**Scheme of Studies B.Ed. 1.5 Year Program (Self-Supporting)**

**1st YEAR**

 **SEMESTER-1**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit hours** |
|  Maj/B. Ed-101 | Philosophy of Education |  3(3+0)  |
| Maj/B. Ed-102 | Curriculum Development |  3(3+0) |
| Maj/B. Ed-103 | Educational Psychology |  3(3+0) |
|  Maj/B. Ed-104 | School Management | 3(3+0) |
| Maj/B. Ed-105 | Guidance and Counseling in Schools | 3(3+0) |
| Maj/B. Ed-106 | School Community and Teacher | 3(3+0) |
|   | **Total Credit** | **18** |

 **SEMESTER-II**

|  |  |  |
| --- | --- | --- |
| **Course Code** |  **Courses** | **Credit Hours** |
| Maj/B. Ed-201 | Classroom Assessment | 3(3+0) |
| Maj/B. Ed-202 |  Research Methods in Education | 3(3+0) |
| Maj/B. Ed-203 |  ICT and Computer Literacy | 3(3+0) |
| Maj/B. Ed-204 | Inclusive Education | 3(3+0) |
| Maj/B. Ed-205 | General Methods of Teaching | 3(3+0) |
| Maj/B. Ed-206 | Educational Statistics | 3(3+0) |
|  | **Total Credit** | **18** |

 **SEMESTER-III**

 **Area of Specialization Courses in English**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-Eng-301 | Phonetics and Phonology |  3(3+0) |
|  EC/B. Ed-Eng-302 | Foreign/Second Language Acquisition and Instructional Technology |  3(3+0)  |
|  EC/B. Ed-Eng-303 | Syntax and Teaching of Grammar |  3(3+0) |

**OR**

**Area of Specialization Courses in Fine Arts**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-FA-301 | Teaching of Fine Arts |  3(3+0) |
|  EC/B. Ed-FA-302 | Instructional Technology for Fine Arts |  3(3+0)  |
|  EC/B. Ed-FA-303 | Trends and Contemporary Issues in Fine Arts |  3(3+0) |

**OR**

**Area of Specialization Courses in Islamic Studies**

|  |  |  |
| --- | --- | --- |
| **Course code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Isl.Stud-301 | Teaching of Islamic Studies |  3(3+0) |
| EC/B. Ed-Isl.Stud-302 | Instructional Technology for Islamic Studies |  3(3+0)  |
| EC/B. Ed-Isl.Stud-303 | Trends and Contemporary Issues Islamic Studies |  3(3+0) |

**OR**

**Area of Specialization Courses in Home Economics**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-H.Eco-301 | Teaching of Home Economics |  3(3+0) |
| EC/B. Ed-H.Eco-302 | Instructional Technology for Home Economics |  3(3+0)  |
| EC/B. Ed-H.Eco-303 | Trends and Contemporary Issues in Home Economics |  3(3+0) |

 **OR**

**Area of Specialization Courses in Arabic**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Ara-301 | Teaching of Arabic |  3(3+0) |
| EC/B. Ed-Ara-302 | Instructional Technology for Arabic |  3(3+0)  |
|  EC/B. Ed-Ara-303 | Trends and Contemporary Issues in Arabic |  3(3+0) |

**OR**

**Area of Specialization Courses in Biology**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Bio-301 | Teaching of Biology |  3(3+0) |
| EC/B. Ed-Bio-302 |  Instructional Technology for Biology |  3(3+0)  |
| EC/B. Ed-Bio-303 | Trends and Contemporary Issues Islamic Studies |  3(3+0) |

 **OR**

**Area of Specialization Courses in Chemistry**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-Chem-301 | Teaching of Chemistry |  3(3+0) |
|  EC/B. Ed-Chem-302 |  Instructional Technology for Chemistry |  3(3+0)  |
|  EC/B. Ed-Chem-303 | Trends and Contemporary Issues in Chemistry |  3(3+0) |

 **OR**

**Area of Specialization Courses in Mathematics**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Math-301 | Teaching of Mathematics |  3(3+0) |
| EC/B. Ed-Math-302 |  Instructional Technology for Mathematics |  3(3+0)  |
|  EC/B. Ed-Math-303 | Trends and Contemporary Issues in Mathematics |  3(3+0) |

