DEPARTMENT OF EDUCATION

Academic Programs Offered

1. BS Education
2. B.Ed. (Hons) Elementary
3. MA Education
4. B.Ed. (1.5 Years)
5. B.Ed. Science (1.5 Years)
6. B.Ed. ELT (1.5 Years)
7. MPhil Education
8. PhD Education

BS Education (Honors) Program

Semester System

Scheme of Studies
And
Course Outlines

2020

Department of Education
University of Sargodha

Vision

This programme is an innovative programme that permits prospective teachers to approach education as a multi-dimensional discipline, exploring educational issues through economic, social, political and professional lenses. The programme is aimed at educational practitioners, including those seeking for a career in in the field of Education.

Mission

To provide the facilities in the field of education by preparing well-educated, skilled, competent, capable and efficacious teachers and teacher educators; making them independent learners and contributing members of society by providing a vibrant and innovative educational conditions in order to ameliorate the quality of education in particular and standard of living in general.

Scheme of Studies BS Education (Honors)

Objectives of BS Program

1. To produce competent teachers and teacher educators at elementary & secondary level college & Universities
2. To train teachers who can meet the demands of society in both public and private enterprises.
3. To develop personality of prospective teachers through curricular and co-curricular activities.
4. To provide quality education to prospective teachers by ensuring the provision of highly qualified faculty and better teaching-learning services.
5. To provide multi-dimensional and versatile training related to co-curricular activities
6. To create liking, interest, association and commitment to teaching profession among the prospective teachers through model behavior of teacher educators.
7. To create awareness among the prospective teachers about the national and global issues, problems and trends.
8. To develop the ability to solve their local educational and social problems.
9. To inculcate values of tolerance, peace and harmony among the students through provision of literature, co-curricular activities, print and electronic media.
10. To prepare skilled manpower that can contribute towards the essential psychological, social, moral, economic and spiritual growth and development of children.
11. To ensure the learning for prospective teachers by following trends and technology of current era.

Duration of the Program:

Total Duration	Eight Semesters

Credit Hours Distribution:

Courses	**Credit Hours**
1) Compulsory Courses	26
2) Foundation Courses	51
3) Professional Courses	16
4) Specialization	12
5) Area Courses	06
6) Teaching Practice	15
7) Thesis/Term paper & Seminar	06
Total	**132**

Evaluation Criteria:

Mid-term Exams.	30%
Sessional Marks	20%
Final Exams.	50%

Evaluation Criteria for Teaching Practice:

Lesson Plans	30%
Continuous Assessment	30%
Final Lesson	30%
Observation & reflection	10%

Note: The duration of “Teaching Practice I” is 6 weeks and “Teaching Practice II” is 9 weeks prior to start of Teaching Practice, students will attend a one week mandatory orientation session held by the department.

Courses for BS Program

S #	Course Code	COMPULSORY COURSES	Page No
1	URCE 5101	English I	14
2	URCE 5102	English II	32
3	URCE 5103	English III	53
4	URCE 5104	English IV	72
5	URCM 5107	Mathematics	34
6	URCE 5108	General Science	36
7	EDUC-5103	Computer Applications	19
8	URCP-5106	Pakistan Studies	22
9	URCI-5105	Islamic Studies	41
10	URCC-5110	Citizenship Education and Community Engagement	3(1+2) Non Credit
FOUNDATION COURSES			
1	EDUC-5101	Introduction to Education	12
2	EDUC-5102	Instructional Methods	14
3	EDUC-5109	Education in Pakistan	45
4	EDUC-5112	Educational Technology & ICT	55
5	EDUC-5113	Philosophy of Education	57
6	EDUC-5115	Educational Psychology	61
7	EDUC-5121	Curriculum Development	81
8	EDUC-5122	Comparative Education	85
9	EDUC-6123	Critical Thinking & Reflective Practices	89
10	EDUC-6129	Economics and Financing of Education	104
11	EDUC-6130	Guidance and Counselling	107
12	EDUC-6131	Educational Assessment and Evaluation	109
13	EDUC-6132	Sociology of Education	112
14	EDUC-6133	Research Methods in Education	115
15	EDUC-6134	Educational Planning and Management	117
16	EDUC-6135	Statistics & Data Analysis	121
17	EDUC-6136	Inclusive Education	123
PROFESSIONAL COURSES			
1	EDUC-5114	Teaching of History & Geography	59
2	EDUC-5119	Teaching of General Science	74
3	EDUC-5120	Teaching of English Language	77
4	EDUC-6124	Teaching of Mathematics	76

S#	Course code	SPECIALIZATION I	Page No
1	EDUC-5104	Fundamentals of Language and Linguistics	24
2	EDUC-5109	Language skills	45
3	EDUC-5116	Computer Assisted Language Learning (CALL)	64
4	EDUC-6126	Second Language Acquisition	97
	SPECIALIZATION II		
1	EDUC-5105	History of Muslim Rule in South Asia	26
2	EDUC-5110	Geography	48
3	EDUC-5117	Development Studies	66
4	EDUC-6127	Human Rights Education	99
	SPECIALIZATION II		
1	EDUC-5106	Physics	28
2	EDUC-5111	Chemistry	50
3	EDUC-5118	Biology	68
4	EDUC-6128	Computer Science	101

AREA COURSES

1	EDUC-6138	Area I: Organizational Behaviour	127
2	EDUC-6339	Area I: Human Resource management	131
	OR		
1	EDUC-6140	Area II: Qualitative Research Methods in Education	134
2	EDUC-6141	Area II: Analysis & Interpretation of Data	137

THESIS/TERM PAPER & SEMINAR

1	EDUC-6142	Thesis	139
	OR		
1	EDUC-6143	Term-Paper	140
2	EDUC-6144	Seminars on Trends & Issues in Education	141

SEMESTER WISE DISTRIBUTION OF SUBJECT

BS Education **Semester I**			
Sr. No.	**Course Code**	**Course Title**	**Credits Hours**
1	URCE 5101	English I	3(3+0)
2	EDUC-5101	Introduction to Education	3(3+0)
3	EDUC-5102	Instructional Methods	3(3+0)
4	EDUC-5103	Computer Applications	4(2+2)
5	URCP-5106	Pakistan Studies	2(2+0)
Specialization: Any one the following three			
6	EDUC-5104	Fundamentals of Language & Linguistics	3(3+0)
	EDUC-5105	History of Muslim Rule in South Asia	
	EDUC-5106	Physics	
Total			**18**

BS Education **Semester II**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	URCE-5102	English II	3(3+0)
2	URCM-5107	Mathematics	3(3+0)
3	EDUC-5107	General Science	3(3+0)
4	EDUC-5108	Education in Pakistan	3(3+0)
5	URCI-5105	Islamic Studies	2(2+0)
	URCC-5110	Citizenship Education and Community Engagement	3(1+2) Non Credit
Specialization: Any one the following three			
6	EDUC-5109	Language Skill	3(3+0)
	EDUC-5110	Geography	
	EDUC-5111	Chemistry	
Total			**17**

BS Education **Semester III**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	URCE-5103	English III	3(3+0)
2	EDUC-5112	Educational Technology & ICT	3(3+0)
3	EDUC-5113	Philosophy of Education	3(3+0)
4	EDUC-5114	Teaching of History & Geography (Professional I)	4(4+0)
5	EDUC-5115	Educational Psychology	3(3+0)
Specialization: Any one the following three			
6	EDUC-5116	Computer Assisted Language Learning	3(3+0)
	EDUC-5117	Development Studies	
	EDUC-5118	Biology	
Total			**19**

BS Education **Semester IV**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	URCE-5104	English IV	3(3+0)
2	EDUC-5119	Teaching of General Science (Professional II)	4(4+0)
3	EDUC-5120	Teaching of English Language (Professional III)	4(4+0)
4	EDUC-5121	Curriculum Development	3(3+0)
	EDUC-5122	Comparative Education	3(3+0)
Total			**17**

BS Education **Semester V**			
Sr. No.	**Course Code**	**Course**	**Credit Hours**
1	EDUC-6123	Critical Thinking & Reflective Practices	3(3+0)
2	EDUC-6124	Teaching of Mathematics (Professional IV)	4(4+0)
3	EDUC-6125	Teaching Practice-I	6(0+6)
Specialization: Any one of the following three			
4	EDUC-6126	Second Language Acquisition	3(3+0)
	EDUC-6127	Human Rights Education	
	EDUC-6128	Computer Science	
Total			**16**

BS Education **Semester VI**			
Sr. No.	**Course Code**	**Course Title**	**Credits Hours**
1	EDUC-6129	Economics and Financing of Education	3(3+0)
2	EDUC-6130	Guidance and Counseling	3(3+0)
3	EDUC-6131	Educational Assessment and Evaluation	3(3+0)
4	EDUC-6132	Sociology of Education	3(3+0)
5	EDUC-6133	Research Methods in Education	3(3+0)
6	EDUC-6134	Educational Planning and Management	3(3+0)
Total			**18**

BS Education **Semester VII**			
Sr. No.	**Course Code**	**Course**	**Credit Hours**
1	EDUC-6135	Statistics & Data Analysis	3(3+0)
2	EDUC-6136	Inclusive Education	3(3+0)
3	EDUC-6137	Teaching Practice II	9(0+9)
Total			**15**

Note: Second phase of teaching practice will start in 7th semester. This phase covers 09 credits in total. In this phase students will teach in schools. After teaching practice students will join the department and attend reflective sessions. Students will reflect upon their observations and experiences during teaching practice.

BS Education **Semester VIII**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	EDUC-6138	Area I: Organizational Behavior	3(3+0)
2	EDUC-6139	Area I: Human Resource Management	3(3+0)
OR			
3	EDUC-6140	Area II: Qualitative Research Methods in Education	3(3+0)
4	EDUC-6141	Area II: Analysis and Interpretation of Data	3(3+0)
5	EDUC-6142	Thesis	6(6+0)
OR			
6	EDUC-6143	Term Paper	3(3+0)
7	EDUC-6144	Seminar on Trends & Issues in Education	3(3+0)
Total			**12**

BS Education **Semester I**			
Sr. No.	**Course Code**	**Course Title**	**Credits Hours**
1	URCE 5101	English I	3(3+0)
2	EDUC-5101	Introduction to Education	3(3+0)
3	EDUC-5102	Instructional Methods	3(3+0)
4	EDUC-5103	Computer Application in Education	4(2+2)
5	URCP-5106	Pakistan Studies	2(2+0)
Specialization: Any one the following three			
6	EDUC-5104	Fundamentals of Language & Linguistics	3(3+0)
	EDUC-5105	History of Muslim Rule in South Asia	
	EDUC-5106	Physics	
Total			**18**

Semester - I

URCE-5101 ENGLISH I 3(3+0)

Course Description

The course introduces the students to the underlying rules to acquire and use language in academic context. The course aims at developing grammatical competence of the learners to use grammatical structures in context in order to make the experience of learning English more meaningful enabling the students to meet their real life communication needs. The objectives of the course are to, reinforce the basics of grammar, understand the basic meaningful units of language, and introduce the functional aspects of grammatical categories and to comprehend language use by practically working on the grammatical aspects of language in academic settings. After studying the course, students would be able to use the language efficiently in academic and real life situations and integrate the basic language skills in speaking and writing. The students would be able to work in a competitive environment at higher education level to cater with the long term learners' needs.

Course Objectives

After completing this course, pre-service teachers will:

1. Improve their listening and reading skills in English following significant exposure to texts in the target language.
2. Be able to communicate in written and oral English with class-fellows, peers and teachers
3. Rely less on first/native language and reduce their use of code-switching in formal and informal situations
4. Have a deeper understanding of correct English structures in descriptive, narrative and instructional texts.
5. Analyse the sentence and identify its constituents i.e. phrase and clause.
6. Identify and generate different kinds of sentences.

Course Outline

1. An Introduction to:
   - 1.1. Language
   - 1.2. Communication
   - 1.3. Grammar
2. Sentence:
   - 2.1. Definition
   - 2.2. Parts: Subject, Predicate, Phrase, Clause
   - 2.3. Types: Simple, Compound, Complex, Multiple, Declarative, Interrogative, Imperative, Exclamatory, Optative.
3. Parts of Speech:
   - 3.1. Nouns and Pronouns
   - 3.2. Adjective and Verbs
   - 3.3. Adverbs, Preposition and Conjunction
   - 3.4. Interjection and Error Analysis

4. Tenses:
   - 4.1. Indefinite, Continuous, Perfect, Perfect Continuous
   - 4.2. Active voice & passive voice
   - 4.3. Direct, & Indirect
   - 4.4. Use Of Dictionary & Vocabulary Building
5. Clause Analysis & Synthesis
   - 5.1. Types of Clause s; Independent
   - 5.2. Dependent
   - 5.3. Relative
   - 5.4. Noun
6. Poems:
   - 6.1. New Year resolution — Elizabeth Sewell
   - 6.2. Tartary — Walter De La Mare
   - 6.3. The Huntsman — Edward Lawbury
   - 6.4. The Charter Of A Happy Life — Sir Henry Wotton
   - 6.5. One Art — Elizabeth Bishop
   - 6.6. Death the leveler — James Shirley
7. Short stories:
   - 7.1. The Duchess And The Jeweller — Wirginia Woolf
   - 7.2. The Voice — S.V Pritchett
   - 7.3. A Passion In The Desert — Honire De Balzac
8. Essay:
   - 8.1. Spoon feeding — William Ralph Inge
   - 8.2. Nagasaki August 9,1945 — Michaito Ichimaru
   - 8.3. My Tailor — Stephen Leacock
   - 8.4. The Demand Human Race — Mark Twain

Recommended Texts:

1. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.

2. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings:

1. Thomson, A. J., & Martinet, A. V. (1986). *A practical English grammar*. Oxford: Oxford University Press

2. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.

3. Hunston, S., & Francis, G. (2000). *Pattern grammar: A corpus-driven approach to the lexicalgrammar of English*. Amsterdam: John Benjamins.

EDUC-5101 **Introduction to Education** **3 (3+0)**

Course Description

The purpose of this course is to examine the evolution of education in the Pakistan with a view to the ideological, philosophical and psychological foundations, historical trends, government involvement, and pedagogical movements. The course will focus on the introduction of basic concepts in education and the Ideological, Philosophical and Psychological foundations of education. The major focus will be on developing an understanding of the education and major terminologies. The course will also throw light on guidance and counseling as an essential component of education. Through this course emphasis will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our cultural context. This course will also be used to develop the ability in prospective teachers to interpret knowledge with its historical, philosophical, ideological and social context, which will lead to produce critical aspects of education both within and outside the school. This course will also explore vital issues across all levels including teacher preparation, education theory, and role of society and community in education process.

