical views influence curriculum, teaching methods, assessment, classroom discipline, and the overall aims. This course encourages critical thinking, reflective inquiry, and ethical decision-making skills essential for future educators. The Islamic philosophy of education is also emphasized to help students connect spiritual, moral, and cultural values to professional teaching responsibilities.					
Learning Outcomes					
On the completion of the course, the students will:					
1. Understands the philosophic methods					
2. Develops own point of view about educational theory and process					
3. Understands general as well as educational schools of thought by both eastern and western scholars of philosophy					
4. Develops a rationale approach					
5. Develops a philosophy of education suitable for Pakistan in light of our ideology and religion.					
6. Criticizes various educational philosophies/ policies of other countries/nations.					
Course Content					Assignments/Readings
Week 1	1. Introduction to Philosophy • Meaning and scope • Need and importance for educators • Relationship between philosophy, education and society • Branches of philosophy				Write a short reflection explaining the importance of philosophy in teaching. Give one example of how philosophy influences classroom practice.
	2. Methods of Philosophical Inquiry • Speculative method • Analytic method • Prescriptive/normative method				Choose one philosophical method (speculative, analytic, or phenomenology) and explain it with a
Week 2	• Critical and reflective methods • Phenomenology				

	• Hermeneutics	simple educational example (150–200 words)
	3. Philosophy in Relation to Other Disciplines • Philosophy and science • Philosophy and religion	Compare philosophy with any one discipline (psychology or sociology) in a short paragraph. Highlight at least two similarities and two differences.
Week 3	• Philosophy and psychology • Philosophy and sociology • Discuss different approaches, factors, and principles of disciplines	
	4. Major areas of Philosophy • Ontology • Epistemology • Axiology • Logic and reasoning	Define ontology, epistemology, and axiology in your own words and give at least two classroom-related examples for each.
Week 4	5. General Philosophies and their Merits and Demerits: • Idealism • Realism	Select any one philosophy (Idealism, Realism, Naturalism, or Pragmatism) and write its two merits and two demerits in the context of education.
	• Naturalism • Pragmatism	
Week 5	• Existentialism • Postmodernism	
	• Marxism and Critical Theory (History, principles, merits and demerits)	
Week 6	6. Philosophy of Education • Meaning, nature and scope • Relation between philosophy & education	Explain the relationship between philosophy and education in a short paragraph and describe its role in curriculum development.
	• Role of philosophy in curriculum, teaching and evaluation • Contemporary needs of educational philosophy	
Week 7	7. Educational Philosophies and their Merits and Demerits: • Perennialism • Essentialism • Progressivism	Choose one educational philosophy (Progressivism or Essentialism) and describe how a teacher would behave in the classroom under that philosophy.

	• Reconstructionism • Humanism • Social constructivism	Search and write one page about reconstructionism practice in any country.
Week 8	8. Educational Process According to Islam • Aims, Curriculum, Instructional methodology, Evaluation, Educational administration, Ethical and moral formation	Write a brief note (200 words) on the educational ideas of Imam Al-Ghazali or Allama Iqbal and their relevance today.
	• Islamic scholars' contributions (Al-Ghazali, IbnSina, Shah Waliullah, AllamaIqbal)	
Week 9	9. Philosophical Issues in Education • Globalization and education • Multiculturalism & inclusive philosophy	Write a short response on how digital learning (AI or online education) is changing the philosophy of education (150–200 words).
	• Digital-age learning philosophy (AI, online learning) • Environmental philosophy • The learner in the 21st century	
Week 10	10. Philosophy of Teaching and Learning • Teachers role from different philosophical perspective • Philosophy behind teaching strategies	Describe the role of a teacher from any one philosophical perspective (e.g., Idealism or Pragmatism) in 150 words.
	• Philosophy of assessment • Philosophical views about discipline and classroom environment	Compare the philosophies in the context of classroom environment
Week 11	11. Philosophical Trends in Pakistan • Ideological basis of Pakistan • Islamic foundation of Pakistani education	Explain the ideological basis of Pakistan and how it influences the education system (short paragraph).
	• National Education Policies and philosophical roots • Single National Curriculum (SNC)	
Week 12	12. Philosophy of Discipline and Classroom Management • Authoritarian vs. democratic perspectives • Behaviorism vs. humanism	Differentiate between authoritarian and democratic classroom management styles with one example each.
	• Creating ethical classroom environments • Rules, routines, responsibilities • Teacher authority and moral leadership	
Week 13	13. Philosophy of Leadership in Education • Philosophical assumptions in leadership theories	Write a short note on servant

	• Ethical leadership	leadership and explain how it can be applied in schools
	• Servant leadership • Transformational leadership	
Week 14	14. Philosophy of Assessment and Accountability • Nature and purpose of assessment • Authentic vs. standardized assessments • Ethical issues in testing	Compare authentic assessment and standardized assessment with two points each.
	• Philosophy of feedback • Competency-based and outcome based assessment philosophy	
Week 15	15. Philosophy of Inclusion & Disability Studies • Concept of inclusion from a philosophical perspective • Disability rights philosophy	Write a short paragraph on why inclusive education is important in Pakistan’s schools.
	• Ethical responsibilities in inclusive education • Rights of the child	
Week 16	• Child development as moral and social growth • Emotional development and attachment theory	Explain how children construct knowledge through inquiry-based learning with one classroom example.
	• How children construct knowledge • Imagination and knowledge • Inquiry-based learning	
Textbooks and Reading Material		
1. Textbooks. Brubacher, J. S. (1995). <i>Modern philosophies of education</i> (5th ed.). McGraw-Hill. Noddings, N. (2018). <i>Philosophy of education</i> (4th ed.). Routledge. Ozmon, H., & Craver, S. (2018). <i>Philosophical foundations of education</i> (10th ed.). Pearson. Pinar, W. F. (2012). <i>What is curriculum theory?</i> (2nd ed.). Routledge. (<i>Connects philosophy, curriculum theory & postmodern thought</i>) 2. Suggested Readings Carr, D. (2010). Professionalism and ethics in teaching. <i>Oxford Review of Education</i> , 36(1), 1–18. Dunne, J. (2003). Arguing for teaching as a practice: A philosophical critique. <i>Journal of Philosophy of Education</i> , 37(1), 65–82. Higgs, P. (2013). Philosophy of education in the twenty-first century. <i>South African Journal of Higher Education</i> , 27(3), 419–436. Standish, P. (2019). Education, ethics, and the question of philosophy. <i>Journal of Philosophy of Education</i> , 53(4), 573–588. Peters, R. S. (2017). What is an educational process? <i>Journal of Philosophy of Education</i> , 51(1), 5–22. Smeyers, P. (2016). The relevance of philosophy of education. <i>Educational Theory</i> , 66(2), 123–140.		
Teaching Learning Strategies		
1. Lecture 2. Discussion		

3. Cooperative Learning			
4. Applied Projects			
Assignments: Types and Number with Calendar			
Assignment/Project/Presentation		25%	
Mid Term		35%	
Final Term		40%	
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Program	B.Ed. 1.5 Year	Course Code	EDU-340	Credit Hours	5
Course Title	Human Resource Management				
Course Introduction					
This course introduces students to the fundamental concepts and practices of Human Resource Management (HRM). It emphasizes the management of people in organizations with special reference to educational institutions. The course develops understanding of recruitment, training, performance management, motivation, and employee relations.					
Learning Outcomes					
On the completion of the course, the students will: 1. Understand the basic concepts and functions of HRM. 2. Apply HRM practices in educational organizations. 3. Develop skills for effective management and motivation of human resources. 4. Analyze HR issues using real-life organizational situations. 5. Understand ethical and legal aspects of HRM.					
Course Content				Assignments/Readings	
Week 1	Unit 1Introduction to Human Resource Management and Green HRM 1.1 Concept, nature, and scope of Human Resource Management 1.2 Evolution of HRM 1.3 Importance of HRM in organizations			Reading: Dessler, G. (2023). <i>Human Resource Management</i> (16th ed.). Pearson Education. (Chapters on introduction & Green HRM concepts)	
Week 2	1.4 Objectives and functions of HRM 1.5 Strategic role of HRM 1.6 HRM in educational institutions			Ivancevich, J. M., & Konopaske, R. <i>Human Resource Management</i> . (Sections on HR functions and strategy)	
Week 3	Unit 2: Human Resource Planning and Staffing 2.1 Human resource planning 2.2 Forecasting human resource needs 2.3 Job analysis and job design			Reading: Mathis, R. L., et al. (2023). <i>Human Resource Management</i> . (Chapters on HR planning and job analysis)	
Week 4				Prepare a short case-based	

	2.4 Recruitment: sources and process 2.5 Selection: methods and techniques 2.6 Induction and placement	response: Describe the recruitment and selection process for hiring a teacher in a school. Mention at least two methods used at each stage.
Week 5	Unit 3: Training, Development, and Performance Management 3.1 Concept and importance of training 3.2 Methods of training 3.3 Professional development of employees	Reading: Noe, R. A. (2022). <i>Employee Training and Development</i> . (Chapters on training methods and professional development)
Week 6	3.4 Performance management system 3.5 Performance appraisal methods 3.6 Feedback and evaluation	Explain one performance appraisal method and describe how it can improve teacher performance in schools.
Week 7	Unit 4: Compensation, Motivation, and Employee Relations 4.1 Compensation and benefits 4.2 Wage and salary administration 4.3 Incentives and reward systems	Write a short note explaining how incentives and rewards can improve employee motivation in an educational institution.
Week 8	4.4 Motivation: concept and theories 4.5 Employee relations 4.6 Labor relations and grievance handling	Reading: Robbins, S. P., & Coulter, M. (2022). <i>Management</i> . (Motivation theories and employee relations)
Week 9	Unit 5: Contemporary Issues in Human Resource Management 5.1 Health and safety at the workplace 5.2 Ethical issues in HRM 5.3 Legal aspects of HRM	Reading: Armstrong, M. (2024). <i>Armstrong's Handbook of Human Resource Management Practice</i> . (Chapters on ethics and legal compliance) CIPD (2023). HR and Learning Reports (ethics in HRM)
Week 10	HRM in the digital age Emerging challenges in HRM Review and case studies	Write a short paragraph on how digital technology is changing HR practices (e.g., online recruitment, HR software)

Week 11	Compensation Management Salary, wages, incentives Activity: Case discussion	Homework: Compare compensation systems
Week 12	Job Analysis & Design Job description & specification Activity: Write job description	Homework: Submit job description + specification
Week 13	Training & Career Development • Training methods • Career planning Activity: Training plan design	Homework: Develop training program
Week 14	Benefits & Services • Employee benefits, welfare programs Activity: Group debate	Homework: Report on benefits in an organization
Week 15	Benefits & Services • Employee benefits, welfare programs Activity: Group debate	Homework: Report on benefits in an organization
Week 16	Course Review & Final Preparation • Course revision • Integration of concepts Activity: Q&A session	Homework: Prepare for final exam
Textbooks and Reading Material		
Main Text Book 1. Ivancevich, J. M., & Konopaske, R. (Year). <i>Human Resource Management</i> (Edition). McGraw-Hill. 2. Dessler, G. (2023). <i>Human Resource Management</i> (16th ed.). Pearson Education. Reference Books 2. Armstrong, M. (2024). <i>Armstrong's Handbook of Human Resource Management Practice</i>. Kogan Page. 3. Robbins, S. P., & Coulter, M. (2022). <i>Management</i>. Pearson Education. This text provides foundational knowledge of management concepts relevant to HRM. It supports understanding of leadership, motivation, organizational behavior, and managerial decision-making. 4. Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2023). <i>Human Resource Management</i>. Cengage Learning. Supplementary Reading Material 5. Noe, R. A. (2022). <i>Employee Training and Development</i>. McGraw-Hill Education.		

This book focuses on training needs assessment, learning strategies, and professional development.

6. Boxall, P., Purcell, J., & Wright, P. (2021). The Oxford Handbook of Human Resource Management. Oxford University Press.

This handbook provides advanced theoretical perspectives on HRM.

It is useful for understanding contemporary debates and research trends in HRM.

Reports and Professional Sources

7. Society for Human Resource Management (SHRM). (2024). HR Knowledge Center and Research Reports.

Provides updated professional guidelines, best practices, and research in HRM.

8. Chartered Institute of Personnel and Development (CIPD). (2023). HR and Learning Reports.

Web-Based Resources

9. Society for Human Resource Management (SHRM)

<https://www.shrm.org>

10. Chartered Institute of Personnel and Development (CIPD)

<https://www.cipd.org>

Teaching Learning Strategies

5. Lectures and discussions- Encourage student participation through discussions, group work, and question-answer sessions.
6. Case studies- – Use practical activities, projects, and real-life examples to enhance understanding.
7. Group work– Promote teamwork and peer learning for problem-solving and critical thinking.
8. Practical examples

Assignments: Types and Number with Calendar

1. Written Assignments – Short essays or reports (2–3 per semester).
2. Practical/Field Work – Observations, case studies, or projects (1–2 per semester).
3. Presentations – Individual or group presentations (1–2 per semester).
4. Quizzes/Tests – Short assessments to check understanding (2–3 per semester).