**OR**

**Area of Specialization Courses in Physics**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-Phy-301 | Teaching of Physics |  3(3+0) |
|  EC/B. Ed-Phy-302 |  Instructional Technology for Physics |  3(3+0)  |
| EC/B. Ed-Phy-303 | Trends and Contemporary Issues in Physics |  3(3+0) |

**OR**

**Area of Specialization Courses in Geography**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Geo-301 | Teaching of Geography |  3(3+0) |
| EC/B. Ed-Geo-302 |  Instructional Technology for Geography |  3(3+0)  |
| EC/B. Ed-Geo-303 | Trends and Contemporary Issues in Geography |  3(3+0) |

 **OR**

**Area of Specialization Courses in Physical Education**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Phy.Edu-301 | Teaching of Physical Education |  3(3+0) |
|  EC/B. Ed-Phy.Edu-302 |  Instructional Technology for Physical Education |  3(3+0)  |
| EC/B. Ed-Phy.Edu-303 | Trends and Contemporary Issues in Physical Education |  3(3+0) |

 **OR**

**Area of Specialization Courses in History**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Hist-301 | Teaching of History |  3(3+0) |
| EC/B. Ed-Hist-302 |  Instructional Technology for History |  3(3+0)  |
| EC/B. Ed-Hist-303 | Trends and Contemporary Issues in History |  3(3+0) |

**OR**

**Area of Specialization Courses in Pak Studies**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Pak.St-301 | Teaching of Pak Studies |  3(3+0) |
| EC/B. Ed-Pak.St-302 |  Instructional Technology for Pak Studies |  3(3+0)  |
| EC/B. Ed-Pak.St-303 | Trends and Contemporary Issues in Pak Studies |  3(3+0) |

**OR**

**Area of Specialization Courses in Pol.Science**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Pol.Sc-301 | Teaching of Pol.Science |  3(3+0) |
| EC/B. Ed-Pol.Sc-302 |  Instructional Technology for Pol.Science |  3(3+0)  |
| EC/B. Ed-Pol.Sc-303 | Trends and Contemporary Issues in Pol. Science |  3(3+0) |

 **OR**

**Area of Specialization Courses in Urdu**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Urdu-301 | Teaching of Urdu |  3(3+0) |
|  EC/B. Ed-Urdu-302 |  Instructional Technology for Urdu |  3(3+0)  |
| EC/B. Ed-Urdu-303 | Trends and Contemporary Issues in Urdu |  3(3+0) |

 **OR**

**Area of Specialization Courses in Psychology**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Psy-301 | Teaching of Psychology |  3(3+0) |
|  EC/B. Ed-Psy-302 |  Instructional Technology for Psychology |  3(3+0)  |
| EC/B. Ed-Psy-303 | Trends and Contemporary Issues in Psychology |  3(3+0) |

 **OR**

**Area of Specialization Courses in Statistics**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-Stat-301 | Teaching of Statistics |  3(3+0) |
| EC/B. Ed-Stat-302 |  Instructional Technology for Statistics |  3(3+0)  |
|  EC/B. Ed-Stat-303 | Trends and Contemporary Issues in Statistics |  3(3+0) |

**OR**

**Area of Specialization Courses in Arts and Experimental Crafts**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-AEC-301 | Teaching of Arts and Experimental Crafts |  3(3+0) |
| EC/B. Ed-AEC-302 |  Instructional Technology for Arts and Experimental Crafts |  3(3+0)  |
|  EC/B. Ed-AEC-303 | Trends and Contemporary Issues in Arts and Experimental Crafts |  3(3+0) |

**OR**

**Area of Specialization Courses in Computer Studies& Data Analysis**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-Comp-301 | Teaching of Computer Studies& Data Analysis |  3(3+0) |
|  EC/B. Ed-Comp-302 |  Instructional Technology for Computer Studies& Data Analysis |  3(3+0)  |
|  EC/B. Ed-Comp-303 | Trends and Contemporary Issues in Computer Studies& Data Analysis |  3(3+0) |

**OR**

**Area of Specialization Courses in Teaching of Applied Electricity**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-Elec-301 | Teaching of Teaching of Applied Electricity |  3(3+0) |
|  EC/B. Ed-Elec-302 |  Instructional Technology for Teaching of Applied Electricity |  3(3+0)  |
|  EC/B. Ed-Elec-303 | Trends and Contemporary Issues in Teaching of Applied Electricity |  3(3+0) |