Course Objectives

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

1. Define the basic concepts of Education
2. Describe the important features of foundations of Education
3. Understand the role of Education in society
4. Describe the elements of Education
5. Explain the modes of Education

Course Outline

1. Introduction to Education
   - 1.1. Definition of Education
   - 1.2. Education as process and product
   - 1.3. Functions of education
   - 1.4. Elements of Education
2. Modes of Education
   - 2.1. Informal Education
   - 2.2. Formal education
   - 2.3. Non Formal Education
3. Islamic and Philosophical Foundation of Education
   - 3.1. Islamic Foundations of Education
     - 3.1.1. Quran
     - 3.1.2.Hadith
     - 3.1.3.Fiqqah
   - 3.2. Philosophical foundations
     - 3.2.1.Relationship between philosophy and education
     - 3.2.2.Main philosophical thoughts
     - 3.2.3.Contributions of Philosophy towards education

4. Socioeconomic Foundations of Education
   - 4.1. Relationship between education and sociology
   - 4.2. School and Society
   - 4.3. Social conditions and Education
   - 4.4. Economic condition and Education
   - 4.5. Education and Politics
5. Psychological foundations of Education
   - 5.1. Learning
   - 5.2. Maturation
   - 5.3. Relationships between Instruction and Psychology
   - 5.4. Contribution of Psychology towards Education
   - 5.5. Cognitive teaching strategies and Teacher
6. Aims of Education and Curriculum
   - 6.1. Aims of Education (spiritual, Moral, Intellectual, Economic, Vocational, Social and cultural).
   - 6.2. Curriculum, Difference between Curriculum and Syllabus.
   - 6.3. Components of Curriculum (Aims and Objectives, Context and content relations Procedures, characteristics of good text books)
   - 6.4 Methods of Teaching, Different methods of teaching-evaluation, What, Why, When and how to access.]
7. Learning and Methods of Learning
   - 7.1. Strategy, methods and technique
   - 7.2. Traditional methods of teaching
   - 7.3. Non Traditional methods of Teaching
   - 7.4. Comparison in tradition and non-traditional methods
8. Society, Community and Education
   - 8.1. Meaning of Society and Community
   - 8.2. Diversity and schooling
   - 8.3. The structure and culture of school
   - 8.4. Role of Education in Development of Society
9. Guidance and Counselling
   - 9.1. Definition and difference between Guidance and Counselling
   - 9.2. Need of Educational Guidance
   - 9.3. Role of Guidance in Schools
   - 9.4. Forms of Guidance and Counselling

Recommended Texts:

1. ASER-Pakistan (2019). *Annual Status of Education Report 2018*. Islamabad: Idara Taleem-O-Agahi

2. Bartlett, S., Burton, D. (2016). *Introduction to Education Studies. NY:* SAGE Publications Ltd.

Suggested Readings

1. Semel, S. F. (2018). *Foundations of Education: the Essentials text*. USA: Routledge
2. Shami, P. A. (2015). *Introduction to education*. Lahore: Ilmi Book House.
3. UNESCO (2007). *The Education System in Pakistan: Assessment of the National Education Census*. Retrieved from http://unesco.org.pk/education/documents/publications/The%20Education%20system%20in%20pakistan.pdf

EDUC-5102 **Instructional Methods** **3 (3+0)**

Course Description

This course is designed to help future teachers put instructional theory into practice. It will provide an integrated coverage of methods of classroom instruction, management and assessment. This course is designed to provide students with an opportunity to study, reflect, question, become knowledgeable about, and develop skills in selection and organization of instructional method. The course contains several lessons to include: selection of methods and materials, selection of lesson content, organizing content for effective learning, presenting lessons, and analysing effectiveness of instruction. This course provides help to students in demonstrate the procedures and principles required for the planning and preparation of units of instruction, demonstrate the procedures and principles required to deliver the instructional process and analyse the teaching process in order to improve your own and others' instructional abilities. Different instructional models will provide the framework for acquiring skills in developing instruction to meet the needs of an increasingly diverse student population.

Course Objectives

After completion of this course students will be able to:

1. Explain the basic concepts of instructions
2. Practice different teaching methods in classroom
3. Organize classroom discussion and demonstrate its appropriate use
4. Apply various techniques to motivate students
5. Select appropriate audio visual aids in classroom teaching
6. Prepare lesson plans

Course Outline

1. The concept of Effective Teaching
   - 1.1. Definition of Instruction and Teaching
   - 1.2. Effective Teaching Measures
     - 1.2.1.Knowledge
     - 1.2.2.Abilities
     - 1.2.3.Mind-set
2. Principles of effective teaching
     - 2.1.1. Outcomes
     - 2.1.2.Clarity
     - 2.1.3.Engagement
     - 2.1.4.Enthusiasm

3. Approaches to Teaching Effectiveness
    - 3.1.1. The style approach
    - 3.1.2. The outcome approach
    - 3.1.3. The inquiry approach
    - 3.2. Factors of effective teaching
    - 3.3. Professional Characteristics of an Effective Teacher
    - 3.4. . The concepts of Teaching Methods, Strategies and Techniques
4. Lesson Planning in Teaching
    - 4.1. The Need for lesson Planning
    - 4.2. Approaches to lesson Planning
    - 4.3. Weekly Planning and Daily Planning
    - 4.4. Unit Planning and Course Planning
5. Steps in Lesson Planning
    - 5.1. Introduction
    - 5.2. Presentation
    - 5.3. Generalization
    - 5.4. Application
    - 5.5. Recapitulation
6. Inquiry Method
    - 6.1. The Inductive Method
    - 6.2. Deductive Method of inquiry
    - 6.3. Scientific Method
    - 6.4. The Problem Solving Approach
    - 6.5. Advantages and Limitations of Inquiry Method
7. Activity Methods & Cooperative learning
    - 7.1. Individual Project
    - 7.2. Group Project
    - 7.3. Research Projects
    - 7.4. Cooperative learning
    - 7.5. Techniques of cooperative learning
    - 7.6. Advantages and Limitations of activity and cooperative Method
8. Discussion Method
    - 8.1. What is Classroom Discussion
    - 8.2. Planning the Discussion
    - 8.3. Organizing the Discussion
    - 8.4. Practicing in answering the questions
    - 8.5. Assessing the discussion
    - 8.6. Advantages and Limitations of Discussion Method
9. Teaching Skills
    - 9.1. Set induction
    - 9.2. Presentation
    - 9.3. Identify learning difficulties of students
    - 9.4. Prepare lesson according to individual needs
    - 9.5. Students Evaluation

10. Teaching Tools
    - 10.1. Selecting the Audio Visual Material
    - 10.2. Planning To Use the Materials
    - 10.3. Preparing For the Audio Visual Activity
    - 10.4. Kinds of AV Materials
    - 10.5. White Board / Marker, Charts, Posters, Maps, Graphs & Models, Text Books, Hand Outs, Projectors, Multimedia

Recommended Texts:

1. Arends, R. I. (2016) *Learning to Teach (7th Edition).* Boston: McGraw Hill International.

2. Majid, S., & et al. (2016). *General Methods of Teaching*. B.Ed 8601, Allama Iqbal Open University, Islamabad.

Suggested Readings:

1. Killen, R. (2016). Effective Teaching Strategies: Lessons from Research and Practice (7th edn). Cengage Learning Australia: South Melbourne, Victoria
2. Ellington, H., Percival, F. and Race, P. (2015). *Handbook of Educational Technology (3rd Edition)*. London: Kogan Page Limited.
3. Iqbal, Z., & et al. (2017). *Educational Technology*. Allama Iqbal Open University, Islamabad.

EDUC-5103 **Computer Applications** **4 (2+2)**

Course Description

The purpose of this introductory course provides prospective teachers with the opportunity to gain an insight into the theory of the computer, practice using computer operating systems and its application in the field of teacher education. Prospective teachers will actively explore the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. They use graphic design applications, spreadsheets and the Internet. Students practice using command keys and formatting material for ease of reading and learn to use Microsoft Word, Excel and PowerPoint to create presentations, spreadsheets and text documents. They will also learn to develop skills like collaboration, higher-order thinking, problem solving, and self-direction through effective use of technology tools and resources, thus enabling them to be lifelong learners in the twenty-first century. They can communicate through computer with friends, and teachers in and outside the country and will be able to use computer for research, data analysis and presentations.

Course Objectives

After studying this course, the students will be able to:

1. Define computer
2. Discuss the function of various kinds of computers
3. Describe the system working of computer
4. Apply computer assisted instruction (CAI) to teaching learning process
5. Select appropriate package for use in CAI
6. Develop a rational of computer managed learning
7. Appreciate the role of computers in education
8. Plan to implement computer in education

Course Outline

1. Introduction to Computer
   - 1.1. The term of computer literacy
   - 1.2. The term computer
   - 1.3. Components of computer
   - 1.4. Hardware configuration
   - 1.5. Different Computer software
   - 1.6. Uses of computer in education

2. Computer networks
   - 2.1. Types of networks
   - 2.2. Typologies
   - 2.3. The purpose of a network
   - 2.4. Use of world wide web and internet
   - 2.5. Communication media: Wire media and Wireless media
   - 2.6. Communication devices: Hub. Switch, router, bridge and gateway
3. The Internet and world wide web
   - 3.1. How the Internet works
   - 3.2. Ways to access Internet
   - 3.3. Identify a URL
   - 3.4. Search for Information on web
   - 3.5. The types of web pages and Netiquette
   - 3.6. Webcasting and E-Commerce
4. Windows operating system
   - 4.1. Features of windows
   - 4.2. Desktop: Icons for my computer, explorer, recycle bin
   - 4.3. Task bar
   - 4.4. Start button, application icons in task bar e.g., date, time, etc.
   - 4.5. Start menu ,Program settings , documents settings , help run and shutdown
   - 4.6. Working in windows, operating an icon, maximizing and minimizing a window etc.
   - 4.7. Using my computer, File management: Copy, move, delete, rename, displaying hidden files, creating a folder, finding a file with various options
5. Word Processor Spread sheet
   - 5.1. Facilities of word processor.
   - 5.2. Typing and formatting of any document e.g. notes, applications, and letters.
   - 5.3. formatting of articles, term papers and theses(according to APA style)
   - 5.4. Mail, merge E-mail, and Address book management.
   - 5.5. Uses of MS-Excel, Entering and maintaining data in worksheets.
   - 5.6. Formula entry and data analysis and Graphical presentation of data
   - 5.7. Advance features and Preparing and presenting students reports
6. Designing Presentations
   - 6.1. Introduction to MS-Power point
   - 6.2. Preparing presentations
   - 6.3. Audio and video effects
   - 6.4. Advance features
7. Scheduling and Maintaining Personal Information
   - 7.1. MS-Outlook Express
   - 7.2. Address book
   - 7.3. E-Mail
   - 7.4. Diary
   - 7.5. Scheduling class room activities
   - 7.6. Advance features

8. Application Software
   8.1. Introduction to application software
   8.2. How system software interacts with application software
   8.3. The role of user interface
   8.4. How to start a software application
   8.5. Various products available as web applications
   8.6. The learning aids available with the many software applications
9. Computer Assisted Instruction (CAI)
   9.1. Introduction to Computer Assisted Instruction (CAI)
   9.2. Origination of classroom for use of computer
   9.3. Computer as teacher
   9.4. CAI and learning
   9.5. Uses of CAI
   9.6. limitations of CAI

Recommended Texts:

1. Vermaat, M. E., Sebok, S. L., Frydenberg, M., & Campbell, J. T. (2016). *Enhanced Discovering Computers© 2017, Essentials*. Nelson Education.

2. Bucki, LA. (2014). *Teach Yourself Visually Microsoft Power Point 2007,* Canada: Willey Publishing, Inc.

Suggested Readings:

1. Shelly, G.B & Vermaat, M.E. (2014). *Discovering Computers 2010: Living in Digital World Fundamental* (6th Ed.). US: Cangage Learning,inc

2. Sinha, P. K., & Sinha, P. (2010). *Computer fundamentals*. Delhi: BPB publications.

3. Lowe, D. (2015). *Networking all in one for Dummies (4th ed.).*Canada: Willy Publishing.

URCP-5106 **Pakistan Studies** **2(2+0)**

Course Description

The purpose of this course is to acquaint the students of BS Programs with the rationale of the creation of Pakistan. The students would be apprised of the emergence, growth and development of Muslim nationalism in South Asia and the struggle for freedom, which eventually led to the establishment of Pakistan. While highlighting the main objectives of national life, the course explains further the socio-economic, political and cultural aspects of Pakistan's endeavors to develop and progress in the contemporary world. For this purpose, the foreign policy objectives and Pakistan's foreign relations with neighboring and other countries are also included. This curriculum has been developed to help students analyze the socio-political problems of Pakistan while highlighting various phases of its history before and after the partition and to develop a vision in them to become knowledgeable citizens of their homeland. It enables students to identify various perspectives on current, persistent and controversial issues in Pakistan; identify their own position and be able to support it.

Course Objectives

After studying this course, the students will be able to:

1. Develop vision of historical perspective, government, politics, contemporary Pakistan and ideological background of Pakistan.
2. Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.
3. Identify various perspectives on current, persistent and controversial issues in Pakistan; identify their own position and be able to support it

Course Outline

1. Two Nation theory and ideology of Pakistan.
   - **1.1.** Definition and meaning
   - **1.2.** Two nation theory in its historical context
   - **1.3.** Contribution of Ideology towards Pakistan movement
   - **1.4.** Quaid-e- Azam and his political idea's
2. Political dynamics of Pakistan
   - **2.1.** A brief history of constitution making in Pakistan
   - **2.2.** Salient features of constitution of Pakistan 1973
   - **2.3.** Institution of Pakistan: political parties: bureaucracy, army, judiciary and media.
   - **2.4.** Problems of Pakistan as a federal state.
3. Socio-economic issues of Pakistan:
   - **3.1.** Agricultural problems of Pakistan
   - **3.2.** Industrial problems of Pakistan
   - **3.3.** Salient features of Pakistan's foreign trade

4. Diplomatic dynamics of Pakistan
   4.1. Determinants and objectives of Pakistan's foreign policy.
   4.2. Pakistan's relations with its neighboring countries
   4.3. Pakistan and Muslim world (A comprehensive review of foreign policy of Pakistan)

Recommended Texts:

1. Kazimi, M. R. (2007). *Pakistan studies.* Karachi: Oxford University Press.

2. Sheikh, Javed Ahmad (2004). *Pakistan's political economic and diplomatic dynamics.* Lahore: Kitabistan Paper Products.

Suggested Readings:

1. Hayat, Sikandar (2016). *Aspects of Pakistan movement.* Islamabad: National Institute of Historical and Cultural Research.

2. Kazimi, M. R (2009). *A concise history of Pakistan.* Karachi: Oxford University Press.

3. Talbot, Ian (1998). *Pakistan: A modern history*. London: Hurst and Company.

EDUC-5104 Fundamentals of Language & Linguistics (Specialization-I) 3(3+0)

Course Description

The purpose of this course is to provide the awareness to the students about the origins of European languages, branches of Linguistics; their introduction and relationship of language with society and culture. This course is designed to introduce students to general concepts of language & linguistics. The course is organized in a 'bottom up' fashion from smallest to largest segments of language by starting with an Introductory to Language, moving through Sound, Word, and ending with Sentence. Aspects of language origin & design will be examined as well as cross-linguistic language typologies. This introductory language course is primarily designed to allow students to gain a sufficient amount of 'Explicit' (conscious) Knowledge of Language and Linguistics and to provide students with the tools necessary for understanding language structure and will also enable students to identify patterns and systems in language and develop tools of analysis with which to examine language.

Course Objectives

Upon the successful completion of this course, students should be able to:

1. Enable the student to understand the nature, structure, and use of language.
2. Provide skills and tools for the analysis of language structure
3. Understand the purpose of linguistic study, including phonetics, phonology, morphology, syntax and semantics.
4. Identify patterns and systems in language and develop tools of analysis with which to examine language.
5. Comprehend sentence structure and describe how words combine to make sentences.
6. Comprehend grammatical systems and describe how language conveys meaning.

Course Outline

1. Language
   - 1.1. Meaning of language
   - 1.2. Nature of language
   - 1.3. iii Linguistic universals
   - 1.4. Functions of language
   - 1.5. Classification of languages
2. Phonetics
   - 2.1. Speech Sounds Production
   - 2.2. Branches of phonetics
   - 2.3. Identifying and measuring speech sounds.
   - 2.4. Factors in Sound Production
   - 2.5. Speech organs, Classes of Speech Sounds, Place and manner of articulation
   - 2.6. Production and Classification of Vowel sounds
   - 2.7. Organs used in vowel production

3. Phonology
   3.1. Segmental phonology
   3.2. Meaning of phonology
   3.3. Phonemes
   3.4. Distinctive feature
   3.5. Phonological rules
4. Morphology
   4.1. Meaning of morphology
   4.2. Morphemes and allophones
   4.3. Word formation
   4.4. Word coining.
5. Syntaxes
   5.1. Definition of Syntax
   5.2. Syntactic categories
   5.3. Syntactic rules and sentence structure
   5.4. Syntactic categories
   5.5. Word classes and word order.
6. Semantics and Pragmatics
   6.1. Definition of semantics
   6.2. Semantic features
   6.3. Semantic properties
   6.4. Lexical relations
   6.5. Lexical meaning
   6.6. Semantic meaning
   6.7. Semantic relationship.
7. Language, Society and Culture
   7.1. Language and Language variation
   7.2. Regional and social dialects
   7.3. Slang and Jargon
   7.4. Taboos and Euphemism
   7.5. Lingua Francas
8. Second Language Acquisition
   8.1. Meaning of second language acquisition
   8.2. Factors affecting second language acquisition
   8.3. Acquisition –Learning distinction
9. Applied Linguistics
   9.1. Definition of Applied linguistics
   9.2. Relationship between theoretical linguistics and Applied linguistics.
   9.3. Role of linguist in language teaching
   9.4. Various Teaching methods
   9.5. Contrastive Analysis
   9.6. Language Transfer and language interference

Recommended Texts:

1. Barber, C. L. (2018). *The Story of Language*. London: Pan.
2. Yule, G. (2016). *The study of language* (6th Ed.). Cambridge: Cambridge University Press.