Assessment

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
5.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

6.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Program	B.ED 1.5 Year	Course Code	EDU-304	Credit Hours	
Course Title	Educational Psychology				
Course Introduction					
Educational Psychology is a foundational course that examines how individuals learn and develop within educational settings. It explores the psychological principles, theories, and research that explain human behavior, cognitive processes, motivation, personality, and social interaction in learning environments. This course introduces students to major learning theories from behaviorism to constructivism while highlighting their practical implications for teaching, assessment, and classroom management. Emphasis is placed on understanding learner diversity, developmental stages, mental health, and the factors that contribute to effective learning. By integrating theory with real classroom experiences, Educational Psychology equips future educators with the knowledge and skills necessary to create supportive, engaging, and inclusive learning environments where all students can succeed.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Apply the insights of psychology to current educational issues 2. Become aware of the characteristics of students of all ages and stages of cognitive, psychosocial, and moral development as they apply to the classroom environment. 3. Extend their learning to the classroom with particular emphasis on establishing and maintaining an effective learning environment. 4. Understand the impact of behavioral, cognitive and social psychology on successful teaching and learning; 5. Enhance motivation in the classroom; 6. Understand the relationship between personality, intelligence and students learning achievement					
Course Content					Assignments/Readings
Week 1	Unit 1: Introduction 1.1. History and Meaning of the following terms: - Education - Psychology - Educational Psychology				How has the history of Educational Psychology shaped modern teaching practices?
	- Teaching - Learning - Nature and Nurture controversy about learning				In your view, which matters more in learning nature or nurture? Give reason
Week 2	Unit 2: Growth and development - Difference between Growth and Development - Principles of growth and Development				What is the difference between growth and development? Give an

		example from a real classroom.
	- Factor Affecting Growth and Development - Prenatal and postnatal development	Which factor affecting development do you think is most significant in a Pakistani context?
Week 3	- Types of development - Cognitive - Moral	How does cognitive and moral development interact in a secondary school student?
	- Emotional - Social	How does a student's emotional and social development affect their academic performance?
Week 4	Unit 3: Learning theories 3.1. Behavioristic Theory Classical Conditioning	How can classical conditioning explain a student's fear of exams or a particular subject? Read [Slavin (2021), Ch. 5.]
	- Application - Reinforcement	How would you use reinforcement positively in your own classroom?
Week 5	- Classroom application - Operant Conditioning	Reflect: Design one classroom activity based on operant conditioning principles.
	3.2. Cognitive Theory Classroom application	How does cognitive theory change the way a teacher should explain a new concept?
Week 6	- Gestalt Psychology - Piaget's theory of cognitive development	How does Gestalt psychology explain why students sometimes 'suddenly understand' a concept?
	- Stages of cognitive development - Mechanism of cognitive development	Describe Piaget's four stages of cognitive development in your own words with classroom examples.
Week 7	Factors affecting cognitive development and solutions	What factors in Pakistani schools might hinder students' cognitive development?
	- Criticism of Piaget theory - Is Intervention in cognitive development possible?	Do you agree that teachers can intervene in cognitive development? Support your answer with

		examples.
Week 8	• Information processing model • Approaches related to cognitive theory	How does the information processing model help a teacher manage the amount of new content in a lesson?
	• Classroom application of cognitive theory • Comparison between cognitivist and behaviorism	Compare the cognitive and behaviorist approaches: which is more useful for a secondary school teacher? Read [Ormrod & Jones (2020), Ch. 7.]
Week 9	3.3. Social/humanistic Theory • Classroom application	How does social learning theory explain how students learn from observing their teachers and peers?
	• Approaches related to social/humanistic theory • Factor affecting social/humanistic theory	What humanistic factors in the classroom most affect a student's willingness to learn?
Week 10	Unit 4: Learners and the Learning • Factors affecting affective learning • Anxiety	How does anxiety affect student learning, and what can a teacher do to reduce it?
	• Self-esteem • Extraversion-Introversion • Motivation • Memory	How do self-esteem and motivation work together to influence academic achievement?
Week 11	• Gender • Age, Sex • Social Factors	How do gender and age differences affect how students learn in a mixed classroom?
	• Cognitive level • Study habits	How do study habits and cognitive level interact to determine a student's academic success? Read [Slavin (2021), Ch. 9].
Week 12	Unit 5: Instructional Strategies • Direct instruction • Discovery learning	When would you use direct instruction versus discovery learning? Give a subject-specific example.
	• QUIT model • Inquiry learning • Cooperative learning	How does cooperative learning change the role of both teacher and student

		in the classroom?
Week 13	Unit 8: Classroom Management: Creating Learning Environment - Classroom environment - Management concerns	describe your ideal classroom environment and explain why it would support learning.
	- Life in classroom - Students' expectations	What are students' most common expectations of their classroom environment, and how can teachers meet them?
Week 14	- Methods of control - Managing diverse classrooms	Which method of classroom control do you find most ethical and effective for secondary students?
	Unit 9: Motivation in Education - Intrinsic and Extrinsic motivation - Theories of motivation - Maslow's hierarchy of needs	How does Maslow's hierarchy of needs explain why some students seem unmotivated in school?
Week 15	- Self-determination theory - Attribution theory	How can self-determination theory guide a teacher in designing more engaging lessons?
	- Classroom strategies to maintain engagement - Different psychological approaches to enhance students motivation	Read Ormrod & Jones (2020), Ch. 12 and write one page summary
Week 16	Unit 10: Social Psychology in Education - Conformity, social influence - Peer Pressure - Social perception and attribution	How does peer pressure and social influence shape student behaviour in Pakistani classrooms?
	- Group dynamics in classrooms - Role of teachers in moral development	What specific role should a teacher play in supporting students' moral development?

Textbooks and Reading Material

3. Textbooks.

Ormrod, J. E., & Jones, B. (2020). *Essentials of educational psychology: Big ideas to guide effective teaching* (6th ed.). Pearson.

Santrock, J. W. (2021). *Educational psychology* (7th ed.). McGraw-Hill Education.

Slavin, R. E. (2021). *Educational psychology: Theory and practice* (13th ed.). Pearson.

Woolfolk, A. (2019). *Educational psychology* (14th ed.). Pearson.

4. Suggested Readings

Bell-Gredler, M.E. (1986) Learning and Instruction: Theory into Practice. New York: Macmillan.

Bandura, A. (2018). Toward a psychology of human agency: Pathways and reflections. *Educational*

Psychologist, 53(1), 1–26. Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261–292.

Flavell, J.H., Miller, P., and Miller, S. (1993) *Cognitive Development* (3rd ed) New Jersey: Prentice Hall.

Skinner, E. A., & Pitzer, J. R. (2022). Supporting student engagement through autonomy and relevance. *Journal of Educational Psychology*, 114(3), 395–409.

Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261–292.

ones, V., & Jones, L. (2023). *Comprehensive classroom management: Creating communities of support and solving problems* (12th ed.). Pearson.

Wadsworth, B.J. (1989) *Piaget's of Theory of Cognitive and Effective Development* (4th ed.). New York: Longman.

Teaching Learning Strategies

9. Lecture
10. Discussion
11. Cooperative Learning
12. Applied Projects

Assignments: Types and Number with Calendar

Assignment/Project/Presentation	25%
Mid Term	35%
Final Term	40%

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B.Ed. 1.5 Year	Course Code	EDU-333	Credit Hours	5
Course Title	Citizenship Education and Community Engagement				
Course Introduction					
The primary outcome is inclusive development through active citizenship locally and globally. Moreover, the following are the detailed outcomes of the course based on the three domains of Bloom's Taxonomy i.e. Affective, Psychomotor and Cognitive.					
Learning Outcomes					
On the completion of the course, the students will:					
1. Understand the overall organization of the society					
2. Recognize and exercise their rights, responsibilities and the significance of active citizenship in positive societal development					
3. Identify and critically evaluate social issues and implement practicable community based solutions					
4. Understand the concept of human rights and its significance					
5. Appreciate diverse viewpoints and inter-cultural harmony					
Course Content				Assignments/Readings	
Week 1	Unit-I			How can you encourage students to participate actively in community life despite challenges?	
	1. Introduction to citizenship education and Community Engagement				
	1.1.Orientation (course outline, learning outcomes etc.)				
	1.2.Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills				
Week 2	1.3. Approaches and Methodology for active citizenship			How can civil society bridge cultural differences and promote harmony?	
	Unit-II				
	2. Identity, Culture, and Social Harmony				
	2.1.Concept and Development of Identity				
Week 3	2.2.Components of Culture and Social Harmony			Write a short paragraph explaining how cultural and religious diversity can create both challenges and opportunities in Pakistani society. Give one example.	
	2.3.Cultural & Religious Diversity (Understanding and Affirmation of Similarities & Differences)				
	2.4.Social Structure and Social Hierarchy (stake holders: decision makers implementers and others)				
	Unit-III				
Week 4	3. Multi-cultural society and inter-cultural dialogue			Reading: Read about the importance of intercultural dialogue and diversity in society from:	
	3.1.Inter-cultural dialogue (bridging the				

	differences, promoting harmony)	Macionis, & Gerber, (2020)
	3.2. Significance of diversity and its impact	
Week 5	3.3. Importance and domains of inter-cultural dialogue	Identify 2 domains of inter-cultural dialogue and give one real-life example for each.
	3.4. Role of civil society in promoting intercultural harmony	
Week 6	Unit-IV 4. Active Citizen: Locally Active, Globally Connected	Write 3–4 lines explaining why active citizenship is important at the national level and how students can contribute to it.
	4.1. Importance of active citizenship at national and global level	
	4.2. Understanding community	
Week 7	4.3. Identification of resources (human, natural others)	Identify any two resources in your local community (human or natural) and explain how they can be used for community development.
	4.4. Utilization of resources for development (community participation)	
Week 8	4.5. Strategic planning for development (community linkages and mobilization)	Write 3–4 lines on how strategic planning can mobilize community resources effectively.
	Unit-V 5. Human rights, constitutionalism and citizens' responsibilities	
	5.1. Introduction to human rights	
Week 9	5.2. Universalism vs. relativism	Reading: Study fundamental rights from: <i>The Constitution of the Islamic Republic of Pakistan</i> (2012), Articles related to Fundamental Rights.
	5.3. Human rights in constitution of Pakistan	
Week 10	5.4. Public duties and responsibilities	Explain the importance of public duties and responsibilities in a democratic society with one example from daily life.
	5.5. Constitutionalism and democratic process	
Week 11	5.6. Current human rights issues in Pakistan	Identify 2 current human rights issues in Pakistan and suggest solutions.
	Unit-VI 6.1. Introduction to the concept of social problem	
Week 12	6.2. Causes and solutions: critical thinking and evaluation	List 3 major social issues in Pakistan and write 2–3 lines on possible solutions. Reading:
	6.3. Social issues in Pakistan (poverty, equal and equitable access of resources, unemployment,	

	agricultural problems, terrorism & ,militancy, governance issues, corruption, ethic & sectarian issues, illiteracy, dowry, child labour, gender discrimination, substance abuse and others)	Read about causes and solutions of social problems from: Twelvetrees, A. (2017). <i>Community Development, Social Action and Social Planning</i> .
Week 13	Unit-VII 7.1. Introduction and planning of social action project	How would you monitor and evaluate the impact of your project to ensure it benefits the community?
	7.2. Identification of problem (area mapping)	
Week 14	7.3. Ethical considerations related to project	Reading: Review ethical considerations and community participation from: British Council (2017). <i>Active Citizens Social Action Projects Guide</i> .
	7.4. Assessment of existing resources (material and non-material)	
Week 15	7.5. Community-based project planning and action groups building	Write a short plan (5–6 lines) describing how you would organize a community-based project, including roles of team members.
	7.6. Implementation (role division among action groups)	
Week 16	7.7. Monitoring & evaluation (impact assessment value enhancement)	Reading: Study evaluation and impact assessment in community work from: Larsen, A. K. (2023). <i>Participation in Community Work: International Perspectives</i> .
Textbooks and Reading Material		
1. Macionis, J. J., & Gerber, L. M. (2020). <i>Sociology</i> . Focus on sections related to culture, diversity, and social interaction. John J. Macionis, Linda Marie Gerber, Sociology (New York: Pearson Education, 2020) 2. Twelvetrees, A., (12 May 2017). Community Development, Social Action and Social Planning 3. The Constitution of the Islamic Republic of Pakistan (Pakistan: The National		

Assembly of Pakistan,2012), also available online at the official website of National Assembly of Pakistan: http://na.gov.pk/uploads/documents/13333523681_951.pdf (Accessed on April 25, 2017) - Larsen, A, K., (2023). Participation in Community Work: International Perspectives (Vishanthie Sewpaul, Grete Oline Hole) - British Council, Active Citizen's Social Action Projects Guide (Scotland: British Council,2017) - Kaye, C, B., (2004), The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Minneapolis: Free Spirit Publishing ins)			
Teaching Learning Strategies			
- Lecture with discussion - Case studies of real-life community projects - Group work / collaborative problem-solving - Role play / simulation of civic scenarios - Mind maps and concept mapping for concepts like identity, culture, rights - Student presentations / PowerPoint on social issues and action plans - Debates and Socratic questioning on moral, cultural, or social dilemmas - Reflective journals on personal experiences in community engagement - Field visits to community organizations and local governance bodies - Project-based learning for social action projects - Critical thinking exercises and problem-solving activities - Quizzes and formative assessments on human rights and civic duties			
Assignments: Types and Number with Calendar			
- Write few lines in which you can summarize summarizing the importance of citizenship education, active participation, community engagement, and how responsible citizens can contribute to social harmony and development. - If a community has limited resources, how can citizens prioritize development projects? - How can citizens ensure their responsibilities support constitutionalism and democracy?			
Assessment			
Sr. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
8.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
9.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore**



Course Outline

Program	B.Ed 1.5 years	Course Code	EDU-331	Credit Hours	
Course Title	Foundations of Education				
Course Introduction					
The course Foundations of Education is designed to develop student teachers’ understanding of education through its ideological, philosophical, sociological, psychological, and historical foundations. The course emphasizes how education is shaped by cultural, political, economic, and social forces, particularly within the Pakistani context. It enables student teachers to critically analyze educational practices, policies, and systems by examining their underlying assumptions and theoretical roots. By studying both Eastern (Islamic) and Western perspectives, student teachers develop a reflective and informed outlook that supports professional decision-making, ethical practice, and educational reform.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
➤ explain the concept, scope, and purposes of education from multiple foundational perspectives. ➤ analyze the ideological (Islamic), philosophical, sociological, psychological, and historical foundations of education. ➤ compare classical, modern, and contemporary educational philosophies and their implications for teaching and learning. ➤ examine the relationship between education and society, culture, economy, and politics in Pakistan. ➤ apply psychological perspectives to understand learners, learning processes, and assessment practices. ➤ trace the historical development of education in the subcontinent and Pakistan. ➤ critically analyze national education policies and reforms. ➤ develop reflective, critical, and informed perspectives on current educational challenges.					
Course Content				Assignments/Readings	
Week 1	Unit I: Introduction & Ideological Foundations of Education 1.1 Meaning and Nature of Education 1.2 Definitions and concepts of education 1.3 Education as a social process and institution 1.4 Aims and functions of education			Brainstorming session on “What is education?” to surface prior beliefs.	
Week 2	1.5 Ideological Foundations (Islamic Perspective) 1.6 Education in the light of the Qur’an and Hadith 1.7 Concept of peace, social justice, and moral development 1.8 Role of teachers and education in an Islamic			discussion using selected Qur’anic verses and Hadith.	