**OR**

**Area of Specialization Courses in General Electronics**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
|  EC/B. Ed-G.Elec-301 | Teaching of General Electronics |  3(3+0) |
|  EC/B. Ed-G.Elec-302 |  Instructional Technology for General Electronics |  3(3+0)  |
|  EC/B. Ed-G.Elec-303 | Trends and Contemporary Issues in General Electronics |  3(3+0) |

**OR**

**Area of Specialization Courses in Technical & Geometrical Drawing**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Courses** | **Credit Hours** |
| EC/B. Ed-T.Geo-301 | Teaching of Technical & Geometrical Drawing |  3(3+0) |
| EC/B. Ed-T.Geo-302 |  Instructional Technology for Technical & Geometrical Drawing |  3(3+0)  |
| EC/B. Ed-T.Geo-303 | Trends and Contemporary Issues in Technical & Geometrical Drawing |  3(3+0) |

**Teaching Practice**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course**  | **Credit Hours** |
| Maj/B. Ed-301 | Long Teaching Practice |  6(0+6) |

 **Research Thesis**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course Title** | **Credit Hours** |
| Maj/B. Ed-302 | Research Thesis |  3(0+3) |
|  | **Total Credit** |  **18** |
|  | **Total Credit** | **18+18+18=54** |

**Course Outlines**

**Semester I**

 **Course Title: Philosophy of Education**

 **B.Ed (1.5) Year**

**Semester I**

**Course Code: Maj/B. Ed-101** **Credit Hours: 03**

**Course Description**

The objective of the course is to study philosophically the education and its problems. To do this study the participants are given opportunity to know the standard branches of philosophy: Epistemology, Ontology and Axiology. The central focus of the discussion in this course is how the elements of the educational process are coordinated around a cosmic vision and what specific educational implementations of classical and modern philosophies are emerged with reference to aims, curriculum, methodology and evaluation, etc. Other substantive topics include: Thoughts of eminent educational thinker: Philosophy and Education: philosophy and Science; Logical system in Education and Analytical topics Assignments.

**Learning Outcomes**

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

* Explain, describe and use correctly the significant term/concepts of Philosophy
* Understand the ‘Philosophic Method’
* Develop their own point of view about educational theory and process
* Develop a rational approach
* Develop a Philosophy of Education for Pakistan
* Analyze various Educational Policies in the light of Philosophy

**Course Outline**

1. Education: Definition and explanation (Differentiate; qualification, education and training)
2. The origin and development of Philosophy
3. Meaning and significance of philosophy
	1. Meaning of Philosophy
	2. Significance of Philosophy
	3. Modes of philosophy

Speculative

Prescriptive

Analytic

3.4 Philosophy and its neighbors: Religion and Science

1. Understanding important Areas of Philosophy
	1. Ontology
	2. Epistemology
	3. Axiology
2. Philosophy and Education
	1. Definition and explanation
	2. Functions of Educational Philosophy
3. Study of Main schools of General Philosophy
	1. Idealism
	2. Naturalism/Realism
	3. Pragmatism
	4. Existentialism

7. Study of Main schools of Educational Philosophy

7.1 Perennialism

7.2 Essentialism

7.3 Progressivism

7.4 Reconstructionism

8. Philosophical Foundations of Islamic system of Education

9. Study of Educational Philosophy of some eminent Western and Muslim Scholars

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1. | Presentations | 5 |
| 2. | Assignments | 5 |
| 3. | Attendance | 5 |
| 4. | Test I  | 10 |
| 5. | Test II | 10 |
| 6. | Final Exam | 65 |
| 7. | Total Marks | 100 |

**Recommended Books:**

Al Quran.

Al-Hadith

Abdullah ,S. Taleemi Khutbat.(Complied by Mumtaz Mangloel)

Ahmed, N. (n.d). Tarikh Falsafa-e-Jadeed

Ahmed,N, (n.d) Tarikh Falsafa-e-youman

Akhtar , M.M.S (n.d) Ta’leem ke mazriati asas: Islamic tanazir main; Lahore: Azeem academy

Arbery, A,J.Revelation and Reason in islam

Broundy ,H,S Building a philosophy of Education

Brubacher,J.S.Eclectic philosophy of Education

Butter,J,D(1988) Four philosophies and their prectices in Education and Religion New York: Harper and Ron

Dar,Bashir Ahmad.Religious Thoughts of Sayyed Ahmad khan

Dewey,J,(1963) Experience and Education, Chicago: University of Chicago press

Dr. Ismail Al-Raji Al-Farooqui. Islamization of knowledge.