Suggested Readings:

1. Crystal, D. (2015). *What is Linguistics*? London: Edward Arnold
2. H. G. (2015). *Linguistics*.Oxford: Oxford University Press
3. Radford, A, et al. (2012). *Linguistics: An introduction.* Cambridge: Cambridge University Press.

EDUC-5105 History of Muslim Rule in South Asia (Specialization-II) 3(3+0)

Course Description

The purpose of this course is to help prospective teachers to gain a foundational perspective of history of Muslim rule in South Asia. The present course describes the geographical, political, social religious and economic conditions of South Asia. This course is about to know the development and functioning of societies, polities, institutions, and thought in South Asia, when the bulk of the subcontinent was under Muslim rulers. This course covers the period from the establishment of Turkish rule in Delhi until the colonial takeover (ca. 1200-1800), and includes the Delhi Sultanates, Mughal Empire, the transition to British rule and their contemporaries. Whereas traditional historiography tends to focus on the history of the Indo-Gangetic Plains, this module expands the scope to include the subcontinent as a whole, examining the developments and responses to political change beyond this core region. This course will also help to identify the causes of Arab invasion and its political, cultural, religious and social impacts.

Course Objectives

After completing this course students will be able to:

1. Know the history of Arab Muslim Conquers
2. Understand the history of Muslim rulers from Khilji to Mughals
3. Describe the rise and fall of Muslim Empire
4. Comprehend the salient features of Muslim Dynasty
5. Know little about five dynasties like Slave, Khilji, Thughlaq, Syed and Lodhi's rules in the Sub-continent.

Course Outline

1. South Asia on the eve of Arab Conquest
   - 1.1. Historical background, geographical, political, social, religious and economic conditions of South Asia; its relations with neighboring regions.
   - 1.2. Causes of Arab invasion of Sindh
   - 1.3. Muhammad Bin Qasim and his conquests,
   - 1.4. Arab administration of Sindh, settlement of Brahmanabad-political, cultural, religious and social impacts of the conquest. City states of Makran,
2. Ilburi Turks
   - 2.1. Sultan Qutbuddin Aibak,
   - 2.2. Sultan Shams-ud-Din Iltutumish, his early difficulties; his achievements as the real founder of Sultanate, relations with caliphate, his successors,
   - 2.3. Sutlan Razia, Nasiruddin Mahmud and his policy,
   - 2.4. Ghiasuddin Balban, his theory of Kingship, consolidation of Sultanate, Mongol problem,
   - 2.5. Kaiquabad and the end of Ilburi Turk's dynasty, slave system as a source of weakness and strength.

3. Ghaznavid Period
    3.1. Historical Background and The Rise of the Ghazni
    3.2. Subuktigin, an Important Leader
    3.3. Rise of Ghazni in the Age of Subuktigin
    3.4. The Regime of Sultan Mehmood of Ghaznvi (997-1030CE), Sultan Mahmood, Early Expedition
    3.5. Mahmood's Battle of Somnath and Sultan Mahmood Ghaznvi's Death
    3.6. Mahmood's Personality and Success and End of Ghaznavid Dynasty
4. Ghori Period (before 879-1215C.E)
    4.1. Sultan Shahab-ud-Din Muhammad Ghauri
    4.2. Initial Conquests of Muhammad Ghauri
    4.3. First Conquest of Tarian(1191C.E.)
    4.4. Second Conquest of Tarian (1192 C.E.)
    4.5. Last Years of Ghauri's Life
    4.6. Sultan Muhammad Ghauri's Personality
5. Khalji Dynasty
    5.1. Significance of Khalji Revolution
    5.2. Feroz khalji and his character;
    5.3. Sultan Alaudding Khalji, his reforms and conquests,
    5.4. Deccan policy;
    5.5. Malik Kafur,
    5.6. Qutbuddin Mubarik and end of the Khalji Dynasty.
6. Tughluq Dynasty
    6.1. Ghiassuddin Tughluq; his administration and character:
    6.2. Muhammad bin Tughluq: his character and personality, mixture of two extremes,
    6.3. his plans and their failure, out-break of rebellions,
    6.4. his Decan policy.
    6.5. Sultan Feroz Shah Tughluq, his Timur's invasion;
    6.6. End of Tughluq dynasty.
7. Sayyids,
    7.1. Khizar Khan: Character and achievements.
8. Lodhis
    8.1. Sikandar Lodhi: his administration and religious policy.
    8.2. Behlul Lodhi
    8.3. Ibrahim Lodhi and end of the Delhi Sultanate.
9. Mughals
    9.1. Mughal's Rule in India
    9.2. Rule of Babar and Hamayun
    9.3. Rule of Akbar and Jahngir
    9.4. Rule of Shajahan and Aurangzeb Alamgir
    9.5. Reasons of Fall of Mughal Empire and Effects on Muslim Rule

Recommended Texts:

1. lkram, S.M. (2018). *History of Muslim Civilization in India and Pakistan*. New York: Columbia University Press.

Suggested Readings:

1. Habibullah, A.B.M. (2016). *The Foundation of Muslim Rule in India*. Dhakka: Allahabad Central Book Depot.
2. Abdul Qadir, (2015). *History of Indo-Pak.* Lahore: Haque Brothers.
3. Haig, W. (2015). *The Cambridge History of India*. Cambridge: Cambridge University Press.
4. Qurashi, I. H. (2015). *The Administration of the sultanate of Delhi*. Lahore: Sh. Muhammad Ashraf.

EDUC-5106 Physics (Specialization-III) 3(3+0)

Course Description

Physics falls under a broader category of Science. Science is divided into three areas namely Biology, Physics and Chemistry. The main objective of these subjects is to study and try to understand the universe and everything in it. Physics is the branch of science which deals with matter and its relation to energy. It involves study of physical and natural phenomena around us. Examples of these phenomena are formation of rainbow, occurrence eclipse, the fall of things from up to down, the cause of sunset and sunrise, formation of shadow and many more. Advances in physics often enable advances in new technologies. For example, advances in the understanding of electromagnetism, solid-state physics, and nuclear physics led directly to the development of new products that have dramatically transformed modern-day society. After reading this course students would be aware of the basic concepts involved in Physics and make them able to apply the concepts of physics in daily life.

Course Objectives

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

1. Aware of the basic concepts involved in Physics.
2. Define the properties of matter
3. Apply the concepts of physics in daily life.
4. Comprehend different physical measures
5. Understand the basic features of physical quantities
6. Distinguish different states of physical matter
7. Differentiate dynamics of Physics

Course Outline

1. Physical quantities and measurement
   - 1.1. time (second)
   - 1.2. length (metre)
   - 1.3. mass (kilogram)
   - 1.4. electric current (ampere)
   - 1.5. hermodynamic temperature (kelvin)
   - 1.6. amount of substance (mole)
   - 1.7. luminous intensity (candela)
2. Kinematics
   - 2.1. Rest and motion
   - 2.2. Types of motion(Translator/, rotatory, vibratory)

2.3. Terms associated with motion ; Position ; Distance and displacement

2.3.1. Speed and velocity

2.3.2. Acceleration

2.4. Scalars and vectors

2.5. Graphical analysis of motion;

2.5.1. Distance-time graph

2.5.2. Speed-time graph

2.6 Equations of Motion;

3. Dynamics

1.1 Introduction to dynamics

1.2 Momentum

1.3 Newton's laws of motion

1.4 Friction

1.5 Uniform circular motion

1.6 Work and Energy

2. Turning effects of forces

4.1 Forces on bodies
4.2 Addition of Forces
4.3 Resolution of Forces
4.4 Moment of a Force
4.5 Principle of moments
4.6 Centre of mass
4.7 Couple, Equilibrium and Stability

5. Gravitation

5.2 Measurement of mass of Earth
5.3 Variation of g with altitude
5.4 Motion of artificial satellites
5.5 Law of Gravitation

6. Work and energy

6.1 Work
6.2 Energy
6.3 Kinetic energy
6.4 Potential energy
6.5 Forms of energy
6.6 Interconversion of energy
6.7 Major sources of energy
6.8 Efficiency and Power

7. Properties of matter

7.1 Kinetic molecular model of matter
7.2 Density
7.3 Pressure

7.4 Atmospheric pressure
7.5 Pressure in liquids
7.6 Upthrust
7.7 Principle of floatation
7.8 Elasticity
7.9 Stress, strain and Young's modulus

8. Thermal Properties of Matter
8.1 Temperature and heat
8.2 Thermometer
8.3 Specific heat capacity
8.4 Latent heat of fusion
8.5 Latent heat of vaporization
8.6 Evaporation
8.7 Thermal expansion

9. Transfer of heat

9.1 The three process of heat transfer
9.2 Conduction
9.3 Convection
9.4 Radiation
9.5 Consequences and everyday applications of heat transfer

Recommended Text:

1. Sang, D., Jones, G., Woodside, R., & Chadha, G. (2020). Cambridge International AS and A Level *Physics*. Retrieved from www.cambridge.org/education

Suggested Readings:

1. Horner, M. et al (2017). *Grade 12 physical sciences*. Siyavula Education. Retrieved from http://creativecommons.org/licenses/by-nd/3.0/
2. Seng, T. K. (2016). *O' Level Physics Topical Revision Notes*. Singapore: Shinglee Publishers Pte Ltd. Retrieved from http://www.shinglee.com.sg
3. Punjab textbook Board (2019). *Physics for class 9th & 10th*. Lahore: Punjab Textbook Board

Semester II

BS Education **Semester II**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	URCE-5102	English II	3(3+0)
2	URCM-5107	Mathematics	3(3+0)
3	EDUC-5107	General Science	3(3+0)
4	EDUC-5108	Education in Pakistan	3(3+0)
5	URCI-5105	Islamic Studies	2(2+0)
6	URCC-5110	Citizenship Education and Community Engagement	3(1+2) Non Credit
Specialization: Any one the following three			
7	EDUC-5109	Language Skill	3(3+0)
	EDUC-5110	Geography	
	EDUC-5111	Chemistry	
Total			**17**

URCE-5102 **English - II** **3(3+0)**

Course Description

The course aims at developing linguistic competence by focusing on basic language skills in integration to make the use of language in context. It also aims at developing students' skills in reading and reading comprehension of written texts in various contexts. The course also provides assistance in developing students' vocabulary building skills as well as their critical thinking skills. The contents of the course are designed on the basis of these language skills: listening skills, pronunciation skills, comprehension skills and presentation skills. The course provides practice in accurate pronunciation, stress and intonation patterns and critical listening skills for different contexts. The students require a grasp of English language to comprehend texts as organic whole, to interact with reasonable ease in structured situations, and to comprehend and construct academic discourse. The course objectives are to enhance students' language skill management capacity, to comprehend text(s) in context, to respond to language in context, and to write structured response(s).

Course Objectives

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

1. Aware of the importance of English Language skills
2. Understand the correct English structures in descriptive, narrative and instructional texts.
3. Comprehend Language skills
4. Apply the communication skills in daily life.
5. Meet their real life communication needs.

Course Outline

1. Introduction
   - 1.1. Narration
   - 1.2. Punctuation
   - 1.3. Note-Taking
   - 1.4. Oral Presentation Skills
   - 1.5. Paragraph Writing
2. Poems:
   - 2.1. The Divine Image — William Blake
   - 2.2. Sonnet composed upon Westminster bridge — William words worth
   - 2.3. Youth And Age — S.T Coleridge
   - 2.4. Patriot Into Traitor — P.B Shelley
   - 2.5. When You Are Old — W.B Manto
3. Short stories:
   - 3.1. The Bear — Anton Chikhov
   - 3.2. Smoke Screen — Harold Bridghouse

4. One act-play:
   4.1. Quaid-e-Azam's Address To The Constituent Assembly
   4.2. Seeing life — Arnold Bennet
   4.3. The Last Lesson — Alphonse Daude
5. Introduction to Technical Writing
   5.1. Defining Technical Writing
   5.2. Distinguish technical from daily Writing
   5.3. Ethics in Technical Writing
6. Technical Writing Applications
   6.1. Memos
   6.2. Formal Reports
   6.3. Informal Reports
7. Professional Communication
   7.1. Oral Presentation
   7.2. Letters
   7.3. Job Application material
8. Technical Communication Style
   8.1. Clarity for reader
   8.2. Place main idea first
   8.3. Use the Active Voice
9. Technical communication Process
   9.1. Planning your document
   9.2. Drafting your document
   9.3. Finishing your document

Recommended Texts:

1 Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster*. New York: Pearson.
2 Helgesen, M., & Brown, S. (2004). *Active listening: Building skills for understanding*. Cambridge: Cambridge University Press.

Suggested Readings:

1 Roach, C. A., & Wyatt, N. (1988). *Successful listening*. New York: Harper & Row.
2 Horowitz, R., & Samuels, S. J. (1987). *Comprehending oral and written language*. San Diego: Academic Press.

URCM-5107 **Mathematics** **3(3+0)**

Course Description

The purpose of this course is to help prospective teachers to gain a foundational perspective of mathematics. This course is designed for students who plan to major in elementary education and ultimately become teachers. The present course explores practical and daily life exploration of mathematics. This course will provide students with a thorough and rigorous foundation in arithmetic operations and problem solving. Prospective teachers will achieve a deeper and more meaningful understanding of the underlying structure of elementary mathematics and they learn to communicate the nuance of mathematics to an elementary level audience. The focus in this class is on developing a deeper understanding as to why the operations in arithmetic work as they do, and using these operations to develop algorithms and models for use in problem solving. Prospective students will be expected to make reasoned and rigorous mathematical arguments with a strong emphasis on communicating mathematical ideas in written and verbal form.

Course Objectives

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

1. Understand the use of the essential tools of basic mathematics
2. Apply the concepts and the techniques in their respective disciplines
3. Model the effects non-isothermal problems through different domains
4. Understand geometry and its features

Course Outline

1. Introduction to Mathematics
   - 1.1. Pure and Applied mathematics.
   - 1.2. The place of mathematics in everyday life.
2. Sets and Functions
   - 2.1. System of Real Numbers,
   - 2.2. Exponents and Radicals
   - 2.3. Logarithms
3. Factorization
   - 3.1. Reminder Theorem
   - 3.2. Factor Theorem
   - 3.3. Cube polynomial
4. Algebraic Manipulations
   - 4.1. Highest common factor and least common multiple
   - 4.2. Basic operation on Algebraic Fraction
   - 4.3. Square root
5. Matrices and Determinants
   - 5.1. Types of matrices
   - 5.2. Addition and subtraction of matrices
   - 5.3. Multiplication of matrices

6. Geometry
   - 6.1. Introduction to Geometry,
   - 6.2. practical
   - 6.3. Theoretical Geometry
7. Ratios & proportion
   - 7.1. Introduction
   - 7.2. Statements
   - 7.3. Reasons
8. Trigonometry
   - 8.1. Definition
   - 8.2. Classical Trigonometry
   - 8.3. Modern Trigonometry
   - 8.4. Principles
9. Zakat
   - 9.1. Ushr,
   - 9.2. Inheritance
   - 9.3. Introduction to Business mathematics
10. Linear equations and inequalities
    - 10.1 Linear equations
    - 10.2 Equations involving absolute value
    - 10.3 Linear inequalities
    - 10.4 Solving linear inequalities

Recommended Texts:

1. Punjab textbook Board (2019). *Mathematics for class 7th*.Lahore: Punjab textbook Board.
2. Punjab textbook Board (2019). *Mathematics for class 8th*. Lahore: Punjab textbook Board.

Suggested Readings:

1. Punjab textbook Board (2019). *Mathematics for class 9th & 10th*. Lahore: Punjab textbook Board.
2. Smith, K. J. (2016). *Nature of mathematics*. USA: Cengage Learning.
3. Jourdain, P. E. (2018). *The nature of mathematics*. England: Courier Corporation.

EDUC-5107 General Science 3(3+0)

Course Description

The purpose of this course is to increase prospective teachers understanding of basic scientific concepts. This course used to heighten student awareness of scientific issues affecting their lives and increase their interest in science. This course is designed to introduce prospective teachers to the concepts and practical applications of the physical sciences, so that they will become an informed citizen in an increasingly science and technology based society. The present course explores scientific method and its application in everyday life. The current course explores the various aspects of general science field in order to develop scientific vocabulary and enhance prospective teachers' comprehension of written scientific material from a variety of sources to increase ability to solve scientific problems and to enhance scientific inquiry skills through conducting scientific experiments and participating in hands ¬on activities. This course will also enable students to apply appropriate methods and techniques for effective learning in Science.