	society	
Week 3	Unit II: Philosophical Foundations of Education 2.1 Philosophy of Education 2.2 Meaning, scope, and importance of philosophy 2.3 Relationship between philosophy and education 2.4 Epistemology, axiology, and ontology	Write a short paragraph explaining the relationship between philosophy and education. Give one practical classroom example.
Week 4	Classical Philosophies 2.5 Idealism and education 2.6 Realism and education 2.7 Educational aims, curriculum, and teaching methods	Activity: each group studies one philosophy and teaches peers. Reading: Read about Idealism and Realism in education from: Moore, R. (2004). <i>Education and Society: Issues and Explanations</i> .
Week 5	Modern Philosophies 2.8 Pragmatism and progressive education 2.9 John Dewey's contribution 2.10 Education for democracy	Explain the key ideas of Pragmatism and describe how it can be applied in classroom teaching (150–200 words).
Week 6	Contemporary and Critical Philosophies 2.11 Reconstructionism and critical theory 2.12 Paulo Freire and education for social change 2.13 Comparative analysis of philosophies	Mini debate on: Which philosophy best serves Pakistani classrooms?"
Week 7	Unit III: Sociological Foundations of Education 3.1 Society, Culture, and Education 3.2 Concept of society and culture 3.3 Socialization and education 3.4 Education and social values	Reading: Read selected sections on critical pedagogy from: Pedagogy of the Oppressed by Paulo Freire.
Week 8	3.5 Sociological Perspectives 3.6 Functionalist perspective 3.7 Conflict perspective 3.8 Education, inequality, and stratification	Ask students to draw a concept-map of school–society relationships.
Week 9	3.9 Interactionist Perspective & Pakistani Context • School and classroom interactions • Gender, class, language, and regional disparities • Education and social change in Pakistan	Write a short note on how gender or language differences affect classroom interaction in Pakistan.
Week 10	Unit IV: Psychological Foundations of Education 4.1 Psychology and Education 4.2 Relationship between psychology and	Reading: Read about the relationship between

	education 4.3 Learning, motivation, and individual differences	psychology and education from: Tennyson, R. D., & Volk, A. (2013). <i>Learning Theories and Educational Paradigms</i> .
Week 11	Behaviorist and Cognitivist Perspectives 4.4 Behaviorism and classroom practices 4.5 Cognitivism and learning processes 4.6 Assessment strategies linked to learning theories	Compare behaviorism and cognitivism with one classroom example for each.
Week 12	Constructivist, Social Cognitive, and Humanistic Perspectives 4.7 Constructivism and active learning 4.8 Social learning theory 4.9 Humanistic education and learner-centered classrooms	Arrange a workshop to design theory-based assessment tools. Reading: Read about learner-centered approaches from: Holt, L. C., & Kysilka, M. (2005). <i>Instructional Patterns: Strategies for Maximizing Student Learning</i> .
Week 13	Unit V: Historical Foundations of Education 5.1 Education in the Subcontinent (Pre-Partition) 5.2 Indigenous education system 5.3 Muslim educational institutions 5.4 Contributions of Sir Syed Ahmad Khan	Write a short paragraph on the contributions of Sir Syed Ahmad Khan to education in the subcontinent.
Week 14	5.5 Education System in Pakistan 5.6 post-independence education structure 5.7 Elementary, secondary, and higher education 5.8 Role of the state and institutions	Construct a time line of education in the subcontinent and Pakistan. Reading: Study Pakistan's education structure from: Higher Education Commission (2010). <i>Curriculum of Education: B.Ed. (Hons.) Elementary</i> .
Week 15	Education Policies and Reforms 5.9 National education policies 5.10 Role of the Higher Education Commission (HEC) 5.11 18th Constitutional Amendment and education	Reading: Review selected education policies from: Government of Pakistan. <i>National Education Policies</i> (various years). Group presentation of

		educational policies.	
Week 16	Review Interrelationship among educational foundations Students’ reflections Final examination	Write a reflective paragraph on how different foundations of education (philosophical, sociological, psychological, historical) influence your teaching philosophy.	
Textbooks and Reading Material			
Moore, R. (2004). Education and society: Issues and explanations. Cambridge University Press. Holt, L. C., &Kysilka, M. (2005). Instructional patterns: Strategies for maximizing student learning. Sage Publications. Freire, P. (1993). Pedagogy of the oppressed. Continuum. Government of Pakistan. (Various years). National Education Policies. Ministry of Education. Higher Education Commission (HEC). (2010). Curriculum of Education: B.Ed. (Hons.) Elementary. McLaughlin, C. (2024). Exploring the foundations. <i>Educational Action Research</i>, 32(1), 1–6. https://doi.org/10.1080/09650792.2024.2301257 https://rgu.ac.in/wp-content/uploads/2021/02/Download_625.pdf Tennyson, R. D., & Volk, A. (2013). Learning theories and educational paradigms. <i>Handbook of Research on Educational Communications and Technology</i>, 31–55. https://doi.org/10.1016/B978-0-08-097086-8.92036-1 Murray, F. B. (2010). Teacher education and the educational foundations knowledge base. In P. Peterson, E. Baker, & B. McGaw (Eds.), <i>International encyclopedia of education</i> (3rd ed., pp. 662–668). Elsevier.https://doi.org/10.1016/B978-0-08-044894-7.00641-2			
Teaching Learning Strategies			
The instructor should adopt a constructivist, inquiry-based, and reflective approach, based on interactive lectures for conceptual clarity of the students and collaborative learning and reflective practice for their professional growth. Teacher should adopt critical pedagogical strategies for inculcating social awareness curiosity among the learners.			
Assignments			
Assign students to write a reflective essay of 1,200–1,500 word addressing the following: ○ What is education? (personal understanding) ○ Aims of education from Islamic and modern perspectives ○ Role of education in moral, social, and intellectual development ○ Role of teachers in shaping society			
Assessment			
Sr. No.	Elements	Weightage	Details

1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Program	B.Ed. 1.5 Year	Course Code	EDU-340	Credit Hours	3
Course Title	Human Resource Management				
Course Introduction					
This course introduces students to the fundamental concepts and practices of Human Resource Management (HRM). It emphasizes the management of people in organizations with special reference to educational institutions. The course develops understanding of recruitment, training, performance management, motivation, and employee relations.					
Learning Outcomes					
On the completion of the course, the students will: 1. Understand the basic concepts and functions of HRM. 2. Apply HRM practices in educational organizations. 3. Develop skills for effective management and motivation of human resources. 4. Analyze HR issues using real-life organizational situations. 5. Understand ethical and legal aspects of HRM.					
Course Content			Assignments/Readings		
Week 1	Unit 1Introduction to Human Resource Management and Green HRM 1.1 Concept, nature, and scope of Human Resource Management 1.2 Evolution of HRM 1.3 Importance of HRM in organizations		Reading: Dessler, G. (2023). <i>Human Resource Management</i> (16th ed.). Pearson Education. (Chapters on introduction & Green HRM concepts)		
Week 2	1.4 Objectives and functions of HRM 1.5 Strategic role of HRM 1.6 HRM in educational institutions		Ivancevich, J. M., & Konopaske, R. <i>Human Resource Management</i> . (Sections on HR functions and strategy)		
Week 3	Unit 2: Human Resource Planning and Staffing 2.1 Human resource planning 2.2 Forecasting human resource needs 2.3 Job analysis and job design		Reading: Mathis, R. L., et al. (2023). <i>Human Resource Management</i> . (Chapters on HR planning and job analysis)		
Week 4	2.4 Recruitment: sources and process 2.5 Selection: methods and techniques 2.6 Induction and placement		Prepare a short case-based response: Describe the recruitment and selection process for hiring a teacher in a school. Mention at least two methods used at each stage.		

Week 5	Unit 3: Training, Development, and Performance Management 3.1 Concept and importance of training 3.2 Methods of training 3.3 Professional development of employees	Reading: Noe, R. A. (2022). <i>Employee Training and Development</i> . (Chapters on training methods and professional development)
Week 6	3.4 Performance management system 3.5 Performance appraisal methods 3.6 Feedback and evaluation	Explain one performance appraisal method and describe how it can improve teacher performance in schools.
Week 7	Unit 4: Compensation, Motivation, and Employee Relations 4.1 Compensation and benefits 4.2 Wage and salary administration 4.3 Incentives and reward systems	Write a short note explaining how incentives and rewards can improve employee motivation in an educational institution.
Week 8	4.4 Motivation: concept and theories 4.5 Employee relations 4.6 Labor relations and grievance handling	Reading: Robbins, S. P., & Coulter, M. (2022). <i>Management</i> . (Motivation theories and employee relations)
Week 9	Unit 5: Contemporary Issues in Human Resource Management 5.1 Health and safety at the workplace 5.2 Ethical issues in HRM 5.3 Legal aspects of HRM	Reading: Armstrong, M. (2024). <i>Armstrong's Handbook of Human Resource Management Practice</i> . (Chapters on ethics and legal compliance) CIPD (2023). HR and Learning Reports (ethics in HRM)
Week 10	HRM in the digital age Emerging challenges in HRM Review and case studies	Write a short paragraph on how digital technology is changing HR practices (e.g., online recruitment, HR software)
Week 11	Compensation Management Salary, wages, incentives Activity: Case discussion	Homework: Compare compensation systems
Week 12	Job Analysis & Design Job description & specification Activity: Write job description	Homework: Submit job description + specification
Week 13	Training & Career Development Training methods Career planning	Homework: Develop training program

	Activity: Training plan design	
Week 14	Benefits & Services Employee benefits, welfare programs Activity: Group debate	Homework: Report on benefits in an organization
Week 15	Benefits & Services Employee benefits, welfare programs Activity: Group debate	Homework: Report on benefits in an organization
Week 16	Course Review & Final Preparation - Course revision - Integration of concepts Activity: Q&A session	Homework: Prepare for final exam
Textbooks and Reading Material		
Main Text Book - Ivancevich, J. M., & Konopaske, R. (Year). <i>Human Resource Management</i> (Edition). McGraw-Hill. - Dessler, G. (2023). <i>Human Resource Management</i> (16th ed.). Pearson Education. Reference Books - Armstrong, M. (2024). <i>Armstrong's Handbook of Human Resource Management Practice</i>. Kogan Page. - Robbins, S. P., & Coulter, M. (2022). <i>Management</i>. Pearson Education. This text provides foundational knowledge of management concepts relevant to HRM. It supports understanding of leadership, motivation, organizational behavior, and managerial decision-making. - Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2023). <i>Human Resource Management</i>. Cengage Learning. Supplementary Reading Material - Noe, R. A. (2022). <i>Employee Training and Development</i>. McGraw-Hill Education. This book focuses on training needs assessment, learning strategies, and professional development. - Boxall, P., Purcell, J., & Wright, P. (2021). <i>The Oxford Handbook of Human Resource Management</i>. Oxford University Press. This handbook provides advanced theoretical perspectives on HRM. It is useful for understanding contemporary debates and research trends in HRM. Reports and Professional Sources - Society for Human Resource Management (SHRM). (2024). <i>HR Knowledge Center and Research Reports</i>.		

Provides updated professional guidelines, best practices, and research in HRM.

8. Chartered Institute of Personnel and Development (CIPD). (2023). HR and Learning Reports.

Web-Based Resources

9. Society for Human Resource Management (SHRM)

<https://www.shrm.org>

10. Chartered Institute of Personnel and Development (CIPD)

<https://www.cipd.org>

Teaching Learning Strategies

1. Lectures and discussions- Encourage student participation through discussions, group work, and question-answer sessions.
2. Case studies- – Use practical activities, projects, and real-life examples to enhance understanding.
3. Group work– Promote teamwork and peer learning for problem-solving and critical thinking.
4. Practical examples

Assignments: Types and Number with Calendar

1. Written Assignments – Short essays or reports (2–3 per semester).
2. Practical/Field Work – Observations, case studies, or projects (1–2 per semester).
3. Presentations – Individual or group presentations (1–2 per semester).
4. Quizzes/Tests – Short assessments to check understanding (2–3 per semester).

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B.Ed. 1.5 Years	Course Code	EDBE-341	Credit Hours	5
Course Title	Teaching of Science				
Course Introduction					
This course equips future educators with the knowledge, skills, and strategies necessary for effective science instruction. It emphasizes the development of inquiry-based teaching approaches, the integration of technology, and the importance of fostering scientific literacy in learners. Through a combination of theory and practice, students will learn to create inclusive and interactive science learning environments that inspire curiosity and a lifelong interest in science.					
Learning Outcomes					
On the completion of the course, the students will: 7. Demonstrate understanding of key concepts, goals, and approaches in science education. 8. Design and implement effective, inquiry-based, and technology-enhanced science lessons. 9. Develop and use appropriate assessment tools to evaluate student learning in science. 10. Apply inclusive and differentiated teaching strategies to address diverse learners. 11. Reflect on teaching practices and engage in professional development to enhance science instruction.					
Course Content				Assignments/Readings	
Week 1	Unit-1:Introduction to Science Education Meaning, nature & scope of science education		Write a short paragraph explaining the importance of science education in daily life with one real-life example.		
	Importance of teaching science in modern society				
Week 2	Historical Development & Goals of Science Education Evolution of science teaching		Reflective paragraph on “Why science literacy matters.”		
	Aims, goals, and objectives of science education				
Week 3	Unit no 2: Approaches to Teaching Science Inquiry-based learning Experiential and hands-on learning Problem-solving and project-based approaches Constructivist approach in science classrooms		Reading: Llewellyn, D. J. (2013). <i>Teaching High School Science Through Inquiry and Argumentation</i> (focus on inquiry-based learning).		

Week 4	Unit no 3: Science Curriculum Design Elements of a modern science curriculum National Curriculum of Pakistan	Reading: National Research Council (2012). <i>A Framework for K–12 Science Education</i> (sections on curriculum design and core ideas).
Week 5	Curriculum alignment with national (HEC, SNC) & international standards (NGSS)	<i>Analyze the National Science Curriculum (Pakistan) and compare it with NGSS.</i>
	Integrating interdisciplinary themes Designing scope & sequence charts	
Week 6	Unit no 4: Models of Science Teaching 5E Instructional model (Engage, Explore, Explain, Elaborate, Evaluate) Direct instruction model	Perform a 10-minute micro-teaching session using one model. Explain why the selected model is effective for your chosen topic.
	Concept attainment model Guided discovery model	
Week 7	Unit no 5: Lesson Planning & Instructional Strategies Components of an effective lesson plan Conducting experiments safely and effectively	Reading: Allama Iqbal Open University (2018). <i>Teaching Strategies in Science Education.</i>
	Demonstrations and inquiry-based activities Connecting concepts with real-world applications	
Week 8	Unit no 6: STEM/STEAM Education Concept and importance of STEM	Reading: NGSS Lead States (2013). <i>Next Generation Science Standards</i> (focus on interdisciplinary integration).
	Integrating science with technology, engineering, arts, and mathematics Designing STEM-based projects	
Week 9	Unit no 7: Technology in Science Education Use of simulations, virtual labs, PhET tools	Explain how virtual labs or simulations can improve students' understanding of scientific concepts. Give one example.
	Role of digital apps, AR/VR, and online platforms Opportunities and challenges of technology integration	
Week 10	Unit no 8: Assessment in Science Education Formative, summative, and diagnostic assessments	<i>Design a complete assessment package (MCQs, short questions, practical rubric).</i>
	Designing science quizzes, tests, and practical exams Assessing conceptual understanding vs. practical/experimental skills	

Week 11	Unit no 9: Digital Content Creation for Science Teaching Creating instructional videos Designing digital worksheets and activities	Design a simple outline for an instructional science video (topic, objectives, and steps).
Week 12	Using Canva, PowerPoint, PhET, and simulations	Reading: Roblyer, M. D., & Doering, A. H. (2018). <i>Integrating Educational Technology into Teaching</i> (sections on blended learning).
	Blended and flipped learning in science	
Week 13	Unit no 10: Addressing Diversity in Science Classrooms Inclusive and equitable science instruction	Reading: Buck, G. A., & Akerson, V. L. (2016). <i>Enhancing Professional Knowledge of Pre-Service Science Teacher Education</i> .
	Differentiation for diverse learners Overcoming gender stereotypes in science education	
Week 14	Unit no 11: Ethical & Environmental Dimensions of Science Ethical implications of scientific inventions	Reading: Bazzul, J. (2016). <i>Ethics and Science Education: How Subjectivity Matters</i> .
	Teaching scientific responsibility Environmental sustainability and climate literacy	
Week 15	Unit no 12: Research Methods in Science Education Quantitative & qualitative methods	Reading: Rushton, E. A. C. (2021). <i>Science Education and Teacher Professional Development: Combining Learning with Research</i> .
	Action research in science classrooms Collecting and interpreting scientific learning data	
Week 16	Unit no 13: Professional Development for Science Teachers Lifelong learning and reflective practice	Write a reflective paragraph on how continuous professional development can improve science teaching practices.
	Engaging with professional organizations Reading research & staying updated with innovations in science teaching	
Textbooks and Reading Material		
National Research Council. (2012). <i>A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas</i> . National Academies Press. https://www.nextgenscience.org/resources/framework-k%E2%80%9312-science-education (nextgenscience.org) NGSS Lead States. (2013). <i>Next Generation Science Standards: For States, By States</i> . https://www.nextgenscience.org/standards Llewellyn, D. J. (2013). <i>Teaching High School Science Through Inquiry and Argumentation</i> (2nd ed.). SAGE / Corwin.		