**Department of Education (Planning and Development)**

**Course Title: Curriculum Development**

**B.Ed (1.5) Year**

 **Semester I**

**Course Code:** **Maj/B. Ed-102** **Credit Hours: 3**

**Course Description**

This course deals with the concepts of Curriculum Development. It explains different model and designs of Curriculum Development. It also deals with the Curriculum Development process and approaches of curriculum change.

**Learning Outcomes**

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

* understand the concepts of curriculum
* examine the components of curriculum development
* differentiate between different types of curriculum
* explain different approaches of curriculum change

**Course Outline**

**Unit 01: Introduction to Curriculum**

* 1. Concept of Curriculum
	2. Various Forms of Curriculum
	3. Need for Changing the Curriculum
	4. Principles of Curriculum Development
	5. Steps in Curriculum Development
		1. Formulating Objectives
		2. Selecting Curriculum Content
		3. Organizing Content
		4. Preparing instructional materials
		5. Evaluating Curriculum

**Unit 02: Foundations of Curriculum**

* 1. Philosophical Foundations
	2. Psychological Foundations
	3. Sociological Foundations

**Unit 03: Curriculum and Instructional Objectives**

* 1. Distinction between Aims, Goals & Objectives
	2. Taxonomies of Educational Objectives
		1. Bloom Taxonomy
		2. Solo Taxonomy

**Unit 04: Models of Curriculum**

4.1 Tyler Model

4.2 Wheeler Model

4.3 Dynamic Model

4.4 Hilda Taba’s Model

4.5 Need Assessment Model

**Unit 05: Design of Curriculum**

1. Subject based Curriculum
2. Activity base Curriculum

**Unit 06: Process of Curriculum Development in Pakistan**

1. Curriculum Development at Elementary and Secondary Level
2. Role of Teacher in Curriculum Development Process at Various Levels
3. Challenges and Issues to Curriculum Implementation

**Unit 07 Curriculum Change**

1. Approaches of Curriculum Change
2. Process of Curriculum Change
3. Various Issues in Curriculum Change

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1. | Presentations | 5 |
| 2. | Assignments | 5 |
| 3. | Attendance | 5 |
| 4. | Test I (Unit 1 and 2) | 10 |
| 5. | Test II (Unit 3 and 4) | 10 |
| 6. | Final Exam | 65 |
| 7. | Total Marks | 100 |

**Recommended Books:**

Farooq, R. A. (1993). *Education system in Pakistan.* Islamabad: Asia society for the promotion

of innovation and reforms in Education.

Kelley, A.V. (1999). *The Curriculum, Theory and Practice.* London: Paul Champman.

Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges.

*Journal of Management and Social Science, 3,* 47–55.

McNeil, J.D. (1990). *Curriculum: A Comprehensive Introduction* (4thed.). Los Angeles: Harper

Collins.

Talla, M. (2012).*Curriculum Development: Perspectives Principals and Issues.* India:

Pvt Ltd licensees of Pearson Education in South Asia.

Wiles, J. W.,&Bondi, J. C. (2011).*Curriculum development*: *A guide to practice* (8th ed.).

Boston: Allyn & Bacon.

**Department of Education (Planning and Development)**

**Course Title: Educational Psychology**

**B.Ed (1.5) Year**

**Semester I**

**Course Code: Maj/B. Ed-103**  **Credit Hours: 03**

**Course Description**

The purpose of this course is to develop learner’s insight. Its unique approach helps student’s teachers to understand different psychological concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers. This course concentrates on core concepts and principles. It gives readers an in-depth understanding of the central ideas of educational psychology.