Course Objectives

The course will enable learners to:

1. Understand scientific concepts
2. Differentiate between scientific products and scientific processes
3. Understand the underlying principle of science education
4. Apply appropriate methods and techniques for effective learning in Science

Course Outline

1. Introduction and Role of Science
   - 1.1. Branches and history of Science
   - 1.2. Concept of science in Islam
   - 1.3. Contribution of Muslim and Pakistani scientists
   - 1.4. Scientific Methods
   - 1.5. Observations, Hypothesis and Theory
2. Our Life and Chemistry
   - 2.1. The building elements for life
   - 2.2. Water and its properties
   - 2.3. Elements and Compounds
   - 2.4. Mixture, solutions and gases in air
   - 2.5. Molecular structure
3. Biochemistry and Biotechnology
   - 3.1. Enzymes
   - 3.2. Blood composition
   - 3.3. DNA
   - 3.4. Crops and disease control
   - 3.5. Recycling of waste materials

4. Human Health
   4.1. Components of diet
   4.2. Food and Energy
   4.3. Importance of balanced diet
   4.4. Importance of exercise
   4.5. Use of first aid
5. Disease cause and prevention
   5.1. Disease caused by viruses, bacteria, parasites, fungi and their prevention
   5.2. Spread of microorganisms
   5.3. Prevention for microbial disease
   5.4. Mental diseases and their treatments
   5.5. Drugs, medicine and addiction

6. Environment
   6.1. Earth's environment
   6.2. ozone layer
   6.3. Reflection and absorption of energy
   6.4. Climate changes
   6.5. Types of pollution and their impact
7. Energy
   7.1. Work and energy
   7.2. Forms and measurement of energy
   7.3. Demand and production of energy
   7.4. Energy and environment
   7.5. Degradation of environment
8. Human Systems
   8.1. Blood circulatory system
   8.2. Digestive system
   8.3. Reproductive system
   8.4. Execratory system
9. Current Electricity
   9.1. Concept of electricity
   9.2. Direct and alternating current
   9.3. Conventional current
   9.4. Ohm's law
   9.5. circuit

Recommended Texts:

1. Punjab Text Book Board (2019). *General Science IX & X*. Lahore: Punjab textbook Board.
2. Agha Khan University Examination Board (2002). *General Science IX- X (based on National Curriculum 2002).* Karachi: AGKEB

Suggested Readings:

1. DeBoer, G. (2019). *A history of ideas in science education*. New York: Teachers College Press.
2. Pearl, J., & Mackenzie, D. (2018). *The book of why: the new science of cause and effect*. New York: Basic Books.
3. William, L. E. (2012). *The teaching of general science*, Chicago: The University of Chicago Press.

EDUC-5108 Education in Pakistan 3(3+0)

Course Description

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education. Keeping in view different stages like preprimary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied. Teacher educator will ensure that different components of education like management etc, and statistical awareness, major issues and challenges are also taken into consideration. At the end of this course the students will be able to; understand schooling structure at different levels in Pakistan, decipher the nature and purpose of education in the pre and post-independence period, delineate the historic roots and subsequent development of pre service teacher education in Pakistan, evaluate education in Pakistan in the light of current educational policy, critically analyze educational development at different levels of education i.e. preprimary education, primary education, secondary education and evaluate the issues and challenges in higher education.

Course Objectives

At the end of this course the students will be able to

1. Understand schooling structure at different levels in Pakistan
2. Decipher the nature and purpose of education in the pre and post -Independence period
3. Delineate the historic roots and subsequent development of pre service teacher education in Pakistan
4. Evaluate education in Pakistan in the light of current educational policy
5. Critically analyse educational development at different levels of education i.e. Pre- primary education, primary education, and secondary education.
6. Evaluate the issues and challenges in higher education.

Course Outline

1. Structure of Education
   - 1.1. Preschool education
   - 1.2. Elementary education
   - 1.3. Secondary education
   - 1.4. Higher secondary Education
   - 1.5. Tertiary education
   - 1.6. Religious education
   - 1.7. Technical and vocational education
2. Administration of Education in Pakistan
   - 2.1. Education after 18th Amendment
   - 2.2. Federal, Provincial and District

2.3. Curriculum development Bureau
2.4. Directorates of Education
2.5. Provincial Education Secretariat
2.6. Provincial curriculum bureaus
2.7. Text book boards
2.8. Staff development centres
2.9. Examinations (BISE, board of technical education)

3. History of Education in Sub-Continent
   3.1. The Slateen Period
   3.2. Philosophy of Education in Muslim period
   3.3. The British period
   3.4. Muslim education movements
      3.4.1. Deoband and Aligarh movement
      3.4.2. Nadva and Jamiia Millia islamia
4. Policy Formulation in Pakistan
   4.1. National Education Conference 1947
   4.2. National Commission 1959
   4.3. NEP 1972-80
   4.4. NEP 1978
   4.5. NEP 1992
   4.6. NEP 1998
   4.7. NEP 2009
   4.8. NEP 2017
5. Five years plans of Education
   5.1. The First Five Years plan 1955-60
   5.2. The second Five Years plan 1960-66
   5.3. The Third Five Years plan 1965-70
   5.4. The Fourth Five Years plan 1970-75
   5.5. The Fifth Five Years plan 1978-83
   5.6. The Sixth Five Years plan 1983-88
   5.7. The Seventh Five Years plan 1988-93
   5.8. The Eights Five Years plan 1993-98
   5.9. The Ninth Five Years plan 1998-2003

6. Pre-Service Teacher Education in Pakistan
   6.1. Policy perspectives from 1947 to recent
   6.2. Teacher training institutions and programs
   6.3. New trends in teacher education in Pakistan
   6.4. Major issues and challenges
7. Statistical Overview of Education in Pakistan
   7.1. Primary
   7.2. Secondary
   7.3. Tertiary
   7.4. Gender Parity
   7.5. Quality and expenditures

8. New trends in Education of Pakistan
    8.1. Curriculum Reforms
    8.2. Human Resource Development Education
    8.3. Technological Development and Education
    8.4. Education for International Understanding
    8.5. Education of world of work

9. Problems and Issues in Education of Pakistan
    9.1. Foreign Language
    9.2. Education and Politics
    9.3. Universalization of Primary Education
    9.4. Population Education
    9.5. Environmental Education
    9.6. Drug Education

Recommended Texts

1. Asian Development Bank (2019). School Education in Pakistan: A Sector Assessment. DOI: http://dx.doi.org/10.22617/TCS190039
2. John, S. Brubacher (2000). *Modern Philosophies of Education,* New Delhi: TATA McGraw Hill Publication Co.

Suggested Readings

1. Azeem, A. M., & Ismat, H. I. (2016). *Education and Development of Pakistan*: A Study of Current Situation of Education and Literacy in Pakistan. doi: 10.17265/2161-6248/2016.11.003
2. Shami, P. A. (2011) *Education in Pakistan*. Urdu Print.

URCI-5105 **Islamic Studies** **2(2+0)**

Course Description

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.. Islamic Studies is the academic study of Islam and Islamic culture. It majorly comprises of the importance of life and that after death. It is one of the best systems of education, which makes an ethical groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammadﷺ. The learning of the Qur'an and Sunnah guides the Muslims to live peacefully.

Course Objectives

This course is aimed at:

1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic
3. Civilization
4. To improve Students skill to perform prayers and other worships
5. To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline

1: Topical study of Quran & Hadith

1.1. Tauheed; (Study of rationale and traditional arguments and thinking)

توحید (دلائل کا عقلی و نقلی مطالعہ، تفکر و تدبر)

1.2 Prophethood: (Faith on revealed books & angels; status of prophet, Obedience of messenger and culmination of prophet hood)
رسالت (الہامی کتب و ملائکہ پر ایمان ؛ آدابِ نبوی، اطاعتِ رسول اور ختمِ نبوت)

1.3 Hereafter آخرت

1.4 Worships (Prayers, fasting, obligatory charity, Pilgimage to Makkah & Jihad)
عبادات (نماز، روزہ، حج، زکوۃ، جاد)

1.5 Characteristics of faithful (صفات مومنین)

1.6 Social Etiquettes (آدابِ معاشرت)

1.7 Dawah & Iqamah of Din (دعوۃ و اقامتِ دین)

2 : Seerah Study (سیرت مطالعہ)

2.1 Importance of study of seerah (مطالعہ سیرت کی اہمیت)

2.2 Prophet way of personality development and purification of self تزکیہ نفس اور تعمیر شخصیت کا نبوی منہاج

2.3. Formulation of society and Prophet model تشکیل معاشرت اور اسوہ حسنہ

2.4. Migration to Madina, Brotherhood and Madina accord ہجرت مدینہ ، مواخات اور میثاقِ مدینہ

2.5. Battles of Prophet; objectives & insight غزوات النبی؛ مقاصد و حکمت

2.6. The last address of Prophet (PBUH) رسول اللہ ﷺ کا آخری خطبہ حج

Unit 3: Study of Culture (مطالعہ تہذیب و تمدن)

3.1 Meaning of culture, characteristics of Islamic culture تہذیب کا مفہوم، اسلامی تہذیب کی خصوصیات

3.2. Fundamental human rights بنیادی انسانی حقوق

3.3. Role of Muslims in evolution of human culture تہذیب انسانی کے ارتقاء میں مسلمانوں کا کردار

3.4. Concept of Knowledge in Islam اسلام کا تصورِ علم

3.5. Role of Muslims in Physical, Biological and Social knowledge طبعی علوم، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار

3.6. Dialogue among religions مکالمہ بین المذاہب

Divisions of Marks:

Topical study of Quran & Hadith:	60
Seerah Study:	20
Study of Culture:	20

Recommend Texts:

1. Zia-ul-Haq, Muhammad, Dr, (2001). *Introduction to Al Sharia Al Islamia*, Lahore: Aziz Publication.
2. Ahmad Hasan, (1993). *Principles of Islamic Jurisprudence,* India: Adam Publishers.

Suggested Readings:

1. Hameed ullah Muhammad, (1957), *Introduction to Islam*, Lahore: Sh M Ashraf Publisher.
2. Hameed ullah Muhammad, (1980), *Emergence of Islam*, India: Adam Publisher.
3. Noor,M. F. (2009) *Islamiat for students of O' Levels, Ferozsons*, Encyclopedia of the Qur'an, (PVT) Limited.

URCC-5110 Citizenship Education and Community Engagement 3 (1+2)

Course Description

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Course Objectives

After completion of the course prospective teachers will be able to:
1. Define the relationship of citizenship education and community
2. Understand the processes of socialization
3. Comprehend the social development
4. Describe the role of schools and teachers in community engagement
5. Discuss the role of different agencies in community

Outline

1 Introduction to Citizenship Education and Community Engagement
- 1.1 Introduction to Active Citizenship
- 1.2 Overview of the Ideas, Concepts
- 1.3 Philosophy and Skills
- 1.4 Approaches and Methodology for Active Citizenship
- 1.5 Philosophy and Skills

2. Identity, Culture and Social Harmony:
- 2.1. Concepts and Development of Identity
- 2.2. Components of Culture and Social Harmony, Cultural & Religious Diversity
- 2.3. Multi-cultural society and inter-cultural dialogue
- 2.4. bridging the differences, promoting harmony
- 2.5. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
- 2.6. Active Citizen: Locally active, Globally connected
- 2.7. Importance of active citizenship at national and global level

3. Group and Group Dynamics
   - 3.1. Group dynamics
   - 3.2. Types of groups
   - 3.3. Individual behaviour
   - 3.4. Group behaviour
   - 3.5. Role of school and teacher in modelling the individual and group behaviour
4. Socialization
   - 4.1. Meaning
   - 4.2. Process and types of socialization
   - 4.3. Stages of socialization
   - 4.4. Agents of socialization
   - 4.5. Role of school in socialization
   - 4.6. Teacher as a role model
5. Human rights
   - 5.1. Constitutionalism and citizens' responsibilities
   - 5.2. Introduction to human rights
   - 5.3. Universalism vs relativism
   - 5.4. Human rights in constitution of Pakistan
   - 5.5. Public duties and responsibilities
6. Social Control
   - 6.1. Definition
   - 6.2. Social Deviation and Tolerance
   - 6.3. Methods of social control
   - 6.4. Role of teacher in developing social control
   - 6.5. Role of teacher in developing social control
7. Effective teacher
   - 7.1. Characteristics of effective teacher
   - 7.2. Communication and effective teacher
   - 7.3. Motivation of students
   - 7.4. Provision of conducive environment in Learning
   - 7.5. Classroom Management
8. Social Issues in Pakistan
   - 8.1. Introduction to the concept of social problem, Causes and solutions
   - 8.2. Poverty, Equal and Equitable access of resources, unemployment
   - 8.3. Agricultural problems, terrorism & militancy, governance issues)
9. Social action and project

9.1. Introduction and planning of social action project

9.2. Identification of problem, Ethical considerations related to project

9.3. Assessment of existing resources

Recommended Texts:

1 Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge Falmer.

2 Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings:

1 British Council. (2017). *Active citizen's social action projects guide.* Scotland: British Council

2 Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives.* New York: Routledge

EDUC-5109 Language Skills (Specialization-I) 3(3+0)

Course Description

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the program. The development of critical reading and writing skills is a major emphasis of the course. This course aims to enable the students to utilize English as a language of oral and written communication. This can only be possible through the integration of four language skills; listening, speaking, reading and writing. As students of Department of Education are trained to become teachers in the public and private sector schools, it is important to teach them in such a manner that they not only learn to practice language skills but also teach the skills to the students in their future professional career. To fulfill the purpose, students will be exposed to different approaches and methods of teaching language skills. They will also be assigned topics for presentations so that they can practice all four language skills during preparation and presentation of the topics.

Course Objectives

At the end of this course students will be expected to:

1. Understand four communication skills (reading, listening, writing, and speaking).
2. Understand the nature of the phenomenon of the four skills
3. Make a practical usage of these skills in real life
4. Define and exemplify the term sub-skills
5. Account for the division of skills into productive and receptive
6. Show how all skills are active in character;

Course Outline

1. An introduction to Language skills
   1.1. Channels of communication
   1.2. The Language skills
   1.3. Classification of Language skills
   1.4. The problems of assessment
2. Receptive Skills (Reading and Listening)
   2.1. Reading Skill
   2.2. What is reading?
   2.3. Types of reading (intensive reading, extensive reading, skimming, scanning, loud reading, silent reading)
   2.4. Techniques for reading
   2.5. Reading comprehension and summarizing
   2.6. Approaches to teaching reading
   2.7. Increasing Reading Speed (Slides and OHP)
   2.8. Faulty reading habits

3. Reading skills in Classroom
   - 3.1. Previewing
   - 3.2. Anticipating
   - 3.3. Predicting
   - 3.4. Scanning
   - 3.5. Skimming
   - 3.6. Inferring meaning
4. Listening Skill
   - 4.1. What is listening?
   - 4.2. Types of listening
   - 4.3. Real Life listening (purpose and expectations, response, visibility of the speaker. environmental clues)
   - 4.4. Listening to EFL (hearing the sounds, understanding intonation and stress, coping with redundancy and noise, using visual and environmental clues)
   - 4.5. Techniques for Improving listening
5. Listening skills in classroom
   - 5.1. Intensive listening
   - 5.2. Extensive listening
   - 5.3. Teaching listening
   - 5.4. Stages in a listening lesson
   - 5.5. Types of listening material
6. Productive Skills (Writing and Speaking)Writing Skill
   - 6.1. What is writing?
   - 6.2. Approaches to teaching writing
   - 6.3. Creative and Imaginative writing
   - 6.4. Paragraph writing and Essay writing
   - 6.5. CV writing and job application writing
   - 6.6. Writing a research Paper
   - 6.7. Report writing
   - 6.8. Brain storming
   - 6.9. Punctuation
7. Writing skills in the classroom
   - 7.1. Three stages in teaching writing
     - 7.1.1. Controlled writing
     - 7.1.2.Guided writing
     - 7.1.3.Free writing
   - 7.2. Techniques for teaching guided writing
8. Speaking skill
   - 8.1. What is speaking?
   - 8.2. Approaches to teaching speaking
   - 8.3. Techniques for improving speaking
   - 8.4. Giving Presentations
   - 8.5. Role play
   - 8.6. Dialogue
   - 8.7. Simulations
   - 8.8. Problem solving exercises
9. Speaking skills in classroom
   - 9.1. Stages of speaking lesson
     - 9.1.1.The presentation stage
     - 9.1.2.The practice stage
     - 9.1.3. The production stage
     - 9.1.4.Accuracy and fluency- a review
     - 9.1.5.What makes a good dialogue

Recommended Text:

1. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2018). *Teaching English as a foreign language*, England: Routledge & Kegan Paul Ltd.
2. Bright, J.A. & Piggot, R. (2015). *Handwriting*. Cambridge: CUP

Suggested Readings:

1. Richards, J.C. (2015). *Communicative Language Teaching Today*. Singapore: RELC.
2. Swan, M. (2015). *Practical English Usage*. Oxford: OUP.
3. John, H. (2017). *Introduction to English language Teaching*. NY: Longman.