<https://us.sagepub.com/en-us/nam/book/teaching-high-school-science-through-inquiry-and-argumentation> (Sage Publications)

Allama Iqbal Open University. (2018). *Teaching Strategies in Science Education*. AIU Press. https://online.aiou.edu.pk/LIVE_SITE/SoftBooks/6437.pdf

Bybee, R. W. (2015). *The BSCS 5E Instructional Model: Creating Teachable Moments*. NSTA Press. <https://in.sagepub.com/en-in/sas/the-bscs-5e-instructional-model/book253042>

Roblyer, M. D., & Doering, A. H. (2018). *Integrating Educational Technology into Teaching* (8th ed.). Pearson.

<https://www.pearson.com/en-us/subject-catalog/p/Roblyer-Integrating-Educational-Technology-into-Teaching-8th-Edition/P200000001752?view=educator>

Nitko, A. J., & Brookhart, S. M. (2018). *Educational Assessment of Students* (8th ed.). Pearson.

Bazzul, J. (2016). *Ethics and Science Education: How Subjectivity*

Matters. <https://link.springer.com/book/10.1007/978-3-319-39132-8> (SpringerLink)

Mueller, M. P., Tippins, D. J., & Stewart, A. J. (Eds.). (2017). *Animals and Science Education: Ethics, Curriculum and Pedagogy*. <https://link.springer.com/book/10.1007/978-3-319-56375-6> (SpringerLink)

Rushton, E. A. C. (2021). *Science Education and Teacher Professional Development: Combining Learning with Research*. <https://link.springer.com/book/10.1007/978-3-030-64107-8> (SpringerLink)

Buck, G. A., & Akerson, V. L. (Eds.). (2016). *Enhancing Professional Knowledge of Pre-Service Science Teacher Education by Self-Study Research: Turning a Critical Eye on Our Practice*. <https://link.springer.com/book/10.1007/978-3-319-32447-0> (SpringerLink)

Teaching Learning Strategies

13. Inquiry-Based Learning (IBL) Strategies
14. Technology-Enhanced Strategies
15. Experiential Strategies
16. Differentiation & Inclusivity Strategies

Assignments: Types and Number with Calendar

8. **Lesson Design:** Prepare a lesson using inquiry-based or project-based approach.
9. **Curriculum Analysis:** Evaluate a national or international science curriculum.
10. **Lesson Plan Portfolio:** Design multiple lesson plans with objectives, materials, and methods.
11. **Design Assessment Tools:** Create quizzes, rubrics, and project-based assessments.

Assessment

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

5.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
6.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B.Ed. 1.5 Years	Course Code	EDBE-342	Credit Hours	5
Course Title	Teaching of Social Science				
Course Introduction					
This course equips future educators with the knowledge, skills, and strategies necessary for effective Social Science instruction. It emphasizes the development of inquiry-based teaching approaches, the integration of technology, and the importance of fostering scientific literacy in learners. Through a combination of theory and practice, students will learn to create inclusive and interactive Social Science learning environments that inspire curiosity and a lifelong interest in Social Science.					
Learning Outcomes					
On the completion of the course, the students will: 12. Demonstrate understanding of key concepts, goals, and approaches in Social Science education. 13. Design and implement effective, inquiry-based, and technology-enhanced Social Science lessons. 14. Develop and use appropriate assessment tools to evaluate student learning in Social Science. 15. Apply inclusive and differentiated teaching strategies to address diverse learners. 16. Reflect on teaching practices and engage in professional development to enhance Social Science instruction.					
Course Content				Assignments/Readings	
Week 1	Unit-1: Introduction to Social Science Education Meaning, nature & scope of Social Science education			Write a short paragraph explaining the importance of Social Science education in understanding society and daily life.	
	Importance of teaching Social Science in modern society				
Week 2	Historical Development & Goals of Social Science Education Evolution of Social Science teaching			Reflective paragraph on “Why Social Science literacy matters.”	
	Aims, goals, and objectives of Social Science education				
Week 3	Unit no 2: Approaches to Teaching Social Science Inquiry-based learning Problem-solving and project-based approaches Constructivist approach in Social Science			Reading: Llewellyn, D. J. (2013). <i>Teaching High School Social Science Through</i>	

	classrooms	<i>Inquiry and Argumentation</i> (focus on inquiry-based and constructivist approaches).
Week 4	Unit no 3: Social Science Curriculum Design Elements of a modern Social Science curriculum National Curriculum of Pakistan	Reading: National Research Council (2012). <i>A Framework for K–12 Social Science Education</i> (sections on curriculum structure and concepts)
Week 5	Curriculum alignment with national (HEC, SNC) & international standards (NGSS)	<i>Analyze the National Social Science Curriculum (Pakistan) and compare it with NGSS.</i>
	Integrating interdisciplinary themes Designing scope & sequence charts	
Week 6	Unit no 4: Models of Social Science Teaching 5E Instructional model (Engage, Explore, Explain, Elaborate, Evaluate) Direct instruction model	Perform a 10-minute micro-teaching session using one model. Explain why the selected model is effective for your chosen topic.
	Concept attainment model Guided discovery model	
Week 7	Unit no 5: Lesson Planning & Instructional Strategies Components of an effective lesson plan Conducting experiments safely and effectively	Reading: Allama Iqbal Open University (2018). <i>Teaching Strategies in Social Science Education.</i>
	Demonstrations and inquiry-based activities Connecting concepts with real-world applications	
Week 8	Unit no 6: STEM/STEAM Education Concept and importance of STEM	Reading: NGSS Lead States (2013). <i>Next Generation Social Science Standards</i> (focus on interdisciplinary learning).
	Integrating Social Science with technology, engineering, arts, and mathematics Designing STEM-based projects	
Week 9	Unit no 7: Technology in Social Science Education Use of simulations, virtual labs, PhET tools	Explain how digital tools (e.g., videos, maps, or simulations) can enhance Social Science learning. Give one example.
	Role of digital apps, AR/VR, and online platforms Opportunities and challenges of technology integration	

Week 10	Unit no 8: Assessment in Social Science Education Formative, summative, and diagnostic assessments	<i>Design a complete assessment package (MCQs, short questions, practical rubric).</i>
	Designing Social Science quizzes, tests, and practical exams Assessing conceptual understanding vs. practical/experimental skills	
Week 11	Unit no 9: Digital Content Creation for Social Science Teaching Creating instructional videos Designing digital worksheets and activities	Design a simple plan for a Social Science instructional video (topic, objectives, and teaching steps)
Week 12	Using Canva, PowerPoint, PhET, and simulations	Reading: Roblyer, M. D., & Doering, A. H. (2018). <i>Integrating Educational Technology into Teaching</i> (sections on blended and flipped learning).
	Blended and flipped learning in Social Science	
Week 13	Unit no 10: Addressing Diversity in Social Science Classrooms Inclusive and equitable Social Science instruction	Reading: Buck, G. A., & Akerson, V. L. (2016). <i>Enhancing Professional Knowledge of Pre-Service Social Science Teacher Education</i> .
	Differentiation for diverse learners Overcoming gender stereotypes in Social Science education	
Week 14	Unit no 11: Ethical & Environmental Dimensions of Social Science Ethical implications of scientific inventions	Reading: Bazzul, J. (2016). <i>Ethics and Social Science Education: How Subjectivity Matters</i> .
	Teaching scientific responsibility Environmental sustainability and climate literacy	
Week 15	Unit no 12: Research Methods in Social Science Education Quantitative & qualitative methods	Reading: Rushton, E. A. C. (2021). <i>Social Science Education and Teacher Professional Development: Combining Learning with Research</i> .
	Action research in Social Science classrooms Collecting and interpreting scientific learning data	
Week 16	Unit no 13: Professional Development for Social Science Teachers Lifelong learning and reflective practice	Write a reflective paragraph on how continuous professional development helps improve Social Science teaching.
	Engaging with professional organizations Reading research & staying updated with innovations in Social Science teaching	

Textbooks and Reading Material	
National Research Council. (2012). <i>A Framework for K–12 Social Science Education: Practices, Crosscutting Concepts, and Core Ideas</i>. National Academies Press. https://www.nextgenSocial Science.org/resources/framework-k%E2%80%9312-Social Science-education (nextgenSocial Science.org) NGSS Lead States. (2013). <i>Next Generation Social Science Standards: For States, By States</i>. https://www.nextgenSocial Science.org/standards Llewellyn, D. J. (2013). <i>Teaching High School Social Science Through Inquiry and Argumentation</i> (2nd ed.). SAGE / Corwin. https://us.sagepub.com/en-us/nam/book/teaching-high-school-Social Science-through-inquiry-and-argumentation (Sage Publications) Allama Iqbal Open University. (2018). <i>Teaching Strategies in Social Science Education</i>. AIOU Press. https://online.aiou.edu.pk/LIVE_SITE/SoftBooks/6437.pdf Bybee, R. W. (2015). <i>The BSCS 5E Instructional Model: Creating Teachable Moments</i>. NSTA Press. https://in.sagepub.com/en-in/sas/the-bscs-5e-instructional-model/book253042 Roblyer, M. D., & Doering, A. H. (2018). <i>Integrating Educational Technology into Teaching</i> (8th ed.). Pearson. https://www.pearson.com/en-us/subject-catalog/p/Roblyer-Integrating-Educational-Technology-into-Teaching-8th-Edition/P200000001752?view=educator Nitko, A. J., & Brookhart, S. M. (2018). <i>Educational Assessment of Students</i> (8th ed.). Pearson. Bazzul, J. (2016). <i>Ethics and Social Science Education: How Subjectivity Matters</i>. https://link.springer.com/book/10.1007/978-3-319-39132-8 (SpringerLink) Mueller, M. P., Tippins, D. J., & Stewart, A. J. (Eds.). (2017). <i>Animals and Social Science Education: Ethics, Curriculum and Pedagogy</i>. https://link.springer.com/book/10.1007/978-3-319-56375-6 (SpringerLink) Rushton, E. A. C. (2021). <i>Social Science Education and Teacher Professional Development: Combining Learning with Research</i>. https://link.springer.com/book/10.1007/978-3-030-64107-8 (SpringerLink) Buck, G. A., & Akerson, V. L. (Eds.). (2016). <i>Enhancing Professional Knowledge of Pre-Service Social Science Teacher Education by Self-Study Research: Turning a Critical Eye on Our Practice</i>. https://link.springer.com/book/10.1007/978-3-319-32447-0 (SpringerLink)	
Teaching Learning Strategies	
17. Inquiry-Based Learning (IBL) Strategies 18. Technology-Enhanced Strategies 19. Experiential Strategies 20. Differentiation & Inclusivity Strategies	
Assignments: Types and Number with Calendar	
12. Lesson Design: Prepare a lesson using inquiry-based or project-based approach. 13. Curriculum Analysis: Evaluate a national or international Social Science curriculum. 14. Lesson Plan Portfolio: Design multiple lesson plans with objectives, materials, and methods.	

15. Design Assessment Tools: Create quizzes, rubrics, and project-based assessments.			
Assessment			
Sr. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
8.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
9.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore
Course Outline



Programme	B.Ed 1.5 Year	Course Code	EDBE-343	Credit Hours	3
Course Title	Teaching of Languages				
Course Introduction					
This course aims to develop prospective teachers’ understanding of the theories, principles, and practices of language teaching with a focus on first and second language learning in school contexts. It equips students with practical skills to teach listening, speaking, reading, and writing , select appropriate methods and materials, assess language learning, and address classroom challenges such as multilingualism, learner diversity, and language anxiety.					
Learning Outcomes					
Upon successful completion of this course, students will be able to: 1. Explain key theories and principles of language learning and language teaching. 2. Differentiate between major language teaching approaches and methods. 3. Plan and implement effective lessons for teaching listening, speaking, reading, and writing skills. 4. Use appropriate strategies for vocabulary, grammar, and pronunciation teaching. 5. Design and use teaching aids and instructional materials for language classrooms. 6. Apply assessment techniques to evaluate learners’ language skills. 7. Address classroom challenges related to multilingualism, learner differences, and motivation. 8. Demonstrate reflective and professional teaching practices in language education.					
Course Content				Assignments/Readings	
Week 1	Introduction to Language and Language Teaching			Write a ½-page reflection on the role of language in education and society.	
	Nature and functions of language Importance of language education				
Week 2	First and Second Language Learning			List 5 factors that affect language learning in classrooms with brief explanations.	
	First language vs second language acquisition Factors affecting language learning				
Week 3	Theories of Language Learning Behaviorist, cognitive, and socio-cultural theories Implications for teaching			Write one classroom example for any one theory.	
Week 4	Approaches and Methods of Language Teaching Grammar Translation Method, Direct Method Audio-Lingual Method			Prepare a comparison table of any two methods.	

Week 5	Communicative and Modern Approaches Communicative Language Teaching (CLT) Task-Based Language Teaching, Eclectic approach	Design one communicative classroom activity.
Week 6	Teaching Listening Skills, Nature of listening, Listening activities and strategies	Prepare one listening activity with objectives and procedure.
Week 7	Teaching Speaking Skills Fluency vs accuracy, Role-plays, discussions, dialogues	Design a speaking activity suitable for school students.
Week 8	Design a speaking activity suitable for school students.	Prepare 3 pre-reading, while-reading, or post-reading questions.
Week 9	Teaching Vocabulary Techniques for vocabulary teaching, Contextualized vocabulary learning	Design a short writing task with assessment criteria.
Week 10	Techniques for vocabulary teaching Contextualized vocabulary learning	Prepare 5 vocabulary teaching activities for a lesson.
Week 11	Teaching Grammar Deductive vs inductive teaching, Grammar in context	Plan a grammar lesson outline using an inductive approach.
Week 12	Teaching Pronunciation Stress, intonation, and sounds, Pronunciation problems of learners	Teaching Pronunciation Stress, intonation, and sounds Pronunciation problems of learners
Week 13	Teaching Aids and Materials Use of textbooks, Audio-visual aids and ICT	Prepare one teaching aid (chart/worksheet) for a language lesson.
Week 14	Assessment in Language Teaching Formative and summative assessment Testing language skills	Design one test item for any language skill.
Week 15	Classroom Challenges in Language Teaching Multilingual classrooms Learner motivation and anxiety	Write a ½-page note on managing multilingual classrooms.
Week 16	Lesson Planning and Professional Development Language lesson planning Teacher reflection and growth	Prepare a complete language lesson plan.