**Learning Outcomes**

By the end of the course students will be able to:

* describe in detail the multidisciplinary nature of educational psychology
* familiarize students with basic theories derived from various discipline which are related to education
* develop critical thinking about and appreciation of education psychology as multidisciplinary subject
* familiarize with the concept of test development

**Course Outline**

**Unit 1. Introduction to psychology**

 1.1. Schools of thoughts

 1.2. Structuralism

1.3. Functionalism

 1.4. Behaviorism

1.5. Humanist Psychology

1.6. Nature and function of educational Psychology

1.7. Four-way teaching agenda of educational psychology

**Unit 2. Fundamentals of Human Development**

2.1 Overview of Growth and Development

2.2 The development of Cognitive Functions and Language

2.3 The development of Personality

2.4 The social and moral development

2.5 Factors influencing Child Development

**Unit 3. Learning Theories and its Applications**

3.1 Definition of learning

3.2 Varieties of Learning

3.3 Learning theories

3.4 Learning Process

**Unit 4. The Cognitive Processing of Information**

4.1 The information processing Approaches

4.2. Memory and Forgetting

4.3. Methods to improve memory

4.4 Complex cognitive processes

4.5. Transfer of Learning

**Unit 5. Motivation**

5.1 The influence of motivation on learning

5.2 Personality factors in motivation

5.3 Environmental factors in motivation

5.4 Motivational Techniques in teaching

**Unit 6. Intelligence**

6.1. Concept of intelligence

6.2. Theories of intelligence

6.3. Individual difference in intelligence

6.4. Integration, mainstreaming, and inclusion

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1. | Presentations | 5 |
| 2. | Assignments | 5 |
| 3. | Attendance | 5 |
| 4. | Test I  | 10 |
| 5. | Test II | 10 |
| 6. | Final Exam | 65 |
| 7. | Total Marks | 100 |

**Recommended Books**

* Anita, Woolfolk. (2018). *Educational Psychology*. (14th edition). Pearson
* Ormrod, Jeane. (2010) *Educational Psychology*, Developing Learners: Pearson Santrock
* J.W. (2015) *Educational Psychology.* (5th edition). Boston: McGraw Hill.

**Department of Education (Planning and Development)**

**Course Title: School Management**

**B.Ed (1.5) Year**

**Semester I**

**Course Code: Maj/B. Ed-104**  **Credit Hours: 03**

**Course Description**

This course focuses on developing effective elementary school leaders. The aim of the course is to make prospective teachers well acquainted with the process of running schools in effective and efficient manner besides being well versed with the duties and responsibilities of the head teachers. The course covers knowledge about school management; organization; function of head teachers, record keeping, and school-community relations related matters.

**Learning Outcomes**

After completing this course prospective teachers will be able to:

* Manage and plan school academic matters effectively
* Manage and plan school budget matters effectively
* Manage and plan students’ affairs related to co-curricular activities
* Manage library and instructional material related matters
* Manage upward, downward, and horizontal communication
* Manage and plan school – community relationship activities
* Resolve conflicts among different custodians of school community
* Maintenance and management of school infrastructure and programs

**Course outline**

**Unit 1. Introduction**

1.1. Definition and concept of organization, administration, and management

1.2. Importance and impact of effective management

1.3. Elements of management

1.4. Basic Management Processes

1.5. Principles of school Management

 **Unit 2. Role of Principal as manager**

2.1. Supervisory Roles in school

2.2. Providing instructional leadership

2.3. Working with parents

2.4. Managing supporting staff

**Unit 3. Planning the curriculum**

3.1. Developing and planning yearly calendar for school activities

3.2. Assigning roles to staff

3.3 Monitoring and supervising curriculum

3.4. Curriculum revision and evaluation

**Unit 4. Managing Health, safety, and co-curricular activities**

4.1. Planning activities to promote health and safety measures

4.2. Planning and aligning co-curricular activities with yearly calendar

**Unit 5. Managing structure and processes**

5.1 Management arrangement

5.2. Collective responsibility

5.3. Effective school discipline

5.4. Performance evaluation

5.5. Appraisal processes

**Unit 6. Managing Communication in schools**

6.1. Meetings in school (preparation, conduct and recording the proceedings)

6.2. Establishing a communication network

**Unit 7. Record keeping in schools**

7.1. Attendance record

7.2. Enrollment record

7.3. Examination record

7.4. Financial records

7.5. Maintaining stock registers

7.6. School registers

**Unit 8. Day to day concerns**

8.1. School day activities

8.2. Arranging the classes

8.3. Staffing arrangement

8.4. In time directions to address day needs

8.5. Conflict management

**Unit 9. Managing School Plant:**

9.1. Maintenance of physical aspects (building, library, hostel, playgrounds etc.)

9.2. Management of learning resources

9.3. Educational financing

9.4. Budgeting and Expenditures

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1. | Presentations | 5 |
| 2. | Assignments | 5 |
| 3. | Attendance | 5 |
| 4. | Test I  | 10 |
| 5. | Test II | 10 |
| 6. | Final Exam | 65 |
| 7. | Total Marks | 100 |

**Recommended Books:**

* Burden, P. (1995) Classroom Management and Discipline. New York: Longman.
* Hoy, W.K. & Miskel, G.C (1996) Educational Administration: Theory Research and Practice, (5th ed.) New York: McGraw Hill Inc.
* Lunenburg & Ornstein, (2004) Educational Administration: Concepts and Practices Tony Bush: Theories of Educational management.