EDUC-5110 Geography (Specialization-II) 3(3+0)

Course Description

The purpose of this course is to equip prospective teachers with knowledge of geography of Pakistan, soil formation and environmental challenges in the region. The course will cover a series of major themes of geographic enquiry. The dynamic nature of the physical environment will provide a foundation on which the human/cultural landscape has evolved. Specific areas of investigation will focus on an explanation of the parameters of geography: the role of maps and mapmakers: an awareness of some of the major forces of physical processes and resulting topography: a review of the dynamics of the atmosphere and subsequent climate types: the impact of population growth: and case studies that take an in depth look into a series of issues in economic, political, urban, and cultural geography. Students will explore the Earth's physical systems with an emphasis on weather and climate, water, ecosystems, geologic processes and landform development.

Course Objectives

Students will be able to

1. Understand the geography of Pakistan
2. Know about Soil formation
3. Describe Environmental challenges
4. Comprehend Population and natural resources
5. Have broad knowledge about the location of Pakistan
6. Have a clear idea of immediate neighbours of Pakistan.
7. Describe the physical features of Pakistan
8. Explain the strategic importance of Pakistan.

Course Outline

1. Physiographic:
   - 1.1. Mountains
   - 1.2. Plateaus
   - 1.3. Plains
2. Hydrology
   - 2.1. Hydrology of Pakistan
   - 2.2. Glaciers of Pakistan
   - 2.3. Rivers
   - 2.4. Lakes
3. Climate:
   - 3.1. Climate and weather
   - 3.2. Climatic elements
   - 3.3. Climatic zones

3.4. Seasons
3.5. Temperature
3.6. rainfall, effects of the climate on the lives and economic activates in different regions

4. Soil:
   4.1. factors of soil formation in Pakistan
   4.2. soil classification, soil erosion
   4.3. Vegetation
   4.4. Natural Vegetation of Pakistan
   4.5. Types of vegetation of Pakistan
5. Environmental challenges:
   5.1. topographic constrains climatic constrains
   5.2. floods, desertification, earthquakes
   5.3. population growth and recourses
   5.4. salinity and water logging
   5.5. urban growth and environmental problems, air pollution, water pollution
6. Agriculture General
   6.1. Importance of agriculture
   6.2. Problems of Agriculture
   6.3. solutions of Agriculture problems
7. Agriculture production
   7.1. Crops in Pakistan
   7.2. Division of crops
   7.3. Food crops
   7.4. Non-food crops
8. Livestock and Dairy
   8.1. Classification of livestock
   8.2. Dairy
   8.3. Poultry
   8.4. Fishing
   8.5. Issues of livestock sector in Pakistan
9. Population composition:
   9.1. age compositions
   9.2. labour force
   9.3. languages, literacy
   9.4. religion
10. Mineral resources of Pakistan
   10.1. Classification of minerals
   10.2. Mining
   10.3. Distribution of minerals in Pakistan
   10.4. Mineral fuel

Recommended Text:

1. Punjab Text Book Board (2018). *Curriculum for Geography grades vi -viii*. Lahore: Punjab Text Book Board
2. Sit, V. (2002). *Integrated geography*. Hong Kong: Longman.

Suggested Readings:

1. Khan, F.K. (2016). *Geography of Pakistan*. England: Oxford University Press.
2. Castree. N, et al. (2015). *A companion to environmental geography. Hong Kong: SNP Best-set Typesetter Ltd*. Retrieved from https://www.uv.mx/personal/fpanico/files/2011/04/AA.-VV.-3. San, W. H. (2012). *Understanding Geography*, Hong Kong: Longman

EDUC-5111 Chemistry (Specialization-III) 3(3+0)

Course Description

Chemistry is the branch of science concerned with the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry is sometimes called "the central science," because it bridges physics with other natural sciences, such as geology and biology. Sub-domains of chemistry include: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry, and biophysical chemistry. Chemistry has the power to explain innumerable phenomena in the world, from the ordinary to the bizarre. Understanding chemistry is the key to understanding the world as we know it. Chemistry is the study of literally everything around us – the liquids that we drink, the gasses we breathe, the composition of everything from the plastic case on your phone to the earth beneath your feet. Moreover, chemistry is the study of the transformation of matter. After reading this course students would be aware of the concepts involved in chemistry, and make students able to apply the concepts of chemistry in daily life.

Course Objectives

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

1. Aware of the concepts involved in chemistry.
2. Apply the concepts of chemistry in daily life.
3. Describe about physical matter
4. Discuss the concepts chemicals
5. Explain features of Atom
6. Comprehend the molecular bonds and reactions

Course Outline

1. Introduction to Chemistry
   1.1. What is chemistry?
   1.2. A brief history of Chemistry
   1.3. Chemistry & Society
   1.4. Branches of Chemistry
   1.5. The Scientific approach in Chemistry
2. Structure of Atoms
   2.1. Theories and Experiments related to Atomic Structure
   2.2. Electronic Configuration
   2.3. Isotopes
3. Periodic Table and Periodicity of Properties
   3.2 Periodic Table
   3.1 Periodic Properties

4. Structure of Molecules
   - 4.1 Why do atoms react
   - 4.2 Chemical bonds
   - 4.3 Types of bonds
   - 4.4 Intermolecular forces
5. Physical States of Matter
   - 5.1 Typical Properties
   - 5.2 Solid State
   - 5.3 Typical Properties
   - 5.4 Types of Solids
   - 5.5 Allotropy
6. Solutions
   - 6.1 Solution
   - 6.1.1 aqueous solution
   - 6.1.2 solute and solvent
   - 6.2 Saturated, unsaturated, supersaturated solutions and dilution of solution
   - 6.3 Types of solutions
   - 6.4 Concentration units
   - 6.5 Comparison of solutions
7. Electrochemistry
   - 7.1 Oxidation and reduction
   - 7.2 Oxidation states and rules for assigning oxidation states
   - 7.3 Oxidizing and reducing agents.
   - 7.4 Oxidation - reduction reactions
   - 7.5 Electrochemical cells
   - 7.6 Electrochemical industries
   - 7.7 Corrosion and its prevention
8. Chemical reactivity
   - 8.1 Metal
   - 8.2 Non-metal

Recommended Book:

1. Nicholls, L., Page, A., & Berry, S. (2020*). Cambridge International AS & A Level Chemistry Students' Book*. www.cambridge.org/education
2. Punjab textbook Board (2019). *Chemistry 9th*. Lahore: Punjab textbook Board.

Suggested Books:

1. Paul Flowers, P. et al. (2019). *Chemistry* 2e, England: OpenStax.
2. Allcock, H. R. (2019*). Introduction to Materials Chemistry*. (2nd Ed.), US: Willy E-book

Semester - III

BS Education **Semester III**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	URCE-5103	English III	3(3+0)
2	EDUC-5112	Educational Technology & ICT	3(3+0)
3	EDUC-5113	Philosophy of Education	3(3+0)
4	EDUC-5114	Teaching of History & Geography (Professional I)	4(4+0)
5	EDUC-5115	Educational Psychology	3(3+0)
Specialization: Any one the following three			
6	EDUC-5116	Computer Assisted Language Learning	3(3+0)
	EDUC-5117	Development Studies	
	EDUC-5118	Biology	
Total			**19**

URCE-5103 English - III 3 (3+0)

Course Description

Academic writing is a formal, structured and sophisticated writing to fulfill the requirements for a particular field of study. The course aims at providing understanding of writer's goal of writing (i.e. clear, organized and effective content) and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to the content logically to add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Course Objectives

After completing this course, pre-service teachers/teachers will be able to:

1. Discriminate between formal and informal language use.
2. Communicate effectively in speech and writing with different audiences for a variety of purposes.
3. Communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations.
4. Identify the main stylistic features of descriptive, narrative, persuasive and argumentative texts.

Course Outline

1. Letter writing
   - 1.1. Official
   - 1.2. Non- Official
2. Essay Writing
   - 2.1. Introduction
   - 2.2. Body paragraphs
   - 2.3. Conclusion
3. Reading skills
   - 3.1. Components of reading
   - 3.2. Phonics, Phonemic awareness
   - 3.3. Vocabulary, Fluency and Reading comprehension

4. Listing skills
   - 4.1. Components of Listening
   - 4.2. Receiving, Understanding
   - 4.3. Evaluating, Remembering and responding
5. Speaking skills
   - 5.1. Components of speaking skills
   - 5.2. Fluency and Vocabulary
   - 5.3. Grammar and Pronunciation
6. Poems:
   - 6.1. All The World's A Stage — William Shakespeare
   - 6.2. On His Blindness — Johan Milton
   - 6.3. To Autumn — john keats
   - 6.4. No Buyers — Thomas Macneice
   - 6.5. Prayer Before Birth — Louis Macneice
   - 6.6. The owl critic — James T. Field
7. Essay:
   - 7.1. One Vote For This Age Of Anxiety — Margaret mead
   - 7.2. On Babies — Jerome K.jerome
   - 7.3. Islamic Culture — Muhammad Marmaduke Pickthal
8. Short Stories:
   - 8.1. Take piety — Bernard Malamud
   - 8.2. The Necklace — Guy De Wild
   - 8.3. The Happy Prince — Oscar wild
9. One act plays:
   - 9.1. Even exchange — Paul S. McCOY
   - 9.2. The Master Of The House — W.S Houghton

Recommended Texts:

1 Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd Ed.). Ann Arbor: The University of Michigan Press.

2 Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.

Suggested Readings:

1 Craswell, G. (2004). *Writing for academic success*. London: SAGE.

2 Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.

3 Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

EDUC-5112 Educational Technology & ICT 3(3+0)

Course Description

The purpose of this course is to provide help the students, understand, use, and apply a range of Information Communications Technologies (ICTs) such as computers and the Internet, other audio and video equipment, mobile phones, and online resources and tools as part of the teaching and learning process. This course will focus on how technology promotes, supports, and enhances all of these core components. The focus of this course is to provide with the knowledge and skills regarding how ICTs can be used to engage students in the learning process, improve understanding of content as well as instructional and assessment practices, and enhance communication and collaboration in the classroom. The course focuses on teaching with technology. Technology in this course largely means computers/laptops, though instruction is largely similar whether a teacher is using a laptop or cell phone and how technology can support content knowledge, instruction, assessment, and collaboration.

Course Objectives

The course will enable learners to:

1. Understand the meaning, concept and importance of instructional technology in education process.
2. Know the meaning of learning and appreciate what is effective teaching and learning by using latest instructional technology.
3. Select, arrange and use appropriate methods/strategies and material for effective use of technology.
4. Develop indigenous materials as instructional aids.

Course Outline

1. The nature of Educational Technology
   - 1.1. Meaning and definition of educational technology
   - 1.2. Origin of educational technology
   - 1.3. History of educational technology
   - 1.4. Types and components of educational technology
   - 1.5. Difference in IT & ICT
2. Educational Technology in Learning
   - 2.1. Theories of Learning
   - 2.2. The Process of Learning
   - 2.3. Role of Teacher in Learning
   - 2.4. Role of technology in learning
3. Instructional Media I
   - 3.1. Basic concepts
   - 3.2. Tape-Recorder, Radio, Television and video
   - 3.3. Language Laboratory
   - 3.4. Educational telecasting and Television
   - 3.5. Fields, trips, exhibition, museum

4. Instructional Media II
   4.1. Videotext and electronic mail
   4.2. Interactive video, Video and film
   4.3. Projectors, types and uses, Computer
   4.4. Internet and intranet, Multimedia, Language laboratories, Models
   4.5. Reprography, Board work: Bulletin and fallen boards
5. Communication
   5.1. Nature of Communication
   5.2. Elements of Communication
   5.3. Problems in Communication
   5.4. Education and Communication
6. Media and Their Uses in Learning Process
   6.1. Use of locally available low cost material of educational technology
   6.2. Media:
   6.3. Meaning and concept
   6.4. Use of Mass Media in Education
7. Current types of the educational technology systems and their application
   7.1. Computer-based educational technology
   7.2. Interactive video and multimedia stations
   7.3. Virtual reality systems: Simulations & games
   7.4. Teleconferencing
   7.5. Personal digital assistants (PDAs)
   7.6. Laboratory and workshop instructions
8. Planning and implementation for effective technology integration in
   8.1. Teaching, Preparing / planning for technology integration
   8.2. Obtaining the right material and personnel resources and Choosing the right software & hardware for yours needs
   8.3. Training the teachers for using educational technology
   8.4. Introduction to technology support tools ,Using graphics tools, Using planning and organizing tools , Using tools to support specific content areas
   8.5. Using interactive videodisc technology in teaching , Using hypermedia in teaching and learning
9. Integrating Technology into the Curriculum and Instruction
   9.1. Technology in science and mathematics instruction , Technology in social science instruction
   9.2. Technology in language arts and foreign language instruction
   9.3. Technology in music and art instruction, Technology in exceptional student education
   9.4. Issues and trends related to technology use in instruction
   9.5. Trends
      9.5.1. Adaptive learning
      9.5.2. Content Curation
      9.5.3. Micro learning
      9.5.4. Mobile Assisted Language Learning

Recommended Texts:

1. Huang R., Spector J.M., Yang J. (2019). *Educational Technology. Lecture Notes in Educational Technology*. Springer, Singapore.https://link.springer.com/book/10.1007/978-981-13-6643-7
2. Huang, R. J., Spector, M., & Yang, J. (2019). *Educational Technology*. Springer Nature Singapore PTE Ltd. DOI: https://doi.org/10.1007/978-981-13-6643-7

Suggested Readings:

1. Joyce, B., Weil, M., Calhoun, E. (2014). *Models of Teaching (9th Ed.),* New York*:* Pearson, ISBN 0133749304
2. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York: Routledge.
3. Feden, P. D. and Vogel, R. M. (2003). *Methods of teaching*. Boston: Mc-Graw Hill

Course Description

The purpose of this course is to gain philosophical perspective of theory and practice which help the prospective teachers to relate their educational experiences with different western philosophies as well as philosophical thoughts of Muslim philosophers. Philosophy revolves around logic and conceptual analysis. This course will provide students with an opportunity to consider a variety of educational issues from a philosophical perspective. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; social and moral values, the ethics of education; religious values in individual and social life.

Course Objectives

After completing this course students will be able to:

1. Describe the scope of philosophy and branches of philosophy.
2. Analyse the relationship of education and philosophy.
3. Evaluate the role of philosophy in educational policy and practice.
4. Discuss the main tenets of idealism and realism.
5. Define naturalism, pragmatism and existentialism.
6. Identify the similarities and differences among naturalism, pragmatism and existentialism.

Course Outline

1. Introduction to Philosophy
   - 1.1. Introduction
   - 1.2. Objectives
   - 1.3. Definition and Scope of Philosophy
   - 1.4. Branches of Philosophy
   - 1.5. Relationship of Education
2. Role of Philosophy in Education Policy and Practice
   - 2.1. Philosophy and Aims of Education
   - 2.2. Philosophy and the Curriculum
   - 2.3. Philosophy and Teacher
   - 2.4. Philosophy and Method of Teaching
3. Four General Philosophies
   - 3.1. Idealism
   - 3.2. Realism
   - 3.3. Pragmatism
   - 3.4. Existentialism
4. Educational Philosophies
   - 4.1. Perennialism
   - 4.2. Essentialism
   - 4.3. Progressivism
   - 4.4. Reconstructionism/Critical Theory

5. Classical and Modern Philosophical Perspectives on Education

5.1. Idealism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Plato.
5.2. Realism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Aquinas, Aristotle, Bacon, Locke.
5.3. Naturalism: Its metaphysics, epistemology, and axiology, educational implications Proponents: Rousseau.
5.4. Pragmatism (Experimentalism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Dewey
5.5. Postmodernism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Derrida, Foucault.