Assignments: Types, Number, and Calendar

Assignment	Type	Week Assigned	Week Due
Assignment 1	Reflection on language teaching	Week 1	Week 2
Assignment 2	Comparison of teaching methods	Week 4	Week 5
Assignment 3	Skill-based activity design	Week 6	Week 8
Assignment 4	Grammar or vocabulary lesson plan	Week 10	Week 11
Assignment 5	Final lesson plan / micro-teaching file	Week 13	Week 15

Teaching–Learning Strategies			
Interactive lectures Group discussions Demonstrations and modeling Micro-teaching and practice lessons Activity-based learning Use of audio-visual and digital resources Peer feedback and reflection Lesson planning workshops			
Textbooks and Reading Material			
Core Textbooks Harmer, J. (2015). <i>How to Teach English</i> . Pearson Education. Richards, J. C., & Rodgers, T. (2014). <i>Approaches and Methods in Language Teaching</i> . Cambridge University Press. Supplementary Reading Brown, H. D. (2007). <i>Principles of Language Learning and Teaching</i> . Pearson. Ur, P. (2012). <i>A Course in Language Teaching</i> . Cambridge University Press. Scrivener, J. (2011). <i>Learning Teaching</i> . Macmillan. The ELL Teacher’s Toolbox 2.0: Hundreds of Practical Ideas to Support Your Students — Larry Ferlazzo & Katie Hull Sypnieski (2025) The ELL Teacher’s Toolbox 2.0: Hundreds of Practical Ideas to Support Your Students — Larry Ferlazzo & Katie Hull Sypnieski (2025) The ELL Teacher’s Toolbox 2.0: Hundreds of Practical Ideas to Support Your Students — Larry Ferlazzo & Katie Hull Sypnieski (2025) The Routledge Handbook of Second Language Acquisition and Technology (2022)			
Assessment			
Sr. No.	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
	Final Assessment	40%	Written Examination at the end of the semester.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B.Ed. 1.5 year	Course Code	EDU333	Credit Hours	5
Course Title	Citizenship Education and Community Engagement				
Course Introduction					
The primary outcome is inclusive development through active citizenship locally and globally. Moreover, the following are the detailed outcomes of the course based on the three domains of Bloom's Taxonomy i.e. Affective, Psychomotor and Cognitive.					
Learning Outcomes					
On the completion of the course, the students will:					
6. Understand the overall organization of the society					
7. Recognize and exercise their rights, responsibilities and the significance of active citizenship in positive societal development					
8. Identify and critically evaluate social issues and implement practicable community based solutions					
9. Understand the concept of human rights and its significance					
10. Appreciate diverse viewpoints and inter-cultural harmony					
Course Content				Assignments/Readings	
Week 1	Unit-I			How can you encourage students to participate actively in community life despite challenges?	
	6. Introduction to citizenship education and Community Engagement				
	6.1.Orientation (course outline, learning outcomes etc.)				
	6.2.Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills				
	6.3. Approaches and Methodology for active citizenship				
Week 2	Unit-II			How can civil society bridge cultural differences and promote harmony?	
	7. Identity, Culture, and Social Harmony				
	7.1.Concept and Development of Identity				
	7.2.Components of Culture and Social Harmony				
Week 3	7.3.Cultural & Religious Diversity (Understanding and Affirmation of Similarities & Differences)			Reading: Macionis, J. J., & Gerber, L. M. (2020). <i>Sociology</i> (chapters on culture, social structure, and diversity).	
	7.4.Social Structure and Social Hierarchy (stake holders: decision makers implementers and others)				
Week 4	Unit-III			Reading: Kaye, C. B. (2004). <i>The Complete Guide to Service Learning</i> (sections on	
	8. Multi-cultural society and inter-cultural dialogue				
	8.1.Inter-cultural dialogue (bridging the				

	differences, promoting harmony)	diversity and community engagement).
	8.2. Significance of diversity and its impact	
Week 5	8.3. Importance and domains of inter-cultural dialogue	Identify 2 domains of inter-cultural dialogue and give one real-life example for each.
	8.4. Role of civil society in promoting intercultural harmony	
Week 6	Unit-IV 9. Active Citizen: Locally Active, Globally Connected 9.1. Importance of active citizenship at national and global level	Reading: British Council (2017). <i>Active Citizens Social Action Projects Guide</i> (sections on active citizenship and community).
	9.2. Understanding community	
Week 7	9.3. Identification of resources (human, natural others)	Reading: Twelvetrees, A. (2017). <i>Community Development, Social Action and Social Planning</i> (community resources and participation).
	9.4. Utilization of resources for development (community participation)	
Week 8	9.5. Strategic planning for development (community linkages and mobilization)	Write 3–4 lines on how strategic planning can mobilize community resources effectively.
	Unit-V 10. Human rights, constitutionalism and citizens' responsibilities 10.1. Introduction to human rights	
Week 9	10.2. Universalism vs. relativism	Reading: <i>The Constitution of the Islamic Republic of Pakistan</i> (2012) (Focus on Fundamental Rights and principles of equality and justice).
	10.3. Human rights in constitution of Pakistan	
Week 10	10.4. Public duties and responsibilities	Write a short paragraph explaining the importance of public duties in a democratic society with one real-life example from Pakistan.
	10.5. Constitutionalism and democratic process	
Week 11	10.6. Current human rights issues in Pakistan	Identify 2 current human rights issues in Pakistan and suggest solutions.
	Unit-VI 6.4. Introduction to the concept of social problem	

Week 12	6.5. Causes and solutions: critical thinking and evaluation	
	6.6. Social issues in Pakistan (poverty, equal and equitable access of resources, unemployment, agricultural problems, terrorism & ,militancy, governance issues, corruption, ethic & sectarian issues, illiteracy, dowry, child labour, gender discrimination, substance abuse and others)	List 3 major social issues in Pakistan and write 2–3 lines on possible solutions.
Week 13	Unit-VII 7.1. Introduction and planning of social action project	How would you monitor and evaluate the impact of your project to ensure it benefits the community?
	7.2. Identification of problem (area mapping)	
Week 14	7.3. Ethical considerations related to project	Explain why ethical considerations are important in community projects. Give one example.
	7.4. Assessment of existing resources (material and non-material)	
Week 15	7.5. Community-based project planning and action groups building	Reading: Larsen, A. K. (2023). <i>Participation in Community Work: International Perspectives</i> (community participation and implementation).
	7.6. Implementation (role division among action groups)	
Week 16	7.7. Monitoring &evaluation (impact assessment value enhancement)	Write 3–4 lines explaining how monitoring and evaluation help improve community development projects.

Textbooks and Reading Material

1. John J. Macionis, Linda Marie Gerber, Sociology (New York: Pearson Education, 2020)
2. Twelvetreets, A., (12 May 2017). Community Development, Social Action and Social Planning
3. The Constitution of the Islamic Republic of Pakistan (Pakistan: The National Assembly of Pakistan, 2012), also available online at the official website of National Assembly of Pakistan: http://na.gov.pk/uploads/documents/13333523681_951.pdf (Accessed on April 25, 2017)
4. Larsen, A. K., (2023). Participation in Community Work: International Perspectives (Vishanthie Sewpaul, Grete Oline Hole)
5. British Council, Active Citizen's Social Action Projects Guide (Scotland: British Council, 2017)
6. Kaye, C. B., (2004), The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Minneapolis: Free Spirit Publishing ins)

Teaching Learning Strategies			
• Lecture with discussion • Case studies of real-life community projects • Group work / collaborative problem-solving • Role play / simulation of civic scenarios • Mind maps and concept mapping for concepts like identity, culture, rights • Student presentations / PowerPoint on social issues and action plans • Debates and Socratic questioning on moral, cultural, or social dilemmas • Reflective journals on personal experiences in community engagement • Field visits to community organizations and local governance bodies • Project-based learning for social action projects • Critical thinking exercises and problem-solving activities • Quizzes and formative assessments on human rights and civic duties			
Assignments: Types and Number with Calendar			
16. Write few lines in which you can summarize summarizing the importance of citizenship education, active participation, community engagement, and how responsible citizens can contribute to social harmony and development. 17. If a community has limited resources, how can citizens prioritize development projects? 18. How can citizens ensure their responsibilities support constitutionalism and democracy?			
Assessment			
Sr. No.	Elements	Weightage	Details
10.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
11.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
12.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B.Ed. 1.5 Years	Course Code	EDU-319	Credit Hours	3
Course Title	Research Methods in Education				
Course Introduction					
This course introduces graduate students to the fundamentals of educational research, focusing on understanding research processes, designs, data collection methods, analysis techniques, and ethical considerations. The course prepares teacher educators and prospective researchers to critically read research and conduct small-scale educational studies.					
Learning Outcomes					
Upon successful completion of this course, students will be able to:					
1. Explain the nature, purpose, and significance of research in education and its role in improving teaching, learning, and educational policy. 2. Identify and formulate researchable problems, topics, and questions relevant to classroom practices and educational contexts. 3. Review, analyze, and synthesize relevant educational literature using appropriate academic sources and referencing styles (APA). 4. Differentiate between quantitative, qualitative, and mixed research approaches and select an appropriate approach for a given educational problem. 5. Design a coherent research study by selecting suitable research designs, population, sampling techniques, and data collection procedures. 6. Develop and use basic quantitative and qualitative research instruments such as questionnaires, interviews, and observation schedules. 7. Apply fundamental techniques of quantitative and qualitative data analysis and interpret research findings meaningfully. 8. Demonstrate understanding of ethical principles, academic integrity, and responsible research practices in educational settings. 9. Prepare a structured research proposal addressing all essential components, including methodology, timeline, and references. 10. Communicate research ideas and findings effectively through academic writing and oral presentations.					
Course Content			Assignments/Readings		
Week 1	Introduction to Educational Research - Meaning and purpose of research in education - Characteristics of scientific research - Role of research in improving teaching and learning - Types of educational research (basic, applied, action research)		Write a one-page reflection on how research can improve classroom teaching Identify one classroom-based problem that can be researched		

Week 2	Research Problems and Topics - Identifying research problems in education - Sources of research problems (classroom, policy, literature) - Narrowing and refining a research topic - Writing problem statements	Draft two possible research topics Write a problem statement (½ page) for one selected topic
Week 3	Review of Related Literature - Purpose and importance of literature review - Sources of literature (books, journals, theses, databases) - Organizing and synthesizing literature - Referencing styles (APA – introduction)	Find 5 research articles related to your topic Write a brief annotated bibliography (3–4 lines per article)
Week 4	Research Objectives, Questions, and Hypotheses - Research objectives (general & specific) - Research questions - Hypotheses: types and formulation - Relationship between objectives, questions, and hypotheses	Write 3–4 research objectives Develop research questions based on the objectives
Week 5	Research Approaches - Quantitative research approach - Qualitative research approach - Mixed methods research - Comparison of research approaches	Identify which research approach suits your topic and justify in one page
Week 6	Research Designs - Experimental research designs - Quasi-experimental designs - Non-experimental designs - Survey and case study designs	Write a short description of the research design you will use for your topic
Week 7	Qualitative Research Designs - Phenomenology - Case study - Ethnography - Narrative research - Trustworthiness in qualitative research	Choose one qualitative design and write a ½-page explanation of how it can be used in education

Week 8	Population and Sampling • Population and sample • Sampling techniques (probability & non-probability) • Sample size considerations • Sampling in educational research	Write population, sample size, and sampling technique for your proposed study
Week 9	Research Instruments – Quantitative • Tests, questionnaires, and scales • Validity and reliability • Construction of questionnaires • Pilot testing	Develop a draft questionnaire (10–12 items) related to your topic
Week 10	Research Instruments – Qualitative • Interviews (structured, semi-structured, unstructured) • Observations • Focus group discussions • Document analysis	Prepare an interview guide with 5–6 open-ended questions
Week 11	Data Collection Procedures • Planning data collection • Field work in educational settings • Ethical considerations in data collection • Informed consent and confidentiality	Write step-by-step data collection procedure (½–1 page) Draft a consent statement
Week 12	Data Analysis – Quantitative • Descriptive statistics (mean, median, mode, SD) • Introduction to inferential statistics • Introduction to power BI • Use of software (SPSS – basic orientation) • Interpretation of quantitative data	Create a mock data table and calculate mean and percentage manually
Week 13	Data Analysis – Qualitative • Transcription and coding • Thematic analysis • Content analysis • Interpretation of qualitative findings	Take 2–3 interview responses and identify codes and themes
Week 14	Research Ethics and Academic Integrity • Ethical issues in educational research • Plagiarism and academic honesty • Ethical approval and permissions • Researcher’s role and bias	Write a ½-page note on ethical issues related to your research topic

Week 15	Research Proposal Writing • Components of a research proposal • Writing methodology chapter • Timeframe and budget • Common proposal writing errors	Submit a complete research proposal draft
Week 16	Report Writing and Presentation • Structure of a research report/thesis • Writing findings, discussion, and conclusion • Referencing and formatting (APA) • Oral presentation of research	Prepare 5–6 presentation slides summarizing your proposal
Textbooks and Reading Material		
Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). Sage Publications. Gay, L. R., Mills, G. E., & Airasian, P. (2012). <i>Educational Research: Competencies for Analysis and Applications</i> (10th ed.). Pearson Education. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). <i>How to Design and Evaluate Research in Education</i> (10th ed.). McGraw-Hill. Supplementary / Reference Books Kothari, C. R. (2004). <i>Research Methodology: Methods and Techniques</i> (2nd ed.). New Age International. Best, J. W., & Kahn, J. V. (2006). <i>Research in Education</i> (10th ed.). Pearson Education. Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education</i> (8th ed.). Routledge. <u>Reading Material (Journals & Online Sources)</u> Educational Research Journals ○ <i>Educational Researcher</i> ○ <i>Teaching and Teacher Education</i> ○ <i>Journal of Educational Research</i> ○ <i>International Journal of Educational Research</i> Online Databases ○ Google Scholar ○ ERIC (Education Resources Information Center) ○ JSTOR ○ ResearchGate (for accessing published articles) <u>Style & Ethics Guidelines</u> 9. American Psychological Association (APA). (2020). <i>Publication Manual of the American Psychological Association</i> (7th ed.). (For referencing, citations, and academic writing.) 10. HEC Pakistan. <i>Plagiarism Policy & Research Ethics Guidelines.</i> (Essential for academic integrity and ethical compliance.) 11. Mertler, C. A. (2017). <i>Action Research: Improving Schools and Empowering Educators.</i> Sage.		
Teaching Learning Strategies		
• Interactive Lectures Short, focused lectures supported by questioning, examples, and discussion to		

introduce core research concepts and terminology.