**Department of Education (Planning and Development)**

**Course Title: Guidance and Counseling in Schools**

**B.Ed (1.5) Year**

**Semester I**

**Course Code:** **Maj/B. Ed-105 Credit Hours: 03**

**Course Description**

This course is design to introduce the concept, scope, techniques and theories that govern the process of guidance and counseling in education. Theoretical knowledge of guidance and counseling along with the development of prospective teachers counseling skills are included.

**Learning Outcomes**

By the end of this course students will be able to:

* describe the role and qualities of a school counselor
* demonstrate knowledge of the importance of guidance and counseling to teachers and students
* apply appropriate counseling techniques to solve students’ problems
* apply the principles and functions of guidance and counseling to ensure a safe learning environment in school
* critically analyze the concepts, scope, and theories that govern the process of guidance and counseling
* organize effective guidance programs for elementary and secondary schools

**Course Outline**

**Unit 1 Introduction to Guidance and Counseling**

1.1 Definition and Meaning of Guidance and Counseling

* 1. The Stages of Development in Perspective of Guidance

1.3 Differentiate Between Guidance and Counseling

1.4 Principles and Function of Guidance and Counseling Process

1.5 Enlist the main Objectives of Guidance and Counseling Programs in Education

1.6 Elements and Characteristics of Counseling

**Unit 2 Counseling Process**

 2.1 Preparations for Counseling

 2.2 Counseling Relationship

 2.3 Counseling Content and Process

 2.4 Steps in Counseling Process

 2.5 Basic Counseling Skills

**Unit 3 Educational Guidance**

3.1 Guidance needs related to Education

3.2 Guidance and the Elementary Level

3.3 Guidance at the Secondary School Level

**Unit 4 Educational Counseling**

4.1 Counseling the Elementary School Child

4.2 Counseling at High School

4.3 Counseling at College

4.4 Counseling and Home

4.5 Role and Qualities of a School Counselor

**Unit 5 Guidance in Modern Society**

5.1 The Family

5.2 The School

5.3 The 21st Century Society

5.4 Educational Problems

**Unit 6 Psychotherapy**

6.1 Psychotherapy

6.2 Psychotherapy and Counseling

6.3 Difference between Psychotherapy and Counseling

**Unit 7 Theories and Techniques of Guidance and Counseling**

7.1 Humanistic Approach (Carl Rogers)

 7.2 Psychosocial Development (Erik Erikson)

7.3 Behavioristic Approach (B. F. Skinner)

7.4 Gestalt Approach

7.5 Directive Approach

7.6 Non-Directive Approach

 7.7 Eclectic Approach

**Unit 8 Career Counseling**

 8.1 Skills for Career Counseling

 8.1.1 Basic Skills for Career Counseling

 8.1.2 Specific Skills for Career Counseling

 8.2 Career Counseling for Individuals and Groups

 8.3 Stages in the Career counseling Process

 8.3.1 Stages in Individual Career counseling Process

 8.3.2 Stages in Group Career counseling Process

**Unit 9 Evaluation of Counseling**

9.1 Problems of Evaluation

9.2 Approaches to Evaluation

 9.3Criteria for Evaluation

 9.4 Studies of Counseling Effectiveness in Educational Settings

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1. | Presentations | 5 |
| 2. | Assignments | 5 |
| 3. | Attendance | 5 |
| 4. | Test I  | 10 |
| 5. | Test II | 10 |
| 6. | Final Exam | 65 |
| 7. | Total Marks | 100 |

**Recommended Books**

* Butcher, P. A. (2005). *Sociology* (9th ed.). Boston: McGraw-Hill.
* Hurlock, E. B. (2008*). Developmental psychology* (5th ed.). London: McGraw-Hill.
* Nayak, A. K. (2007*). Guidance and counseling*. New Delhi: APH Publishing.
* Shaffer, D. R., &Kipp, K. (2010). *Developmental psychology: Childhood and adolescence* (8th ed.). Belmont: Wadsworth.
* Hederson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Cengage Learning.
* Sharif, R. S. (2009). *Applying career development theory to counseling* (5th ed.). Stanford: Brooks/Cole.
* Zunkar, V. G. (2006). *Career counseling: A holistic approach* (7th ed.). Belmont: Brooks/Cole.m