6. Theories of Education:
   6.1. Progressivism (rooted in pragmatism): Aims, Curriculum, and Educational Implications. Proponents: Dewey, Kilpatrick,Parker, Washburne.
   6.2. Critical Theory rooted in neo Marxism and postmodernism): Aims, Curriculum, and Educational Implications. Proponents: McLaren, Giroux.
   6.3. Perennialism (rooted in realism): Aims, Curriculum, and Educational Implications. Proponents: Adler, Bloom, Hutchins, Maritain.
   6.4. Essentialism (rooted in idealism and realism): Aims, Curriculum, Educational implications. Proponents: Bagley,Bestor, Conant, Mor.
7. Sources of Knowledge
   7.1. Revealed
   7.2. Intuition
   7.3. Authority
   7.4. Rational
   7.5. Empirical
8. Muslim Philosophical Perspective on Education
   8.1. Imam Ghazali
   8.2. Ibne-Khaldun
   8.3. Shah waliullah
   8.4. Sir Syed Ahmed Khan
   8.5. Allama Iqbal
9. Greek Philosophers' Perspective on Education
   9.1. Socrates
   9.2. Objectives of Greek Education
   9.3. The Socratic Method and The Dialectical Method
   9.4. Plato
   9.5. Aristotle
10. Western Philosophers' Perspective on Education
   10.1. John Lock
   10.2. John Dewey
   10.3. Herbart
11. Role of Values in Education
   11.1.Definition, meaning, and kinds
   11.2.Identification and importance of social and moral values
   11.3.Teaching of social and moral values through education
   11.4.Role of religious values in individual and social life.

Recommended Texts:

1. Ornstein, Allan C. (2016). *Foundations of Education*. New York: Houghton Mifflin Company
2. Shami, P. (2015). *Educational Philosophy*. (Ed.). Sargodha: Ghazali Publisher..

Suggested Readings:

1. Gutek, Gerald L. (2015). *Philosophical and Ideological Perspectives on Education, 2nd ed*. Boston, Allyn and Bacon.
2. Dewey, John. (1916). *The Child and the Curriculum*. New York: Macmillan
3. Arthur Zilversmith (1993). *Changing Schools: Progressive Education Theory and Practice, 1030- 1960.* Chicago: University of Chicago Press.

EDUC-5114 Teaching of History & Geography 4(4+0)

Course Description

The purpose of this course outlines the nature of geographical concepts and the enquiry approach, and explains their significance in geographical learning. Teaching of history & geography is the integrated, coordinated and systematic study drawing upon disciplines of social sciences such as history, anthropology, economics, political science and sociology in relation to Pakistan. This course explains modes of creativity and the stages of the 'creative' process in geographical teaching and learning. This course will identify and explore some of the key issues around teaching geography in elementary and secondary schools. Through coming to understand these issues and debates, students will reflect on and develop practice as a geography teacher and develop a greater awareness of the wider context of geography education and how this affects geography in the elementary and secondary school curriculum. This course enables prospective teachers to teach the content effectively in the classroom by using appropriate teaching strategies and methods in history & geography.

Course Objectives

Students will be able to;

1. Develop lesson plans in history and geography
2. Teach the content effectively in the classroom by using appropriate teaching strategies and methods in history & geography.
3. Distinguish the environmental changes and their impact
4. Comprehend the Geographical features of Pakistan
5. Locate and teach the soil and its link with agricultural production and livestock

Course Outline

Geography

1. Physiography
   - 1.1. What is Physiography
   - 1.2. Mountains
   - 1.3. Plateaus
   - 1.4. Plains
2. Climate
   - 2.1. Climate and weather
   - 2.2. Temperature and atmosphere
   - 2.3. Rainfall
   - 2.4. winds
   - 2.5. Air Pressure
3. Hydrology
   - 3.1. Hydrology of Pakistan
   - 3.2. Glaciers of Pakistan
   - 3.3. Rivers of Pakistan
   - 3.4. Lakes of Pakistan
   - 3.5. Agriculture general
   - 3.6. Minerals of Pakistan

4. Human settlements
   4.1. Indus valley civilization
   4.2. The Aryan Era
   4.3. Socio-cultural development
   4.4. Foundation
5. Mughal's Rule in India
   5.1. Rule of Babar and Hamayun
   5.2. Rule of Akbar
   5.3. Rule of Jahngir
   5.4. Rule of Shajahan
   5.5. Rule of Aurangzeb Alamgir
6. Effect of Islam on Hindu Society
   6.1. Political affects
   6.2. Social affects
   6.3. Economic affects
   6.4. Religious affects
7. Role of Sufia in Promotion of Islam
   7.1. Chishtia Chain/Order
   7.2. Saharwardia Chain/Order
   7.3. Qadaria Chain/Order
   7.4. Naqshbandia Chain/Order
8. Teaching
   1.1. Teaching history and geography
   1.2. Use of A.V-aids in teaching history
   1.3. Use of A.V-aids in geography
   1.4. Planning lessons
   1.5. Imparting instruction
9. Methods of teaching in History and Geography I
   9.1. Expository method
   9.2. Laboratorial or practical method
   9.3. Demonstration
   9.4. Discussion method
10. Methods of teaching in History and Geography II
    10.1 Problem solving method
    10.2 Project method
    10.3 Discovery and inquiry method
    10.4 Activity based teaching

Recommended Text:

1. Punjab Text Book Board (2018). *Curriculum for Geography grades vi -viii.* Lahore: Punjab Text Book Board.
2. Mass, P. (2015) .*Oxford history for Pakistan* (book, I.II and III). Oxford: OUP.

Suggested Readings:

1. Sit, V. (2016). *Integrated geography: Book -1, 2 and 3. (2nd Ed.)* Hong Kong: Longman. Hong Kong Education.
2. Smith, M. (Ed.). (2015). *Teaching of geography in secondary schools*. London: The Open University Press.
3. San, W.S., et al (2016). *Understanding geography.* (Book 1 &2). Singapore: Kogan Page

EDUC-5115 Educational Psychology 3(3+0)

Course Description

Educational psychology both draws from and contributes to cognitive science and the learning sciences. Educational psychology has seen rapid growth and development as a profession in the last twenty years. Educational psychology has been built upon theories of operant conditioning, functionalism, structuralism, constructivism, humanistic psychology, Gestalt psychology, and information processing. Teaching and learning in which individuals had to think about individual differences, assessment, development, the nature of a subject being taught, problem solving, and transfer of learning was the beginning to the field of educational psychology. The course is designed to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. It provides the study of learners and learning contexts both within and beyond traditional classrooms and evaluates ways in which factors such as age, culture, gender, and physical and social environments influence human learning. The course is intended to improve the reading, writing and communication skills of students.

Course Objectives

After the successful completion of the course, the participants will be able to:

1. Understand the need and importance of psychology in education
2. Comprehend the scope, methodology and usefulness of educational psychology in effective teaching
3. Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications
4. Develop skills to understand and identify the individual and cultural differences among the students to improve their teaching by adopting appropriate strategies
5. Adopt the measures to enhance the creative potentials of themselves as well as of their students

Course Outline

1. Introduction
   - 1.1. Meaning and nature of psychology
   - 1.2. Meaning and nature of educational psychology
   - 1.3. Educational psychology: Some basic problems to solve simultaneously
   - 1.4. Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology
   - 1.5. Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology
2. Teaching learning process
   - 2.1. Learning Process
   - 2.2. Understanding the Learner, Characteristics of Learner, Laws of learning
   - 2.3. Skill learning; stages and conditions
   - 2.4. Concept learning
   - 2.5. Problem solving, discovery and creativity, conditions and steps

3. Human growth and Development
   - 3.1. Physical growth and development
   - 3.2. Cognitive growth and development , Cognitive theories
   - 3.3. Social and moral development, social Learning theory
   - 3.4. Morality: early theories
   - 3.5. Emotional development
4. Theories of Learning
   - 4.1. Associative theories
     - 4.1.1.Associationism
     - 4.1.2.Conditioning
     - 4.1.3.Extinction and recovery
     - 4.1.4.connectionism
   - 4.2. Cognitive theories
     - 4.2.1.Gestalt Psychology
     - 4.2.2.Learning by insight
5. Motivation: Theory and Practice
   - 5.1. Concept of motivation.
   - 5.2. Types of motivation
   - 5.3. Functions of motivation
   - 5.4. Theories of motivation.
   - 5.5. Strategies for motivation
6. Educational psychology in contemporary classrooms
   - 6.1. The contemporary ecology of classroom
   - 6.2. ICT in Learning and Teaching
   - 6.3. ICT transforming learning
   - 6.4. ICT transforming pedagogy
   - 6.5. Transforming Inclusive Education
7. Mental Health
   - 7.1. Concept and nature
   - 7.2. Symptoms and causes of maladjustments
   - 7.3. Adjustments mechanisms
   - 7.4. Mental health in schools
   - 7.5. Mental health of the teacher
   - 7.6. Mental hygiene at home
8. Teaching for Learning (i.e. Effective Teaching)
   - 8.1. Planning for effective teaching
   - 8.2. Teaching large & small groups effectively
   - 8.3. Characteristics of effective teachers
   - 8.4. Matching methods to goals
9. Culture and Diversity
   - 9.1. Today's diverse classroom and Learning needs
   - 9.2. Economic and social class differences
   - 9.3. Ethnicity and race in teaching and learning
   - 9.4. Difference of gender
   - 9.5. Multicultural education
   - 9.6. Language diversity
10. Complex Cognitive Process
    - 10.1 Metacognition
    - 10.2 Learning strategies
    - 10.3 Problem solving
    - 10.4 Critical thinking
    - 10.5 Teaching for transfer

Recommended Text:

1. Santrock, J. W. (2018). *Educational psychology*. Boston: McGraw –Hill.
2. Sprinthall, N.A., and Sprinthall, R.C., and Oja, S.N. (2014). *Educational psychology: A developmental approach***.** New York: McGraw Hill Inc.

Suggested Readings

1. Iqbal, M. Z., & Shahid, S. M. (2016). *Educational psychology & guidance*. Islamabad: AIOU.
2. Rashid, M. (comp.) (2016). *Allied material of educational guidance and counseling*. Islamabad: AIOU.
3. Dash, B.N., Dash, N., and Rath, M.P. (2012). *A text book of educational psychology.* New Delhi: Dominant Publishers and Distributors.

EDUC-5116 Computer Assisted Language Learning (Specialization-I) 3(3+0)

Course Description

The purpose of this course is to provide students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. This subject is design for language teaching and learning in which computer technology is used as aid to the presentation, reinforcement and assessment of the material to be learnt. In addition, students should develop favorable attitudes towards integrating educational technology into language learning and teaching, and critically evaluate language learning software and websites. They should develop expertise in using technology to teach and learn language skills, and design and produce simple computer assisted language learning activities. They should also be able to use a course management system such as Model in teaching and testing English; and designing e-portfolios. This course also will help to develop skills to use computer for language learning.

Course Objectives

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

1. Identify the basic components of computer and describe the function of each
2. Learn different applications of computers in education
3. Develop skills to use computer for language learning
4. Use CALL resources
5. Use CALL hardware

Course Outline

1. Introduction to CALL
- 1.1. History of CALL
- 1.2. Traditional CALL
- 1.3. Explorative CALL
- 1.4. Behaviouristic CALL
- 1.5. Communicative CALL
- 1.6. Multimedia CALL
- 1.7. Web-Based CALL
- 1.8. Integrative CALL

2. CALL Hardware
- 2.1. Computer-mediated Communication:
- 2.2. Asynchronous Written communication: e-mail.
- 2.3. Synchronous written communication: chat, MOO.WES, SES
- 2.4. Synchronous oral communication: video-conf

3. World Wide Web Resources in CALL
- 3.1. CALL website collection
- 3.2. Review of CALL web sites
- 3.3. Researching and evaluating internet resources
- 3.4. Using the internet of teaching English
- 3.5. Computer assisted development of spoken language
- 3.6. Computer assisted development of writing Skills
- 3.7. Computer assisted development of Reading skills
- 3.8. Computer assisted development of listening skills

4. Evaluation of CALL Software
   4.1. Criteria.
   4.2. Application in a language classroom
   4.3. Using web for Language Teaching
   4.4. Dominant Types of CALL Activities
   4.5. Designing and development multimedia instructional materials
   4.6. Planning CALL activities for specific teaching contexts
5. Foreign Language Instruction
   5.1. Interactionist theory
   5.2. Sociocultural theory
   5.3. Multimedia software
   5.4. Learning games on handled computers
   5.5. Language labs
   5.6. Radio Broadcast
   5.7. Presentation Aids
6. Virtual Platforms of Communication
   6.1. LMS (Learning Management Systems)
   6.2. VLE (Virtual Learning Environment)
   6.3. E fronts
   6.4. Dokeos
   6.5. A tutor
   6.6. OLAT
   6.7. Claroline
   6.8. ILIAS
7. Types of CALL related materials /activities
   7.1. Adventure Games
   7.2. Blogs
   7.3. Chat online
   7.4. Cloze exercise
   7.5. Drills
   7.6. Stimulations
   7.7. Tandem
   7.8. Web quests
8. How to make your own CALL exercises
   8.1. Board games generator
   8.2. Word search and label the picture
   8.3. Crossword maker, missing and split words
   8.4. Fill in the blanks, flash cards, MCQ's
   8.5. Scrambled sentences
   8.6. Word spiral
   8.7. Lined

Recommended Text:

1. Ken Beatty, (2018). *Teaching and Researching Computer Assisted Language Learning, (3rd Ed.).* New York: Pearson Publications.
2. Barnbrook, G., (2015). *Language and Computers*. Scotland: Edinburgh University Press.

Suggested Readings:

1. Kennedy, G., (2016). *An Introduction to Corpus Linguistics*. Longman: London.
2. Susan. H. (2015). *Corpora in Applied Linguistics Cambridge*: Cambridge University.
3. Hunston, S., (2014). *Corpora in Applied Linguistiss,* Cambridge: Cambridge University Press.

EDUC-5117 Development Studies (Specialization-II) 3(3+0)

Course Description

The purpose of this course is to introduce the students to basic concepts, facts, arguments, and causal theories about development. Development Studies (also known as 'international development studies' or 'international development') is a multi- and inter-disciplinary field of study rather than a single discipline. It seeks to understand the interplay between social, economic, political, technological, ecological, cultural and gendered aspects of societal change at the local, national, regional and global levels. This course provides an in-depth introduction to the multi-disciplinary field of development studies. It introduces students to key debates in development theory, to the history of development policy and practice, and to the range of multilateral, bilateral and NGO organizations that are currently engaged in the development enterprise. This course also looks at the main sectors in which development organizations engage, including: governance and security, health, education, environmental and natural resource management, urbanization and gender development and legal reform.

Course Objectives

After completion of this course students will be able to:

1. Describe development as a common good
2. Comprehend the importance of individual in development
3. Explain the concept of Urbanization
4. Distinguish the developments around the globe
5. Learn development capability and freedom
6. Comprehend the nature and causes of poverty and gender and development.

Course Outline

1. Development, the human person and resources.
   - 1.1. Definition of development
   - 1.2. Development and its assets
   - 1.3. The dignity of human person and development
2. Theories and strategies of development
   - 2.1. Introduction
   - 2.2. Classical-traditional approaches
   - 2.3. Modernization of theory
   - 2.4. The top down paradigm of development and western world view.
3. Globalisation, development and under development
   - 3.1. What is globalisation
   - 3.2. Strands of globalisation
   - 3.3. Globalisation and marginalisation
   - 3.4. Globalisation and unequal development
4. People in development process
   - 4.1. Population and resources
   - 4.2. Quality of life
     - 4.2.1. Household development cycle, household pressure and gender Inequalities
     - 4.2.2. Children
     - 4.2.3. Culture, religion and development
     - 4.2.4. Health
     - 4.2.5. Education
     - 4.2.6. Human rights

5. Resources and Environment
   5.1. What is sustainable development
   5.2. Resources and development
   5.3. Ecosystem, water resources,
   5.4. Energy resources
   5.5. Soil erosion
   5.6. climate change
   5.7. biodiversity
6. Physical well-being and mental well-being.
   6.1. Conditions for physical well being
   6.2. Conditions for mental well being
   6.3. The nature and causes of poverty.
   6.4. Definitions of poverty
   6.5. Characteristics of poverty
   6.6. Its nature and causes, poverty in developing countries
   6.7. Strategies to combat poverty
7. Technology and the social effects of technological change.
   7.1. Technology in practice
   7.2. The impact of tools in the society
8. Socio-economic indicators of growth and development.
   8.1. Development and growth
   8.2. Ingredients for development and growth
   8.3. Socio-economic indicators from African Development Indicators
9. Colonialism
   9.1. What is colonialism
   9.2. Colonialism and imperialism
   9.3. Importance of colonialism
   9.4. Phases of colonialism
10. Urbanization and development.
   10.1. Models for development
   10.2. The urbanization and regional differences
   10.3. Rural urban migration and interaction
   10.4. Urban and regional planning
   10.5. Urban services and environment
   10.6. Characteristics of migrants
11. Gender and development.
   11.1. Gender roles
   11.2. The socialization process
   11.3. Gender and its impact on development

Recommended Text:

1. Nakagawa, J. (2016). *Managing Development Globalization, economic restructuring and social policy*, New York: Routledge.