- **Group Discussions**
Small-group and whole-class discussions to analyze research problems, designs, and ethical issues, encouraging critical thinking and peer learning.
- **Problem-Based Learning (PBL)**
Students identify real classroom or institutional problems and explore research-based solutions, linking theory with practice.
- **Hands-on Activities / Workshops**
Practical sessions on topic selection, instrument development, sampling, and proposal writing to develop research skills.
- **Literature Review Exercises**
Guided reading and analysis of journal articles to help students learn how to summarize, synthesize, and critique research studies.
- **Collaborative Learning**
Pair and group work for developing research tools, objectives, and proposals, promoting teamwork and shared learning.
- **Student Presentations**
Oral presentations of research ideas, literature reviews, and proposals to enhance academic communication and confidence.
- **Demonstration and Modeling**
Instructor demonstrates research procedures such as questionnaire construction, interview techniques, coding, and basic data analysis.
- **Case Study Analysis**
Analysis of published educational research studies to understand research designs, data collection methods, and interpretation of findings.
- **Use of ICT and Digital Resources**
Use of online databases (ERIC, Google Scholar), plagiarism detection tools, and basic statistical software (e.g., SPSS introduction).
- **Reflective Learning**
Reflective journals or short reflections on learning experiences to encourage self-assessment and deeper understanding of research practices.
- **Peer Review and Feedback**
Structured peer feedback on research proposals and instruments to improve quality and develop evaluative skills.

Assignments: Types and Number with Calendar

Sr. No.	Type of Assignment	Description	Week Assigned	Week Due
1	Reflection Assignment	Reflective writing on the role of research in improving teaching and learning	Week 1	Week 2
2	Problem Statement & Topic Selection	Identification of a research topic and writing a clear problem statement	Week 2	Week 3
3	Literature Review Assignment	Review and summary of at least 5 relevant research articles	Week 3	Week 5
4	Research Objectives & Design	Development of research objectives, questions, approach, and design	Week 4	Week 6
5	Instrument	Construction of a questionnaire or	Week 9	Week

	Development	interview guide relevant to the research topic	10
6	Research Proposal (Major Assignment)	Complete research proposal including methodology, tools, and references	Week 11 Week 15
Assessment			
Sr. No.	Elements	Weightage	Details
13.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
14.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
15.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore
Course Outline



Programme	B.Ed (1.5 Year)	Course Code	EDU-320	Credit Hours	3
Course Title	Educational Statistics and Computer Application				
Course Introduction					
This course is designed to equip B.Ed (1.5 Year) students with essential knowledge and practical skills in educational statistics and computer-based data analysis. The course emphasizes the role of statistics in educational research, classroom assessment, and data-driven decision making. Students will develop an understanding of descriptive and inferential statistics and learn to analyze educational data using modern computer applications. Special emphasis is placed on the use of MS Excel, SPSS, and Power BI for data management, statistical analysis, and interactive data visualization. The course adopts a modern, application-oriented, and interpretation focused approach to prepare future teachers and researchers for evidence-based educational practices.					
Learning Outcomes					
1. Understand the role and importance of statistics in education 2. Identify types of educational data and measurement scales 3. Apply descriptive statistics to summarize educational data 4. Explain basic concepts of sampling and inferential statistics 5. Interpret results of common statistical tests used in educational research 6. Use computer applications for data entry, cleaning, and analysis 7. Perform basic statistical analysis using SPSS 8. Create meaningful data visualizations using Power BI 9. Present and report statistical findings effectively 10. Apply data-driven thinking in classroom assessment and educational planning.					
Course Content				Assignments/Readings	
Week 1	Unit 01: Introduction to Educational Statistics			Write a short reflection (1 page): “Why statistics is important for teachers.”	
	Meaning and scope of statistics in education Use of data in teaching, assessment, and research Examples of educational data				
Week 2	Unit 01 (continued)			Identify variables and measurement scales from a sample questionnaire.	
	Types of data: qualitative and quantitative Scales of measurement: nominal, ordinal, interval, ratio. Identification of variables in educational research				
Week 3	Unit 02: Organization of Educational Data			Prepare a frequency table using any classroom data.	
	Data tabulation Frequency distribution Grouped and ungrouped data				
Week 4	Unit 02 (continued)			Draw and interpret two graphs using given data.	
	Graphical representation of data Bar charts, pie charts, line graphs, and histograms				

	Interpretation of graphs	
Week 5	Unit 03: Measures of Central Tendency	Calculate and interpret mean, median, and mode for a dataset.
	Mean, median, and mode. Educational interpretation of averages. Use of averages in examination results.	
Week 6	Unit 03 (continued)	Explain standard deviation using an educational example.
	Measures of variability Range, variance, and standard deviation (conceptual) Understanding spread of student performance	
Week 7	Unit 04: Introduction to Inferential Statistics	Write null and alternative hypotheses for a given research problem.
	Population and sample Sampling techniques in education Concept of hypothesis testing Level of significance and p-value (basic concept)	
Week 8	Unit 04 (continued)	Identify appropriate statistical tests for given research scenarios.
	Independent and paired t-test One-way ANOVA Applications of tests in educational research	
Week 9	Unit 05: Relationship and Prediction	Interpret correlation results from a given output.
	Correlation Introduction to regression Educational examples and interpretation	
Week 10	Unit 06: Computer Applications in Education	Short note: “ <i>Use of computer applications in educational research.</i> ”
	Role of ICT in educational research Overview of Excel, SPSS, and Power BI Data-driven decision making in education	
Week 11	Unit 06 (continued) MS Excel for Educational Data	Prepare and visualize a small dataset in Excel.
	Data entry and cleaning Sorting and filtering Basic formulas Charts and graphs	
Week 12	Unit 07: SPSS Basics	Run descriptive statistics in SPSS and write interpretation.
	Introduction to SPSS interface Variable view and data view Descriptive statistics using SPSS	
Week 13	Unit 07 (continued) SPSS Applied Statistics	Interpret SPSS output provided by the teacher
	t-test, correlation, and ANOVA in SPSS Interpretation of output tables Writing results in research format	
Week 14	Unit 08: Data Visualization Concepts	

	Importance of data visualization Good vs. misleading charts Storytelling with data in education	Analyze one good and one misleading chart.
Week 15	Unit 09:Power BI for Educational Visualization	
	Introduction to Power BI Importing Excel data Creating charts, tables, and slicers Interactive dashboards	Create a basic Power BI dashboard using educational data.
Week 16	Unit 10:Educational Dashboards and Reporting	
	Student performance dashboards Attendance and survey visualization Presentation of Power BI projects Final review	Final project presentation and course review.

Textbooks and Reading Material

Books (Latest Recommended)

Gravetter, F. J., Wallnau, L. B., Forzano, L. A., & Witnauer, J. E. (2023). *Essentials of Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.

Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). SAGE Publications.

Russo, M., Ferrari, A., & Webb, P. (2023). *Microsoft Power BI: The Definitive Guide* (2nd ed.). Microsoft Press.

Knafllic, S. N. (2024). *Storytelling with Data: Let's Practice!* Wiley.

Reference Material

UNESCO (2023). *Data for Education: A Guide for Policymakers and Practitioners*.

OECD (2024). *Education at a Glance: Data-Driven Insights*.

Microsoft Learn: Power BI Documentation (2024–2025).

IBM SPSS Official Tutorials and Case Studies.

Assessment

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore
Course Outline



Programme	B.Ed 1.5 Year	Course Code	EDU-305	Credit Hours	03
Course Title	Educational Management				
Course Introduction					
This course introduces students to fundamental concepts, principles, and practices of education management within educational institutions. It covers organizational structures, leadership, planning, supervision, human resource management, instructional leadership, finance, quality assurance, change management, and community engagement. The course emphasizes modern management practices, ethical decision-making, and research-based strategies for effective school and system leadership					
Learning Outcomes					
By the end of this course, students will be able to: • Explain key concepts, principles, and functions of education management. • Analyze educational organizations and their structures. • Apply management theories to planning, organizing, leading, and controlling processes in education. • Demonstrate skills in human resource management and instructional supervision. • Design strategic plans, school improvement plans, and performance evaluation tools. • Evaluate financial, legal, and ethical aspects of education management. • Lead change initiatives and engage stakeholders effectively. • Use ICT tools for data-informed decision-making and school administration.					
Course Content				Assignments/Readings	
Week 1	Introduction to Education Management Definition, scope, importance; difference between administration & management.			Write a 1–2 page essay on the role of education management in modern schools.	
Week 2	Management Functions Planning, organizing, staffing, leading, controlling in educational settings.			Create a management function chart for a school.	
Week 3	Educational Organizations Types of educational institutions; organizational structures; culture.			Homework: Prepare an organizational chart of a school you know.	
Week 4	Management Theories Classical, human relations, systems, contingency, contemporary theories.			Homework: Compare any two management theories with examples from education.	
Week 5	Strategic and Operational Planning Vision, mission, goal setting, action planning, SWOT analysis			Conduct a SWOT analysis of a school or department.	

Week 6	Human Resource Management Recruitment, selection, induction, performance appraisal, professional development.	Design a teacher performance evaluation form (basic).
Week 7	Instructional Leadership Supervision, coaching, feedback, instructional improvement.	Write a feedback form for classroom observation.
Week 8	Mid-Term Review / Assessment Mid-term assessment; integrative discussion on Weeks 1–7.	Prepare study notes on key learning outcomes covered so far.
Week 9	Financial Management in Education Budgeting, resource mobilization, accountability, financial planning.	Draft a mini-budget for a school project (e.g., library upgrade).
Week 10	Legal and Ethical Issues Education laws, policies, ethics in decision-making, accountability.	Write a short note on ethical dilemmas in education management.
Week 11	Quality Assurance and Accreditation Standards, benchmarks, internal quality assurance systems.	Homework: Develop a quality checklist for a school process (e.g., safety).
Week 12	Change and Innovation in Education Change management models; innovation diffusion; resistance to change.	Write a change proposal for an improvement in your teaching context.
Week 13	Data-Driven Decision Making Data collection, analysis, dashboards, indicators in schools.	Collect simple data (e.g., attendance) and propose a basic plan to improve it.
Week 14	ICT for Education Management Management information systems (MIS), digital tools for admin & reporting.	Homework: Prepare a one-page guideline for using one ICT tool for school admin.
Week 15	Stakeholder Engagement & Community Relations Parents, community groups, NGOs, partnerships & communication strategies.	Draft a parent communication plan (meeting agenda + follow-up).
Week 16	Action Research / Course Wrap-Up Integrating management practice with research; reflections; future trends.	Homework: Write a reflective report on your learning and action steps.
Assignments (Breakdown & Calendar)		
Assignment	Description	Assigned Due Weight
A1	Essay: Role of Education Management	Week 1 Week 2 10%
A2	SWOT & Strategic Plan	Week 5 Week 7 15%
A3	Instructional Leadership Toolkit	Week 7 Week 9 15%
A4	Budget & Ethical Case	Week 9 Week 11 15%
A5	Change Proposal + Data Plan	Week 12 Week 14 15%
A6	Final Reflective Report	Week 16 Final Exam 30%
Teaching–Learning Strategies		
To promote active, application-oriented learning:		
Interactive Lectures – Concept introduction with Q&A		
Case Studies – Real school / college scenarios		
Group Discussions – Reflective and peer learning		

Workshops / Simulations – Budgeting, planning, evaluation
 Role Play – Leadership and stakeholder communication
 Project-Based Learning – Assignments linked to real contexts
 Peer Feedback – On tasks such as evaluation forms, checklists
 ICT Integration – Use MIS tools and digital planning apps
 Reflective Journals – Weekly learning reflections

Textbooks and Reading Material

Books

Bush, T., & Middlewood, D. (2021). *Leading and Managing People in Education*. Sage.
 Hallinger, P. (2023). *Leading Educational Change: Theory and Practice*. Routledge.
 Harris, A., & DeFlaminis, J. (2022). *Distributed Leadership in Practice*. Springer.
 Leithwood, K., & Sun, J. (2020). *The Nature and Effects of Transformational School Leadership*. Springer.
 Owens, R. G., & Valesky, T. C. (2024). *Organizational Behavior in Education*. Pearson.

Journals & Articles

Educational Management Administration & Leadership (SAGE)
Journal of Educational Administration (Emerald)
School Leadership & Management (Taylor & Francis)
Asia Pacific Education Review (Springer)

Online Resources

UNESCO IIEP – Management and leadership briefs (free PDF guides).
 World Bank EdStats / School Data Tools – Data resources for decision making.
 EDUCAUSE – Tech for leadership & data strategies.
 Harvard Business Review (HBR) – Leadership & management practices (apply to education).

Assessment

Sr. No.	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Education and Research
Write Name of Your Faculty
University of the Punjab, Lahore
Course Outline



Programme	B. ED Secondary (1.5)	Course Code	EDU-343	Credit Hours	3
Course Title	Comparative Education				
Course Introduction					
This course provides an overview of how education systems differ across countries and cultures. It examines the historical, social, economic, and political factors that shape education globally and introduces key theories and methods in comparative education. Students will explore topics such as globalization, equity and access, gender and education, and the influence of international organizations. Through case studies, they will compare curriculum, teacher education, assessment, and reforms in diverse settings. The course ultimately helps students understand how education responds to and influences socio-political contexts, offering insights for effective policy and decision-making.					
Learning Outcomes					
On the completion of the course, the students will:					
17. Understand the Foundations of Comparative Education:					
18. Analyze Theoretical Frameworks and Methodologies:					
19. Examine Education Systems Across Contexts:					
20. Explore Global Trends and Challenges in Education:					
21. Evaluate the Role of Education in Development:					
22. Critically Assess Educational Practices and Reforms:					
23. Foster a Global Perspective on Education Policy:					
24. Develop Research and Analytical Skills					
Course Content			Assignments/Readings		
Week 1	Unit-IIIntroduction to Comparative Education		Write a short paragraph (8–10 sentences) defining <i>comparative education</i> in your own words. Explain why studying comparative education is important in today’s globalized world.		
	1.1Definition and scope of comparative education				
	1.2Historical evolution of the field				
	1.3 Importance and relevance in the globalized world				
Week 2	1.4 Approaches in Comparative Education		Reading: Marc-Antoine Jullien de Paris’s contribution discussed in: Noah, H. J., & Eckstein, M. A. (1969). <i>Toward a Science of Comparative Education</i> Sadler, M. (1900). Early ideas in comparative education.		
	Unit-IIHistorical Evolution of Comparative Education				
	2.1 Early Travelers and Philosophers				
	2.2 Works of Jullien De Paris				
Week 3	2.3 20 th Century Developments		Choose one theory (Functionalism, Conflict Theory, Systems Theory, or World		
	Unit-IIITheoretical Frameworks in Comparative Education				
	3.1 Functionalism				