**Department of Education (Planning and Development)**

**Course Title: School, Community and Teacher**

**B.Ed (1.5) Year**

**Semester 1**

**Course Code: Maj/B. Ed-106 Credit Hours: 3 (3+0)**

**Course Description**

This course is designed to provide an opportunity to develop awareness about linkage among school, community and teacher for effective education program. Through this course the student has an exploration of interaction between teaching and learning within school and community. The course emphasized that how to experience the social contact with the community, and how to mobilize community for the development of the school. The course includes a wider issue include culture, gender, special needs, equity and equality and collaborative working condition within the school and community. This course will provide an orientation for the process of socialization and social development. It does also emphasize on social factors which may affect education. This course has not only a theoretical perspective, it has some practical aspects as well like community work, health promotion activities, and promotion of healthy environment.

**Learning Outcomes**

After completion of the course, the student will be expected to:

* explain relation between school and community
* know the process of linkage among the school community and teacher for effective education
* identify the social factors affecting education and how it can support the development of education
* describe the role of teachers and school in socialization of student and development of society

**Course Outline**

**Unit 1 Society, Community and Culture**

1.1 Definition, Structure and function.

1.2 Individual Status and his/her role in the society

1.3 Social interaction

1.5 Cultural diversity

1.6 Culture and Cultural elements of Pakistani community

1.7 Role of education in strengthening Pakistani community

 **Unit 2 Group and Group Dynamics**

 2.1 Meaning of group

 2.2 Group dynamics

 2.3 Types of social groups

2.4 Individual behavior and group behavior

 2.5 Role of school and teacher in molding individual and group behavior

**Unit 3 Socialization**

 3.1 Meaning and aims of socialization

3.2 Agencies of socialization

 3.3 Stages of social development

 3.4 Role of school in socialization

 3.5 Teacher as role model as participating in community and health activities

 **Unit 4 Social Institutions**

 4.1 Definition of social institutions

 4.2 Types of social institutions

4.2.1 The family

4.2.2 Economic institutions

4.2.3 Religious institutions

 4.2.4 Educational institutions

4.2.5 Play and recreational institutions

**Unit 5 School and Community**

 5.1. Relationship between school and community

5.2. Effects of school on community

 5.3. Effects of community on school

5.4. A critical analysis of effective role of school and teachers in Pakistani community

**Unit 6 Social Control**

6.1. Definition

6.2. Social deviation, peace, harmony and tolerance

6.3. Methods of social control

6.4. Role of community, school and teacher in developing peace, harmony and tolerance

**Unit 7 Teacher School and Students**

7.1 Are teacher born or made?

7.2 Effective and reflective teaching

7.3 Creative and critical teaching

7.4 Teacher Effectiveness

7.4.1 Academic learning time (ALT)

7.4.2 Class room management

7.4.3 Co-curriculum activities

7.4.4 Clarity in academic and non-academic structures

7.4.5 Creating expressive environment in classrooms.

 7.4.6 Reflection or productive feedback

 **Unit 8 Technological Change**

8.1 Technological change and its impact

 8.2 Sources/forces of technological change

8.3 Technology and jobs

8.4 Technology and ethical values

 8.5 Utilitarian view of technology

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1. | Test I | 10 |
| 2 | Test II | 10 |
| 3. | Final Exam | 65 |
| 4. | Attendance | 05 |
| 5. | Assignments | 05  |
| 6. | Presentations | 05 |
| 7. | Total  | 100 |

**Recommended Books**

Chaudhary, M. I. (1993). *Sociology*. Lahore: Aziz Publishers.

Hafeez, S. (2002). *Society and Technological Change* (6th ed.) Worth Publishers.

Mehnaz, A. (2007). *School and Family Partnership*. Children’s Global Network, Pakistan.

Sadker, M. P., & David, M. S. (2003). *Teachers’ School and Society* (6th ed.). New York: McGraw Hill Book Company.

Sarwar, G. R. (n.d). *Maashra, School Owar Ustad*. Pakistan: Majeeb Book Depot.