2. Daly, H. E., & John B. C., (2016). From Individualism to Person-in-Community. Chapter 8 in *For the Common Good: Redirecting the Economy toward Community, the Environment and a Sustainable Future.* Boston: Beacon Press

Suggested Readings:

1. Desai, V., & Potter, R. B. (2013). *The companion to development studies*, USA: Routledge.

2. Stathakis, G. and G. Vaggi (2015). *Economic Development and Social Change Historical roots and modern perspectives*. USA: Routledge.

3. Sen, A., (2015). Poverty as Capability Deprivation‖. Chapter 4 in *Development as Freedom*. New York: Anchor Books.

EDUC-5118 **Biology (Specialization-III)** **3(3+0)**

Course Description

Biology is the natural science that studies life and living organisms, including their physical structure, chemical processes, molecular interactions, physiological mechanisms, development and evolution. Despite the complexity of the science, there are certain unifying concepts that consolidate it into a single, coherent field. Biology recognizes the cell as the basic unit of life, genes as the basic unit of heredity, and evolution as the engine that propels the creation and extinction of species. Living organisms are open systems that survive by transforming energy and decreasing their local entropy to maintain a stable and vital condition defined as homeostasis. The study of biology incorporates everything imaginable related to the life on Earth. It can be very broad and focus on details regarding the entire planet or it may be very specific and study microscopic structures such as bacteria. At the end of this course students will be able to understand concepts involved in biology and apply the concepts in real life situations.

Course Objectives
At the end of this course prospective teachers will be able to:

1. Understand the concepts of Biology and its relationship with other sciences.
2. Differentiate the branches of Biology
3. Apply the biological processes in real life situations.
4. Comprehend the elements of Biodiversity
5. Identify the cell structures of plants and animals
6. Explain the importance of diet and nutrition

Course Outline

1. Biology
1.1. Introduction to Biology
1.2. Branches of Biology
1.3. Relationship of Biology to other Sciences
1.4. Careers in Biology
1.5. Muslim scientists
1.6. Cellular organizations

2. Solving a Biological Problems
2.1. Recognition of biological problem
2.2. Observations
2.3. Hypothesis
2.4. Deductions
2.5. Experimentation
2.6. Results summarization
2.7. Reporting results

3. Biodiversity.
   3.1. Classification
   3.2. Two kingdom classification
   3.3. Three kingdom classification
   3.4. Five kingdom classification
   3.5. Conservation of biodiversity
   3.6. Impact of human beings on biodiversity
4. Cell and Tissues
   1.1 Introduction to cell
   1.2 Microscopy and cell theory
   1.3 History of cell theory
   1.4 Structures and Functions of cell
   1.5 Relationship in Structures and Functions of cell
   1.6 Cell size
   1.7 Animals and plants tissues
   1.8 Human cell
2. Cell cycle
   2.1 Mitosis
   2.2 Significance of Mitosis
   2.3 Meiosis
   2.4 Significance of Meiosis
   2.5 Difference in Mitosis and Meiosis
   2.6 Apoptosis and Necrosis
3. Enzymes
   3.1 Introduction
   3.2 Characteristics of enzymes
   3.3 Uses of enzymes
   3.4 Mechanism of enzymes action
   3.5 Specificity of enzymes
4. Bioenergetics
   4.1 Photosynthesis
   4.2 Mechanism of photosynthesis
   4.3 Light reactions and Z scheme
   4.4 Dark reactions
   4.5 Chlorophyll and Light
   4.6 Effect of light intensity and temperature
   4.7 Respiration
5. Ecology
   5.1 Pollution
   5.2 Types of pollution
   5.3 Cleanliness
6. Nutrition
   6.1 Mineral nutrition in plants
   6.2 Micronutrients and Macronutrients
   6.3 Fertilizers
   6.4 Components of human food

6.5 Effects of water
6.6 Balance diet
6.7 Problems related to nutrition

Recommended Text:

1. Clark, M. E. et al (2018). Biology 2e. Opens tax Rice University. Retrieved from https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Biology2e-OP.pdf
2. Punjab textbook Board (2019). *Biology for class 9th*. Punjab textbook Board, Punjab Pakistan

Suggested Reading:

1. Blystone, R., Barnard, K., & Golimowski, S. (2011). Special Book Section: Development of Biology Textbooks. DOI: 10.2307/1311267
2. Mary Jones, M. et al (2014). Biology Course book. Cambridge University Press

BS Education **Semester IV**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	URCE-5104	English IV	3(3+0)
2	EDUC-5119	Teaching of General Science (Professional II)	4(4+0)
3	EDUC-5120	Teaching of English Language (Professional III)	4(4+0)
4	EDUC-5121	Curriculum Development	3(3+0)
5	EDUC-5122	Comparative Education	3(3+0)
Total			**17**

URCE-5104 **English IV** **3 (3+0)**

Course Description

The course is designed to provide the familiarity and comprehension of English literary pieces. The students may not be familiar or well-versed in the various genres of literature prior to taking this course. The course provides training and skills necessary to engage, understand, critically analyse, and enjoy the literary genres of literature: short story, poetry, novel and drama. The students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures and innovations to engage with the more advanced cognitive aspects of literature. In addition to these theoretical skills, students will also read below the surface of the texts for their historical, ethical, psychological, social, and philosophical value by developing insights in how literature gives us a window into both the experiences of others and wider appreciation for the human condition. The course explores literary production in English against local context in particular, by emphasizing shifts in thought as well as genre innovation, i.e. medieval to modern. It provides an introduction to key texts, authors and literary periods, exploring the relationship of texts to their contexts and considering multiple perspectives in the different literary genres.

Course Objectives

After completion of this course students will be able to:

1. Enhance language skills
2. Develop critical thinking
3. Summarize stories
4. Explain underlying meanings of poetry
5. Apply Language description in daily routines
6. Communicate effectively

Course Outline

1. Poetry
   - 1.1. Departure and Arrival — T.S. Eliot l
   - 1.2. The Road Not Taken — Robert Frost
   - 1.3. Because I could not stop For Death — Emily Dickinson
   - 1.4. Say This City Has Ten Million Souls — W. H. Auden
   - 1.5. The Daisy — Francis Thompson
   - 1.6. Woman Work — Maya Angelou

2. Short story
   - 2.1. The Fly — Katherine Mansfield
   - 2.2. Araby — James Joyce
   - 2.3. Tell-Tale Heart — E.A. Poe

3. Essay
   - 3.1. The Last Sermon by Holy Prophet (Peace Be Upon Him)
   - 3.2. Work — Bertrand Russel
   - 3.3. Three Days to See — Helen Keller

4. Novel
   - 4.1. The old Man and the Sea — Ernest Hemingway

Recommended Readings

1. Kennedy, X.J. & Gioia, D. (2014). *Literature: An introduction to fiction, poetry, drama, and writing*. Boston: Pearson.

2. Mays, K. J. (2014). *The Norton introduction to literature*. New York: Norton.

Suggested Readings

1. Bausch, R & Cassill, R.V. (2006). *The Norton anthology of short fiction*. New York: Norton & Company.

2. Gardner, J. E., Lawn, B., Ridl, J., & Schakel, p. (2016). *Literature: A portable anthology*. Boston: Bedford St. Martins.

3. Guddon, J.A. (2010). *Dictionary of Literacy Terms and Literary Theory*. Penguin

EDUC-5119 Teaching of General Science 4(4+0)

Course Description:

In this course emphasis is put on methods of teaching and lines of approach to the subject matter, rather than on the content of a syllabus. It is hoped that, by the use of good methods, the teacher will be able to lead his pupils towards an appreciation of scientific methods and all understanding of' Science. The study of General Science in Primary and Secondary school is linked to National prosperity and economic development. The course is designed for the effective interactive ways of teaching science. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, and theories to every day experience to develop highly knowledgeable, highly skilled teachers do make a difference in terms of student learning using low cost and no cost and traditional audio visual as well as ICT in teaching learning process.

Course Objectives
The course will enable learners to:

1. Understand scientific concepts
2. Differentiate between scientific products and scientific processes
3. Understand the underlying principle of science education
4. Apply appropriate methods and techniques for effective learning and teaching in Science

Course Outline

1. Nature, Aims and Objectives of Teaching Science
   - 1.1. Definition of science, nature of science
   - 1.2. Scope and characteristics
   - 1.3. Aims and objectives of teaching science
     - 1.3.1. Bloom's taxonomy
     - 1.3.2. Taxonomy and classification of objectives
     - 1.3.3. Writing objectives in behavioural terms
     - 1.3.4. Objectives in science education at various levels
2. Unit and lesson planning
   - 2.1. Instructional Course Objectives
     - 2.1.1. General Instructional Objectives(GIOs) and Specific Instructional objectives(SIOs)
   - 2.2. Functions of SIOs, Criteria for writing SIOs
   - 2.3. Unit plan
     - 2.3.1. Steps involved in unit plan
     - 2.3.2. Lesson plan
     - 2.3.3. Criteria for good lesson plan
     - 2.3.4. Steps of lesson plan
     - 2.3.5. Model lesson plan
3. Methods of Teaching General Science I
   - 3.1. Demonstration cum-lecture method
   - 3.2. Discovery method
   - 3.3. Project method
   - 3.4. Problem solving
   - 3.5. Heuristic method
   - 3.6. Laboratory method
   - 3.7. Inquiry method
   - 3.8. Assignment method
   - 3.9. Activity method

4. Methods of Teaching General Science II
    4.1. Scientific methods
    4.2. Panel discussion
    4.3. Seminar
    4.4. Symposium
    4.5. Workshop
    4.6. Team teaching
    4.7. Personalized system of instruction
    4.8. Computer Assisted Instruction
    4.9. Mobile Assisted Instruction
5. Microteaching
    5.1. Meaning and definition
    5.2. Characteristics
    5.3. Cycle of microteaching
    5.4. Steps of microteaching
    5.5. Practice of relevant skills
    5.6. Reinforcement
    5.7. Need for link lesson in microteaching
6. Science teacher and Laboratory: I
    6.1. What are A.V aids
    6.2. Psychology of using
    6.3. Types of A.V aids
    6.4. Essential qualities for using A.V aids
    6.5. Principles of using teaching aids
    6.6. Using low cost teaching aids
7. Technology and Science Teaching:
    7.1. Radio and tape recorder
    7.2. T.V, LCD projection and Multimedia
    7.3. Educational Broadcast
    7.4. ICT and e-resources in classroom
    7.5. Role of internet
8. Science teacher and Laboratory
    8.1. Science Teacher
        8.1.1. Academic and professional Qualification
        8.1.2. Need of In service education
    8.2. Location and types of science laboratory
    8.3. Apparatus and equipments
    8.4. Improvised apparatus
    8.5. Laboratory manual and instructions
    8.6. Mishaps and remedies
9. Technology and scientific Teaching
10. Evaluation
    10.1 Designing a test
    10.2 Achievement test in Science
    10.3 Subjective and objective tests
    10.4 Administering & scoring a test
    10.5 Interpreting test results

Recommended Text:

1. Terry Jennings (2019). *Oxford Secondary Science Teaching Guide 1* Oxford University Press
2. Shahid, P., & et al. (2015). *Teaching of General Science* (16th ed.). Allama Iqbal Open Univesrity, Islamabad.

Suggested Readings:

1. DeBoer, G. (2019). *A history of Ideas in Science Education*. Teachers College Press.
2. Pearl, J., & Mackenzie, D. (2018). *The book of why: the new science of cause and effect*. Basic Books.
3. Punjab Text Book Board (2019). General Science IX & X. Punjab textbook Board, Punjab *Pakistan.*
4. Muthukumar, V. (2015*). Teaching of Science.* Bharathidasan University, Tiruchirapplli. Retrieved from https://www.pdfdrive.com/

EDUC-5120 Teaching of English Language 4(4+0)

Course Description

The deteriorating standard and quality of education in general and at elementary & secondary level in particular are due to substandard and low quality of ELT. The major drawbacks of our students up to secondary level are their poor pronunciation, fluency, comprehension and creative writing. Moreover, their skills of reading, writing, speaking and listening are also deficient. The major reason for these deficiencies is our English teachers who are not well-trained only but are also non –professionals. And even if they are somewhat trained, their training is not up to the mark. Usually graduate teachers with B.Ed. are appointed as English teachers whose training lacks many things .Keeping in view all these limitations and demands of the 21st century education, we have designed these courses of ELT to meet the challenges of new-millennium. One of these two courses deals with the methods techniques and approaches to ELT. It focuses mainly on the latest methods & techniques especially the modern software's & simulations available in the market. The second course in this regard consists of the review of English content from class I--X and its effective teaching by applying various methods studied in the first course. Moreover, we have a special course of four credit hours to improve the communication skills of the students in the first semester entitled as "Communication Skills" in English.

Course Objectives

On the successful completion of this course the student teachers will be able to:

1. Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
2. Teach different units of the syllabi efficiently and effectively up to secondary level
3. Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
4. Develop the four communication skills of reading ,writing ,listening & speaking effectively & efficiently

Course Outline

1. Contribution of linguistics and psychology to the teaching of English
    - 1.1. Language learning theories
        - 1.1.1. Learning a Language.
        - 1.1.2. Second Language Pedagogy
        - 1.1.3. Language as a Rule-governed Behaviour.
        - 1.1.4. Language as a Skill.
        - 1.1.5. International Language skills
        - 1.1.6. Learning mother tongue and second language
            - 1.1.6.1. Interference and Transfer from the Mother Tongue on Learning a Second Language.
            - 1.1.6.2. Implications for Teaching Methods.
2. Teaching Reading
    - 2.1. Teaching Writing
    - 2.2. Approaches to teaching writing at elementary & secondary level
    - 2.3. Simple sentence and Complex sentence
    - 2.4. Paragraph writing
    - 2.5. Essay writing
    - 2.6. Report writing
    - 2.7. Creative writing
    - 2.8. Story writing and Letter writing
    - 2.9. Application writing

3. Approaches to teaching reading
   - 3.1. Loud reading
   - 3.2. Silent reading
   - 3.3. Reading strategies
   - 3.4. Scanning and Skimming
   - 3.5. Dealing with comprehension question
   - 3.6. Reading poetry
   - 3.7. Reading prose
   - 3.8. Extensive reading
   - 3.9. Intensive reading
   - 3.10. Checking faulty reading: sub vocalization, finger pointing, regressions
4. Teaching Speaking
   - 4.1. Approaches to teaching speaking
   - 4.2. Teaching pronunciation
   - 4.3. Dialogues (simulation)
   - 4.4. Monologues (Presentations & paper reading)
   - 4.5. Discussions
   - 4.6. What is efficient and effective speaking?
5. Teaching Listening
   - 5.1. Approaches to teaching listening
   - 5.2. Listening words
   - 5.3. Listening utterances
   - 5.4. Using different clues for understanding
   - 5.5. What is efficient and effective listening?
6. Teaching Vocabulary
   - 6.1. Introducing new words and improving vocabulary
   - 6.2. Vocabulary through reading
   - 6.3. Guessing through contexts
   - 6.4. Spellings
7. Teaching Grammar
   - 7.1. What is grammar? Basic concepts
   - 7.2. Parts of speech
   - 7.3. Phrases
   - 7.4. Clauses
   - 7.5. Punctuation
   - 7.6. Tenses
   - 7.7. Change of voice
   - 7.8. Change of narration
   - 7.9. Common grammatical errors
8. English Language Teaching
   - 8.1. Theoretical background to language teaching
   - 8.2. Difference between first language, second language learning
   - 8.3. Status of English in Pakistan
   - 8.4. Why learn second language?
   - 8.5. Theories of learning and their applications in language learning and teaching
   - 8.6. Recent trends in Teaching English Language: Communicative Language Teaching, Cooperative Language Teaching, Task-based Language Teaching and Activity Based Language Teaching
9. Methods ,Approaches and Techniques of ELT
   - 9.1. Methods
     - 9.1.1. The grammar translation method
     - 9.1.2. The direct method
     - 9.1.3. Dr West's new method
     - 9.1.4. The audio-lingual method

9.2. Approaches
- 9.2.1. Natural approach
- 9.2.2. Communicative approach
- 9.2.3. Eclectic approach
- 9.2.4. Structural approach

9.3. Testing:
- 9.3.1. Testing and Evaluation of Language Skills.
- 9.3.2. Types of Tests.
- 9.3.3. Types of Achievement Tests.
- 9.3.4. Construction of a Good Test – Objectivity, Reliability, Validity and Administrability
- 9.3.5. Item Analysis.