	3.2 Conflict theory	Systems Theory). Write a one-page explanation describing how this theory helps scholars understand differences between education systems.
	3.3 Systems theory	
Week 4	3.4 World systems theory and globalization	Reading: Bray, M., Adamson, B., & Mason, M. (2007). <i>Comparative Education Research: Approaches and Methods</i>
	Unit-IV Methodologies in Comparative Education 4.1 4.1 Methods in Comparative Education	
Week 5	4.2 Quantitative vs. qualitative methods	Write a brief comparison (one-half page) between quantitative and qualitative research methods. Provide one example of how each method can be used in a cross-national education study.
Week 6	4.3 Cross-national studies and case studies	Write 5–6 lines explaining the importance of cross-national studies in understanding education systems.
	4.4 Challenges in comparative research	
Week 7	Unit-V Education Systems: Comparative Analysis 5.1 Historical development of education systems	Select two countries of your choice. Compare their: • Curriculum approach • Teaching methods • Policy implementation Write your comparison in a short table or in one paragraph.
	5.2 Curriculum design and pedagogy: A comparative perspective	
Week 8	Unit-VI Education and Development 6.1 Role of education in economic and social development	Reading: Fägerlind, I., & Saha, L. J. (2016). <i>Education and National Development: A Comparative Perspective</i> .
	6.2 Education and human capital theory	
Week 9	6.3 Literacy and its impact on development indicators	Write a short reflection (10–12 sentences) explaining how education contributes to the economic and social development of a country. Include one real-world example of education improving development indicators.
	Unit-VII Global Trends in Education 7.1 Universal education and Sustainable Development Goals (SDGs)	
Week 10	7.2 Privatization and commercialization of education	Choose one global trend (SDGs, privatization, or e-learning). Write a one-page note discussing how this trend is shaping modern education systems worldwide.
	7.3 Technological advancements and e-learning	

Week 11	Unit-VIII Issues in Comparative Education 8.1 Equity and access to education	Reading: Unterhalter, E., & Aikman, S. (2007). <i>Education, Poverty and Gender Inequality</i> .
	8.2 Gender disparities in education	
Week 12	8.3 Language of instruction and cultural preservation	Identify one issue equity, gender disparities, or language barriers. Describe an example from any country where this issue affects educational outcomes. Write 8–10 sentences.
	Unit-IX Case Studies in Comparative Education 9.1 Education systems in developed vs. developing countries	
Week 13	9.2 Best practices in Finland, Singapore, and other high-performing systems	Reading: Finnish Lessons 2.0 by Pasi Sahlberg (2015). Postiglione, G. A., & Tan, J. (2007). <i>Going to School in East Asia</i>
	9.3 Educational reforms in emerging economies	
Week 14	Unit-X Education and Politics 10.1 Influence of political ideologies on education systems	Reading: Carnoy, M. (1999). <i>Globalization and Educational Reform</i> . UNESCO (2015). <i>Education 2030 Framework for Action</i> .
	10.2 Role of international organizations (e.g., UNESCO, OECD, World Bank)	
Week 15	10.3 Education in conflict and post-conflict settings	Write a half-page explanation of how this organization influences education policies around the world.
	Unit-XI Future Directions in Comparative Education 11.1.1 Emerging areas of research in the field	
Week 16	11.1.2 Challenges of globalization on local education systems	Mention possible challenges due to globalization and how societies can prepare.
	11.1.3 Education for sustainable and inclusive societies	

Textbooks and Reading Material

- Arnove, R. F., Torres, C. A., & Franz, S. (Eds.). (2013). *Comparative education: The dialectic of the global and the local* (5th ed.). Rowman & Littlefield.
- Bray, M., Adamson, B., & Mason, M. (Eds.). (2007). *Comparative education research: Approaches and methods* (1st ed.). Springer. <https://doi.org/10.1007/978-1-4020-5660-3>
- Bush, K. D., & Saltarelli, D. (2000). *The two faces of education in ethnic conflict: Towards a peacebuilding education for children*. UNICEF / UNESCO.
- Carnoy, M. (1999). *Globalization and educational reform: What planners need to know*. UNESCO.
- Crossley, M., & Watson, K. (Eds.). (2003). *Comparative and international research in education: Globalisation, context and difference*. Routledge.
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Teaching Learning Strategies

1. Interactive Lectures
2. Comparative Case Studies
3. Collaborative Group Work
4. Project-Based Learning (PBL)
5. Problem-Based Learning
6. Discussion Method
7. Seminar Presentations
8. Debates
9. Comparative Data Analysis
10. Peer Teaching

Assignments: Types and Number with Calendar

1. Written Assignment

Pick **two countries**. Write a short paper (1–2 pages) comparing **one education policy or teaching method**. Explain how they are the same, how they are different, and what you learned.

2. PowerPoint Presentation

Make a small PowerPoint on a topic in comparative education.

- Education in high-performing countries
- Challenges in education in developing countries
- Global education trends

3. Reflective Journal

Write short notes after each class about what you learned.

- Differences between countries' education systems
- Interesting facts about policies or teaching methods
- Your thoughts on how education could improve

4. Case Study Analysis

Choose a school or education system (real or imaginary) from a developed or developing country. Write a short note on:

- Problems or challenges in the system
- How you would improve it using what you learned in class

Assessment

Sr. No.	Elements	Weightage	Details
10.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
11.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

12.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Secondary Education
Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B. ED Secondary (1.5)	Course Code	EDU-318	Credit Hours	3
Course Title	Educational Assessment and Evaluation				
Course 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 Outcomes					
On the completion of the course, the students will:					
1 Understand the concept and nature of testing & evaluation					
2 Develop and analyze test items for assessing different abilities of students					
3 Recognize and describe the different types of measurement instruments					
4 Differentiate between standardized and classroom tests					
5 Define and apply introductory analytical terms and concepts, including basic statistical knowledge					
6 Analyze and explain student profiles based on various outcomes of testing interpret scores and results of different measurement techniques					
Course Content				Assignments/Readings	
Week 1	Unit-II-Introduction			Write 3–4 sentences explaining the difference between test, assessment, measurement, and evaluation.	
	1.1 Nature and meaning of test, assessment, measurement and evaluation				
Week 2	1.2 Distinction between Tests, Assessment and Evaluation			Write 3–4 sentences on the role of assessment and evaluation in improving learning.	
	1.3 Role of Assessment in Education				
	1.4 Role of Evaluation in Education				
	Unit-II Different Types of Tests			Make a small table showing types of tests: standardized, non-standardized, norm-referenced, criterion-referenced, and performance tests	
Week 3	2.1 Concept of Standardized and Non-Standardized Tests				
	2.2 Norm Referenced Test				
Week 2	2.3 Criterion Referenced Test				
	2.4 Performance Assessment			Write 3–4 sentences explaining the difference between individual and group tests.	
Week 3	2.5 Individual and Group Tests				
	Unit-III Characteristics of Test			Define reliability in 2–3 sentences and write one example.	
Week 3	3.1 Reliability				
	3.1.1 Definition of Reliability				

	3.1.2 Types of Reliability 3.1.3 Use of Reliability	
	3.2 Validity 3.2.1 Definition of Validity 3.2.2 Types of Validity	Write 3–4 sentences explaining validity and why it is important in testing.
Week 4	3.2.3 Evidence of Validity 3.2.4 Reliability and Validity	Reading: Bloom, B. S., Hastings, J. T., & Madaus, G. F. (1971). <i>Handbook on Formative and Summative Evaluation of Student Learning</i> (focus on instructional objectives).
	Unit-IV Designing Objectives 4.1 Selection of Instructional Objectives 4.2 Methods of Stating Instructional Objectives	
Week 5	4.3 Solo Taxonomy	Prepare 3 instructional objectives for a lesson using Bloom's Taxonomy
	4.4 Bloom Taxonomy	
Week 6	4.5 Preparing a Table of Specification 4.6 Use a Table of Specification as a Basis of Preparing Test	Prepare a small table of specification for a topic from your class.
	Unit-V Statistical Concepts Related with Testing 5.1 Scale of Measurement 5.2 Measurement of Central Tendency	
Week 7	5.3 Indices of Variability	Reading: McMillan, J. H. (2017). <i>Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction</i> (sections on basic statistics in assessment).
	5.4 Types of Distributions 5.5 Correlation	
Week 8	Unit-VI Types of Tests 6.1 Supply Type Items	Reading: Gronlund, N. E., & Linn, R. L. (1998). <i>Measurement and Evaluation in Teaching</i> (essay and short-answer questions).
	6.1.1 Essay Type 6.1.2 Short Answer	
Week 9	6.1.3 Completion 6.1.4 Advantages and Limitation	Write 1 essay question, 1 short answer, and 1 completion question for a topic.
	6.2 Rules for constructing supply type questions 6.3 Methods of improvement and effective use (Rules for scoring essay tests etc)	
Week 10	6.4 Selection types test 6.4.1 Multiple choice items	Create 3 multiple-choice questions, 2 true/false questions, and 2 matching items.
	6.4.2 True false items 6.4.3 Matching items	Reading: Popham, W. J. (2008). <i>Transformative Assessment</i>

		(construction of objective test items).
Week 11	6.4.4 Completion items 6.5 Rules for constructing various types of objective test items	Reading: Linn, R. L., & Miller, M. D. (2005). <i>Measurement and Assessment in Teaching</i> (item analysis and test construction).
	Unit-VII Item Analysis 7.1 Test construction	
Week 12	7.2 Test administration 7.3 Item Analysis	Write 3–4 sentences explaining how to prepare directions and score a test
	Unit-VIII Assembling, Administering and Evaluating the Test 8.1 Reviewing and editing the items	
Week 13	8.2 Arranging the items in the test 8.3 Preparing directions	Reading: Anastasi, A. (1996). <i>Psychological Testing</i> (test construction and administration procedures).
	8.4 The problem of guessing 8.5 Reproducing the test	
Week 14	8.6 Administering the test 8.7 Scoring the test	Reading: Koretz, D. (2008). <i>Measuring Up: What Educational Testing Really Tells Us</i> (test use, scoring, and interpretation).
	8.8 Building test file 8.9 Item bank	
Week 15	Unit-IX Grading and Reporting 9.1 Concept of grading 9.2 Types of grading	Explain in 3 sentences what grading is and why it is important.
	9.3 Concept of Reporting 9.4 Reporting results to different stakeholders	
Week 16	Unit-X New Trends and Issues 10.1 Portfolio Assessment 10.2 Dynamic Assessment	Write 3–4 sentences about portfolio assessment, dynamic assessment, or computer-assisted assessment. Task: Give one example
	10.3 Computer assisted assessment and evaluation	
Textbooks and Reading Material		
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. <i>Assessment in Education: Principles, Policy & Practice</i>, 5(1), 7–74. https://doi.org/10.1080/0969595980050102 - Bloom, B. S., Hastings, J. T., & Madaus, G. F. (1971). <i>Handbook on formative and summative evaluation of student learning</i>. McGraw-Hill. - Shepard, L. A. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i>, 29(7), 4–14. https://doi.org/10.3102/0013189X029007004 - Stiggins, R. J. (2005). From formative assessment to assessment for learning: A path		

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- Popham, W. James. (2000). *Modern Educational Measurement: Practical Guidelines for Educational Leaders*, 3rd Ed. Boston, MA: Allyn and Bacon.

Teaching Learning Strategies

1. Lecture Method
2. Interactive Discussion
3. Demonstration / Practical Method
4. Project-Based / Assignment Method
5. Group Work / Collaborative Learning

6. Case Studies / Real Examples 7. Hands-on Statistical Practice 8. ICT-Based Learning 9. Reflective Journals 10. Role-Play / Simulation
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Assignments: Types and Number with Calendar

19.

1. Written Assignment

Write **3–4 sentences** on each topic from class,

- Difference between test, assessment, and evaluation
- Why reliability and validity are important
- How tests help students learn

2. PowerPoint Presentation

Make **slides** on topic:

- Types of tests (MCQ, essay, performance)
- How to make a table of specification
- New ways of testing like portfolio or computer-based tests.

Assessment

Sr. No.	Elements	Weightage	Details
13.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
14.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
15.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Institute of Education and Research
University of the Punjab, Lahore
Course Outline**



Programme	B.Ed 1.5 Year	Course Code	EDBE-322	Credit Hours	3
Course Title	Education for Sustainable Development				
Course Introduction					
Education for Sustainable Development (ESD) is designed to prepare future secondary school teachers with the knowledge, skills, values, and pedagogical competencies required to promote sustainability in education and society. The course introduces prospective teachers to global and national sustainability frameworks, particularly the Sustainable Development Goals (SDGs), and emphasizes the integration of sustainable development concepts into secondary school curricula. Through learner-centered pedagogies, critical reflection, and community-based approaches, the course enables future educators in Pakistan to address environmental, social, and economic challenges and to foster responsible citizenship, ethical awareness, and sustainable practices in their professional roles.					
Learning Outcomes					
On the completion of the course, the students will: 25. Explain key concepts, principles, and frameworks of sustainable development 26. Demonstrate understanding of sustainability competencies 27. Integrate education for sustainable development across secondary school subjects 28. Apply learner-centered and participatory pedagogical strategies 29. Evaluate and reflect on teaching practices and school initiatives					
Course Content				Assignments/Readings	
Week 1	Foundations of Sustainable Development Topic 1: Understanding Sustainable Development 1.1 Meaning and evolution of sustainable development 1.2 The Brundtland Commission and global perspectives 1.3 Three pillars: environmental, social, and economic sustainability 1.4 Sustainability challenges in developing countries			Write a short paragraph explaining the three pillars of sustainable development and give one example from Pakistan. Reading: UNESCO (2014). <i>Education for Sustainable Development: Perspectives and Practices</i> .	
	Topic 2: Sustainable Development in Pakistan 2.1 Key sustainability issues in Pakistan (water, energy, population) 2.2 Education’s role in national sustainable development 2.3 Pakistan’s commitment to				

	global sustainability agendas 2.4 Role of teachers in addressing sustainability challenges	
Week 2	Global Frameworks for Education for Sustainable Development Topic 1: United Nations Sustainable Development Goals (SDGs) 1.1 Overview of the 17 SDGs 1.2 SDG 4 and SDG 4.7: Education for sustainability 1.3 Interconnections between education and other SDGs 1.4 Global citizenship and sustainability education	Choose any two SDGs and explain how education contributes to achieving them (6–8 lines). Reading: UNESCO (2021). <i>Education for Sustainable Development: A Roadmap (ESD for 2030)</i> .
	Topic 2: ESD for 2030 Framework 2.1 Vision and objectives of ESD for 2030 2.2 Priority action areas of the framework 2.3 Role of teacher education in ESD for 2030 2.4 Implications for secondary education	
Week 3	Education for Sustainable Development in Pakistan Topic 1: National Education Policies and ESD 1.1 ESD in Pakistan’s education policies 1.2 Curriculum reforms related to sustainability 1.3 Teacher education standards and sustainability 1.4 Challenges of policy implementation	Identify one sustainability issue in Pakistan (e.g., water or pollution) and suggest how schools can address it. Reading: Khan, S., & Mahmood, T. (2019). <i>Teacher Education for Sustainable Development in Pakistan</i> .
	Topic 2: Current Practices of ESD in Schools 2.1 Sustainability practices in Pakistani schools 2.2 Role of teachers in promoting ESD 2.3 School-community partnerships 2.4 Case studies from Pakistan	
Week 4	Sustainability Competencies for Future Teachers Topic 1: Knowledge, Skills, and Values for Sustainability 1.1 Sustainability literacy for teachers	Write 5–6 lines explaining why critical thinking is important for solving sustainability problems. Reading: UNESCO (2017). <i>Education</i>

	1.2 Ethical values and responsibility 1.3 Problem-solving and critical thinking skills 1.4 Attitudinal change and behavior development	<i>for Sustainable Development Goals: Learning Objectives.</i>
	Topic 2: Systems and Critical Thinking 2.1 Understanding systems thinking 2.2 Complexity and interdependence in sustainability 2.3 Critical reflection and decision-making 2.4 Applying systems thinking in classrooms	
Week 5	Teaching and Learning Theories Supporting ESD Topic 1: Constructivist and Learner-Centered Approaches 1.1 Constructivism and active learning 1.2 Learner engagement and participation 1.3 Collaborative learning strategies 1.4 Teacher as facilitator	Explain one teaching approach (constructivist or experiential) and how it supports sustainability learning. Reading: UNESCO (2012). <i>Education for Sustainable Development Sourcebook.</i>
	Topic 2: Transformative and Experiential Learning 2.1 Experiential learning principles 2.2 Reflective learning for sustainability 2.3 Transformative education concepts 2.4 Linking experience with real-life sustainability issues	
Week 6	Curriculum Integration of ESD Topic 1: Integrating ESD Across Subjects 1.1 ESD in science education 1.2 ESD in social studies and Pakistan Studies 1.3 Language and humanities for sustainability 1.4 Interdisciplinary teaching approaches	Design one learning objective related to sustainability for any subject you teach. Reading: UNESCO (2020). <i>Guide for the Implementation of ESD in Teacher Education.</i>
	Topic 2: Curriculum Planning for Sustainability 2.1 Writing sustainability-focused learning outcomes	

	2.2 Aligning curriculum with SDGs 2.3 Contextualizing content for Pakistani learners 2.4 Curriculum mapping and integration	
Week 7	Pedagogical Strategies for ESD Topic 1: Active and Participatory Teaching Methods 1.1 Inquiry-based learning 1.2 Project-based learning 1.3 Discussion and debate methods 1.4 Collaborative classroom practices	Suggest one classroom activity based on project-based learning to teach a sustainability topic. Reading: ADEA (2014). <i>Guide on Education for Sustainable Development for Educators</i> .
	Topic 2: Community-Based and Place-Based Learning 2.1 Learning from local environments 2.2 School-community collaboration 2.3 Using local sustainability issues as learning resources 2.4 Service learning for sustainability	
Week 8	Group Presentation	
	Group Presentation	
Week 9	Teaching Resources and Learning Materials for ESD Topic 1: Developing and Using ESD Teaching Materials 1.1 Designing sustainability lesson plans 1.2 Use of real-life case studies 1.3 Adapting textbooks for ESD 1.4 Low-cost and local teaching resources	Design a simple lesson plan using a real-life sustainability issue (e.g., waste management). Reading: Digital-ESD (n.d.). <i>Teaching Materials for Education for Sustainable Development</i> .
	Topic 2: Digital and Open Educational Resources 2.1 Use of open educational resources (OERs) 2.2 Digital tools for sustainability education 2.3 Media and technology in ESD 2.4 Evaluating online ESD resources	
Week 10	Assessment and Evaluation in ESD Topic 1: Assessment of Sustainability Learning 1.1 Cognitive, affective, and	Create one rubric to assess students' understanding of a sustainability topic. Reading:

	behavioral outcomes 1.2 Formative assessment strategies 1.3 Reflective journals and portfolios 1.4 Peer and self-assessment	UNESCO (2017). <i>ESD Learning Objectives</i> (assessment sections).
	Topic 2: Measuring Sustainability Competencies 2.1 Sustainability competency frameworks 2.2 Rubrics for ESD assessment 2.3 Performance-based assessment 2.4 Feedback for sustainable learning	
Week 11	Environmental Education and Climate Change Topic 1: Environmental Education in Schools 1.1 Environmental awareness and conservation 1.2 Biodiversity and ecosystems 1.3 Pollution and waste management 1.4 Environmental ethics	Write 5–6 lines explaining the causes and effects of climate change in Pakistan. Reading: UNESCO (2021). <i>Reimagining Our Futures Together</i> .
	Topic 2: Climate Change Education 2.1 Causes and impacts of climate change 2.2 Climate change in Pakistan 2.3 Climate resilience and adaptation 2.4 Role of teachers in climate action	
Week 12	Social, Cultural, and Ethical Dimensions of ESD Topic 1: Social Justice and Equity 1.1 Education for equity and inclusion 1.2 Poverty, gender, and sustainability 1.3 Inclusive education and SDGs 1.4 Teachers as agents of social change	Explain how education can promote equality and social justice (5–6 lines). Reading: UNESCO (2015). <i>Global Citizenship Education</i> .
	Topic 2: Ethics, Values, and Human Rights 2.1 Ethical foundations of sustainability 2.2 Human rights education 2.3 Peace education and sustainability 2.4 Cultural diversity and respect	

Week 13	Whole-School Approach to ESD Topic 1: Creating Sustainable School Environments 1.1 Green schools and eco-friendly practices 1.2 Energy and resource conservation in schools 1.3 Student participation in sustainability initiatives 1.4 School policies for sustainability	Suggest two ways a school can become more environmentally friendly. Reading: UNESCO (n.d.). <i>ESD Toolbox</i>.
	Topic 2: Teacher Leadership and School Culture 2.1 Teachers as sustainability leaders 2.2 Building a sustainability culture 2.3 Professional collaboration 2.4 Engaging parents and communities	
Week 14	Professional Development and Lifelong Learning Topic 1: Teacher Professional Development for ESD 1.1 Continuous professional learning 1.2 ESD training programs 1.3 Reflective teaching practices 1.4 Professional ethics and responsibility	Write a short reflection on why teachers need continuous professional development in ESD. Reading: UNESCO (2020). <i>Guide for ESD in Teacher Education</i>.
	Topic 2: Action Research and Innovation 2.2 Classroom-based action research 2.2 Innovation in sustainability teaching 2.3 Reflective inquiry for improvement	
Week 15	Application and Reflection Topic 1: Designing ESD Classroom Projects 1.1 Planning sustainability projects 1.2 Integrating SDGs into lesson plans 1.3 Student-led sustainability initiatives 1.4 Evaluation of classroom projects	Design a small classroom project based on sustainability (topic, objectives, and activity). Reading: UNESCO (2021). <i>Education for Sustainable Development: Policy and Implementation</i>.
	Topic 2: Reflection and Future Directions	

	2.1 Reflecting on ESD learning experiences 2.2 Challenges and opportunities in ESD 2.3 Future role of teachers in sustainability 2.4 Commitment to sustainable teaching practices	
Week 16	Micro-Teaching & Lesson Demonstrations	
	Micro-Teaching & Lesson Demonstrations	
Textbooks and Reading Material		
ADEA. (2014). <i>Guide on education for sustainable development for educators</i>. Association for the Development of Education in Africa. https://old.adeanet.org/en/system/files/resources/guide_on_esd_for_educators.pdf UNESCO. (2014). <i>Education for sustainable development: Perspectives and practices</i>. United Nations Educational, Scientific and Cultural Organization. https://library.oapen.org/handle/20.500.12657/105930 UNESCO. (2021). <i>Education for sustainable development: A roadmap (ESD for 2030)</i>. United Nations Educational, Scientific and Cultural Organization. https://doi.org/10.54675/YFRE1448 UNESCO. (2012). <i>Education for sustainable development sourcebook</i>. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000216383 UNESCO. (2017). <i>Education for sustainable development goals: Learning objectives</i>. United Nations Educational, Scientific and Cultural Organization. https://stairwaytosdg.eu/images/UNESCO_Education_for_Sustainable_Development_Goals_ENG.pdf UNESCO. (2020). <i>Guide for the implementation of education for sustainable development in teacher education</i>. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000367474 UNESCO. (2021). <i>Reimagining our futures together: A new social contract for education</i>. United Nations Educational, Scientific and Cultural Organization. https://en.unesco.org/sites/default/files/reimagining_our_futures_together.pdf UNESCO. (n.d.). <i>Education for sustainable development toolbox</i>. United Nations Educational, Scientific and Cultural Organization. https://www.unesco.org/en/sustainable-development/education/toolbox Digital-ESD. (n.d.). <i>Teaching materials for education for sustainable development</i>. Digital Education for Sustainable Development Project. https://digital-esd.eu/en/teaching-material UNESCO. (2021). <i>Education for sustainable development: Policy and implementation</i>. United Nations Educational, Scientific and Cultural Organization. https://en.unesco.org/themes/education-sustainable-development Khan, S., & Mahmood, T. (2019). <i>Teacher education for sustainable development in Pakistan: Challenges and prospects</i>. <i>Pakistan Journal of Distance and Online Learning</i>, 5(2), 1–16. https://ojs.aiou.edu.pk/index.php/pjdol/article/view/277		

UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. United Nations Educational, Scientific and Cultural Organization.
<https://unesdoc.unesco.org/ark:/48223/pf0000232993>

Teaching Learning Strategies

- 21. Inquiry-Based Learning
- 22. Project-Based Learning
- 23. Discussion, Debate, and Reflective Dialogue
- 24. Community-Based and Experiential Learning

Assignments: Types and Number with Calendar

Written Assignment

Student teachers will critically analyze an education for sustainable development topic and propose context-relevant teaching strategies for secondary classrooms in Pakistan.

Power point Presentation

Students will present sustainability concepts or SDG-based teaching ideas using structured slides to demonstrate understanding and communication skills.

Micro Teaching

Student teachers will plan and deliver a short ESD-focused lesson to apply sustainable teaching strategies in a simulated classroom setting.

Quiz

Short quizzes will assess students' understanding of key concepts, frameworks, and terminology related to education for sustainable development.

Assessment

Sr. No.	Elements	Weightage	Details
16.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
17.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
18.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore
Course Outline



Programme	B.Ed 1.5 Year	Course Code	EDBE-321	Credit Hours	3
Course Title	ARTIFICIAL INTELLIGENCE IN EDUCATION				
Course Introduction					
This course is designed to prepare future teachers with essential knowledge and practical skills related to Artificial Intelligence (AI) in educational settings. The course introduces fundamental AI concepts and focuses on their practical application in teaching, learning, assessment, classroom management, and educational planning. Emphasis is placed on the responsible and ethical use of AI tools to enhance instructional effectiveness, support personalized learning, and improve student engagement. Through hands-on activities, projects, and real classroom scenarios, B.Ed students will learn how AI can support teachers in lesson planning, assessment, feedback, and data-driven decision making in modern educational environments.					
Learning Outcomes					
1. Understand basic concepts and types of Artificial Intelligence in education 2. Explain the role of AI in modern teaching and learning processes 3. Use AI tools for lesson planning, content creation, and instructional support 4. Apply AI-based techniques for assessment and feedback 5. Design personalized learning activities using AI tools 6. Identify ethical, privacy, and bias issues related to AI in education 7. Integrate AI responsibly into classroom practices 8. Develop AI-enhanced lesson plans and teaching strategies 9. Reflect on future trends of AI and their impact on education					
Course Content				Assignments/Readings	
Week 1	Unit 01: Introduction to Artificial Intelligence and Education				
	Meaning and definition of Artificial Intelligence Evolution of AI and its relevance to education Role of AI in modern classrooms Examples of AI in daily life and education			Write a short reflection (1 page): <i>“Why AI is important for future teachers.”</i>	
Week 2	Unit 01 (continued)				
	Types of AI: Narrow AI, General AI (conceptual) Key AI concepts: Machine Learning, Natural Language Processing, Chatbots AI vs traditional educational technologies			Identify AI-based applications used in education and daily life.	
Week 3	Unit 02: AI in Teaching and Learning				
	AI-supported teaching strategies Role of AI in lesson planning and instructional design AI as a teaching assistant			Use an AI tool to generate ideas for a lesson plan.	
Week 4	Unit 02 (continued)				

	AI for student engagement and motivation AI-based content recommendation systems Supporting diverse learners using AI	Design a simple AI-assisted classroom activity.
Week 5	Unit 03: Personalized Learning through AI	
	Concept of personalized and adaptive learning AI-based learning paths Benefits of personalization for students	Practical: Create a personalized learning plan using an AI tool.
Week 6	Unit 03 (continued)	
	AI tools for differentiated instruction Supporting slow and advanced learners using AI	Assignment: Write a short note: “How AI can support individual differences in learning.”
Week 7	Unit 04: AI in Assessment and Feedback	
	Traditional vs AI-based assessment Automated quizzes and formative assessment AI-generated feedback for students	Practical: Create an AI-assisted quiz and feedback activity.
Week 8	Unit 04 (continued)	
	Continuous assessment using AI Use of AI for tracking student progress	Activity: Identify assessment tasks where AI can be effectively used.
Week 9	Unit 05: AI for Classroom Management	
	AI tools for attendance and monitoring Student engagement and behavior analysis Time management using AI	Assignment: Prepare a short report on AI tools for classroom management.
Week 10	Unit 06: AI in Educational Content Creation	
	AI for presentations, worksheets, and visuals AI-generated educational resources Supporting creativity through AI	Practical: Create an AI-assisted teaching resource (slides / worksheet).
Week 11	Unit 07: Ethical and Responsible Use of AI in Education	
	Ethical issues in AI Bias, fairness, and transparency Data privacy and student protection	Activity: Analyze a case study related to ethical issues of AI in education.
Week 12	Unit 07 (continued)	

	Responsible AI practices for teachers Guidelines for ethical AI use in classrooms	Assignment: Write guidelines for responsible AI use by teachers.
Week 13	Unit 08: AI-Enhanced Lesson Planning	
	Components of AI integrated lesson plans Aligning AI tools with learning objectives	Practical: Start mini project: Design an AI-enhanced lesson plan.
Week 14	Unit 08 (continued)	
	Implementation strategies of AI lesson plans Classroom challenges and solutions	Activity: Peer review of AI-enhanced lesson plans.
Week 15	Unit 09: Future Trends of AI in Education	
	Generative AI and intelligent tutors AI and teacher's changing role Future classrooms and smart learning environments	Assignment: Short essay: "Future of teaching with AI."
Week 16	Unit 10: AI Projects and Course Review	
	Presentation of AI-enhanced lesson plans Course review and reflection	Final Activity: Project presentation and course reflection.

Textbooks and Reading Material

Al-Marzouqi, A., Salloum, S. A., Al-Saidat, M., Aburayya, A., & Gupta, B. (2024). *Artificial Intelligence in Education: The Power and Dangers of ChatGPT in the Classroom*. Springer.

Holmes, W., Bialik, M., & Fadel, C. (2023). *Artificial Intelligence in Education: Building Technology for 21st Century Learning*. Cambridge University Press.

Luckin, R., Holmes, W. (2024). *Learning with AI: Practical Applications in Classrooms*. Routledge.

Chen, L., Chen, P., & Lin, Z. (2023). *Artificial Intelligence in Education: Methods, Applications, and Impacts*. Springer.

UNESCO. (2023). *Guidance on Generative AI and Education*. UNESCO Publishing.

OECD. (2024). *Artificial Intelligence in Education: Challenges and Opportunities for Policy and Practice*. OECD Publishing.

Reference Material

OECD (2024). *Education at a Glance: AI and Data-Driven Education*.

World Economic Forum (2023). *AI in Education: Opportunities and Challenges*.

Microsoft Learn (2024–2025). AI for Education Resources.

Google for Education AI Resources (2024).

Assessment

Sr. No.	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
	Final Assessment	40%	Written Examination at the end of the semester.