10. Instructional Aids
- 10.1 Audio- Visual Aids
- 10.2 Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches.
- 10.3. Electronic Aids – Overhead Projector, Tape Recorder, Lingua Phone Records, Radio, Television
- 10.4 Programmed learning
- 10.5 Language laboratory
- 10.6 Technology enabled language learning
- 10.7 Computer assisted language learning (call).
- 10.8. Multimedia for ELT
- 10.9 Web based Language Learning

Recommended Text:

1. Richards, J. C. (2017). Interchange. Cambridge University Press. Retrieved from www.cambridge.org/interchange

2. John, H. (2017). *Introduction to English language Teaching*. Ny: Longman.

Suggested Readings:

1. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2018). *Teaching English as a Foreign Language*. Routledge & Kegan Paul Ltd.
2. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.
3. Dad, K. D., & et al. (2017). *English I*. Allama Iqbal Open University, Islamabad.
4. Muthukumar, V. (2015). *Teaching of English.* Bharathidasan University, Tiruchirapplli. Retrieved from https://www.pdfdrive.com/

EDUC-5121 Curriculum Development 3(3+0)

Course Description

Curriculum is one of the four basic components of education i.e., teacher, student, curriculum and school. Curriculum is the pathway through which the objectives of education are attained whereas instruction is how this curriculum (content) is communicated to the students. Today we talk about the school curriculum and curriculum guides which are documents from the results of planning and development. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. The career and technical and technical curriculum focuses not only on the educational process but also on the tangible results of that process. This course focuses on curriculum within the context of career and technical education. This course also focuses primarily on content and areas related to it. It encompasses the macro or broadly based activities that impact on a wide range of programs, courses, and student experiences. In fact, the curriculum should define the institution's mission and goals.

Course Objectives

After studying this course, the students will be able to:

1. Understand basic concepts of curriculum and instruction
2. Comprehend and evaluate the process of curriculum development and change in general and in Pakistani context in particular
3. Review and evaluate the curriculum reforms that have taken place in Pakistan so far
4. Understand and evaluate the basic principles, models and approaches to the curriculum organization and design
5. Review and understand the critical issues, problems and trends in curriculum development and instruction
6. Describe the process of curriculum evaluation both in national and international context
7. Evaluate the quality and worth of our local text books, curricula and syllabi

Course Outline

1. Introducing Curriculum
   - 1.1. The nature of curriculum
     - 1.1.1. Important definitions
     - 1.1.2. Characteristics of curriculum
     - 1.1.3. Broad components of curriculum
     - 1.1.4. Need of curriculum
     - 1.1.5. Scope of curriculum
2. Curriculum planning and Development
   - 2.1. Characteristics of Curriculum planning
   - 2.2. Process of Curriculum development
   - 2.3. Basic principles of Curriculum development
   - 2.4. Elements of curriculum
3. History of curriculum development in Pakistan
   - 3.1. Curriculum development in Islam
   - 3.2. Curriculum development in Sub-Continent
   - 3.3. Curriculum development since 1947
   - 3.4. Curriculum development under various educational policies
4. Foundations of Curriculum:
   - 4.1. Philosophical foundations
   - 4.2. Historical foundations
   - 4.3. Psychological foundations
   - 4.4. Socio-cultural foundations
   - 4.5. Economic foundations

5. Conceptual framework of curriculum
   - 5.1. Need for conceptual framework
   - 5.2. Relationship among the elements
   - 5.3. Models of curriculum development
     - 5.3.1. Objective Model, Contents model , Process model
     - 5.3.2. Integration vs. differentiated curriculum
     - 5.3.3. Teacher vs. student centred curriculum
     - 5.3.4. Top down vs. bottom up curriculum
6. Curriculum Development Process
   - 6.1. Formulation of objectives
   - 6.2. Selection of content
   - 6.3. Approaches to content organization
   - 6.4. Selection and organization of methods
   - 6.5. Bases for selecting instructional methods
   - 6.6. Curriculum Evaluation
   - 6.7. Curriculum development process in Pakistan
7. Curriculum Goals, Aims and Objective:
   - 7.1. Taxonomies of educational objectives
   - 7.2. Cognitive domain
   - 7.3. Affective domain
   - 7.4. Psychomotor domain
   - 7.5. The development of objectives
   - 7.6. Critique of models of objectives
8. Content selection , organization principles and procedures
   - 8.1. The selection of curriculum content
   - 8.2. Procedures for content selection.
     - 8.2.1. The judgemental procedure
     - 8.2.2. The experimental procedure
     - 8.2.3. The analytical procedure
     - 8.2.4. The consensual procedure
   - 8.3. Principals of curriculum organization
     - 8.3.1. What is curriculum organization
     - 8.3.2. Criteria foe effective curriculum organization
9. Curriculum Evaluation
   - 9.1. Definition, components, and kinds of evaluation, (Summative, formative, diagnostic etc.)
   - 9.2. Traditional and progressive notions of curriculum monitoring and evaluation
   - 9.3. Role of evaluation in curriculum improvement
   - 9.4. Process and practices of curriculum evaluation
   - 9.5. Curriculum evaluation in Pakistan and its implications
   - 9.6. Contemporary issues of curriculum evaluation
10. Comparative perspective of curriculum development.
    - 10.1. Curriculum development in USA
    - 10.2. Curriculum development In UK
    - 10.3. Curriculum development in Canada
    - 10.4. Curriculum development in Russia.
    - 10.5. Curriculum development in Japan.
    - 10.6. Curriculum development China.
    - 10.7. Curriculum development in Malaysia.
    - 10.8. Curriculum development in Pakistan

Recommended Text:

1. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum*: A practical guide. Routledge.

2. Rashid, M. (2012). *Allied material of curriculum development and instruction*. Allama Iqbal Open University, Islamabad
3. Bhatti, M. A., & et al. (2017). *Curriculum Development*. Allama Iqbal Open University, Islamabad

Suggested Reading:

1. Oliva, P.F. (2015). *Developing the curriculum*. (4th Ed.). New York: Longman.

2. Limon E. K, (2014). *Handbook of Curriculum Development*. http://www.pdfbook.co.ke

3. Sharma, R. C. (2002). *Modern Methods of Curriculum Organization*. New Delhi: Commonwealth.

EDUC-5122 Comparative Education 3 (3+0)

Course Description

Education system in any country cannot be isolated from the education system of other countries. Keeping in view the requirement of equivalence in global world, it is important to compare the education system of Pakistan with other developing and developed countries. Comparative education is an educational science. Comparative Education is included as a professional course. The education system in a country cannot be isolated from the education systems of other countries. Keeping in view the requirement of equivalence in a global world, it is important to compare the education system of Pakistan with those of other developing and developed countries. Knowledge about the education systems of various countries assists policymakers in reflecting on education in the context of competition and excellence. This course provides a deep insight of different educational systems and enables students to make comparative critical analysis with special reference to Pakistan.

Course Objectives

After studying this course, the students will be able to:

1. Analyse the concept and scope of comparative education.
2. Differentiate among approaches of comparative education..
3. Evaluate primary education in comparative perspective.
4. Analyse secondary education in comparative perspective.
5. Critically analyse higher education in comparative perspective
6. Discuss the status of teacher education in comparative perspective.

Course Outline

1. **Comparative Education: Introduction**
   - 1.1. Introduction
   - 1.2. Objectives
   - 1.3. Concept and Scope of Comparative Education
     - 1.3.1. The Concept of Comparative Education
     - 1.3.2. The Scope of Comparative Education Comparative Vs International Education: An Analysis
   - 1.4 Historical Development of Comparative Education
   - 1.5 Comparative Education: Trends and Issues
2. **Concept of Educational Approaches**
   - 2.1. Introduction
   - 2.2. Objectives
   - 2.3. Concept and Scope of Educational Approaches
   - 2.4. Types of Educational Approaches
   - 2.5. Conflict Theory
   - 2.6. Open System Theory
3. **Primary Education**
   - **3.1.** Introduction
   - **3.2.** Objectives
   - **3.3.** Nature of Primary Education
   - **3.4.** Concept and Scope of Primary Education
   - **3.5.** Primary Education in Comparative Perspectives
4. **Secondary Education**
   - 4.1. Introduction
   - 4.2. Objectives

4.3. Concept and Scope of Secondary Education
4.4. Secondary Education in Comparative Perspectives
4.4.1. Secondary Education in USA
4.4.2. Secondary Education in UK
4.4.3. Secondary Education in India
4.4.4. Secondary Education in Pakistan
4.4.5. Secondary Education in Malaysia
4.5 Comparison between Eastern and western countries in secondary education

5. Higher Education
5.1. Introduction
5.2. Concept and Scope of Higher education
5.2.1. Concept of Higher Education
5.2.2. Scope of Higher Education
5.3. Bologna Process in Higher Education
5.4. University Education in Comparative Perspectives;
5.4.1. United States of America (USA)
5.4.2. UK
5.4.3. Pakistan
5.4.4. India
6. **Teacher Education**
6.1. Introduction
6.2. Objectives
6.3. Concept of Teacher Education
6.4. Scope of Teacher Education
6.5. Teacher Education in Comparative Perspective
6.5.1. USA
6.5.2. UK
6.5.3. Pakistan
6.5.4. India
7. Special Education
7.1. Introduction
7.2. Objectives
7.3. The Concept and Scope of Special Education
7.4. Special Education in
7.4.1. Pakistan
7.4.2. United Kingdom
7.4.3. India
7.4.4. Norway

8. **Curriculum Planning and Development**
8.1. Introduction
8.2. Objectives
8.3. Curriculum Planning
8.4. Curriculum Development
8.5. Concept and Scope of Curriculum Development
8.6. Essential Considerations for Curriculum Development
8.7. Phases and Steps in Curriculum Development
8.8. Curriculum Development in Comparative Perspectives
8.8.1. Curriculum Development in United States of America
8.8.2. Curriculum Development in United Kingdom
8.8.3. Curriculum Development in India
8.8.4. Curriculum Development in Pakistan

9. Comparison: Distance Education System

9.1. Introduction
9.2. Objectives
9.3. Concept and Scope of Distance Education System
9.4. Comparative Distance Education System:
  9.4.1.Canada
  9.4.2.UK
  9.4.3.Pakistan
  9.4.4.India
9.5 Comparisons of different Distance Education Systems

Recommended Text:

1. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*, London: Macmillan International Higher Education.

2. Costa, A.L. & Lowery,L.F.(2014). *Techniques for teaching thinking*, Melbourne: Hawker Brownlow

Suggested Readings:

1. Moon, J. (2007). *Critical thinking: An exploration of theory and practice*, USA: Routledge
2. McPeck, J. E. (2016). *Teaching critical thinking: Dialogue and dialectic*, USA: Routledge.

Semester - V

BS Education **Semester V**			
Sr. No.	**Course Code**	**Course**	**Credit Hours**
1	EDUC-6123	Critical Thinking & Reflective Practices	3(3+0)
2	EDUC-6124	Teaching of Mathematics (Professional IV)	4(4+0)
3	EDUC-6125	Teaching Practice-I	6(0+6)
Specialization: Any one of the following three			
4	EDUC-6126	Second Language Acquisition	3(3+0)
	EDUC-6127	Human Rights Education	
	EDUC-6128	Computer Science	
Total			**16**

EDUC-6123 Critical Thinking & Reflective Practices 3(3+0)

Course Description

Critical Thinking and development of critical thinking skills is the address of every educational institute around the globe. This course is designed for undergraduate program of teacher preparation. It is expected that the teachers of twenty first century should be able to not only learn and review the current policies and practices in education but may also have the ability to think critically and reflect upon the current practices to bring positive changes. This course will introduce the prospective teachers to critical theory, and help them to become reflective practitioners. This course will also help them to initiate action research culture within education and strengthen the community of practice in the profession of teaching. This course helps learners develop higher-order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks, and understand their own thinking and learning strategies.

Course Objectives
After- studying this course, the students will be able to:

1. Apply critical thinking and critical pedagogy in teaching
2. Analyse the content and design classroom instruction in innovative manner
3. Review and reflect on own teaching practices for further improvement
4. Conduct action research within classroom settings
5. Become a cautious and active member of community of teaching and learning
6. Understand the relationship of critical thinking with reading and writing
7. Foster rational motivation among the students

Course Outline

1. Introducing critical Thinking
   - 1.1. Introduction to Critical Thinking
   - 1.2. Why Critical Thinking Matters?
   - 1.3. Origins of critical approaches in social sciences
   - 1.4. Critical theory in education
   - 1.5. Essential aspects of critical thinking
   - 1.6. Teacher as critical thinker
2. Critical theory and Pedagogy
   - 2.1. Politics of Education
   - 2.2. Social Class Theory and Education
   - 2.3. Race Religion and Minority Issues in Education
   - 2.4. Work of Critical Theorists
   - 2.5. Roots of Critical Pedagogy
   - 2.6. Self- Awareness
     - 2.6.1. What is Self-Awareness?
     - 2.6.2. Interpersonal Communication
3. Teaching strategies to promote critical thinking
   - 3.1. Teaching and Learning in 21st Century
   - 3.2. Cooperative Teaching and Learning Strategies
   - 3.3. Discussion and Debate
   - 3.4. Critical Question-Answer Forums
4. Reflective Practice
   - 4.1. Reflection
   - 4.2. Theoretical Perspectives and Models of Professional Development

- 4.3. Reflective Models of Professional Development
- 4.4. Action and Reflection
- 4.5. Strategies and Techniques to develop critical Thinking: Brain Storming and Concept Mapping
- 4.6. Venn Diagram and Logical Reasoning

5. Reflective cycle
   - 5.1. Gibb's Reflective Cycle
     - 5.1.1. Description (Stage 1)
     - 5.1.2. Feelings
     - 5.1.3. Evaluation
     - 5.1.4. Description (Stage II)
     - 5.1.5. Conclusion
     - 5.1.6. Action Plan
6. Becoming a Critic of Your Thinking
   - 6.1. How Skilled is Your Thinking (Right Now)
   - 6.2. Good Thinking Is as Easy as Bad Thinking (But It Requires Hard Work to Develop It)
   - 6.3. Become a Critic of Your Own Thinking
7. Becoming a Fair-Minded Thinker
   - 7.1. Weak versus Strong Critical Thinking
   - 7.2. What Does Fair-Mindedness Require?
   - 7.3. Intellectual Humility: Having Knowledge of Ignorance
   - 7.4. Intellectual Courage and Intellectual Empathy:
   - 7.5. Entertaining Opposing Views
8. Action research
   - 8.1. Teacher as Researcher Designing Action Research
   - 8.2. Identification of Problem
   - 8.3. Collect Data on the Problem
   - 8.4. Execution and Recording
   - 8.5. Reflection on the collected data
   - 8.6. Action Plan
9. Reflective and critical writing
   - 9.1. Critical Review and Analysis
   - 9.2. Reflective Writing
   - 9.3. Critical Writing
   - 9.4. Journal Writing
   - 9.5. Process of reflection
   - 9.6. Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research) and Skills for reflection

Recommended Text:

1. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*, London: Macmillan International Higher Education.
2. Costa, A.L. & Lowery,L.F.(2014). *Techniques for teaching thinking*, Melbourne: Hawker Brownlow

Suggested Readings:

1. Moon, J. (2007). *Critical thinking: An exploration of theory and practice*, USA: Routledge
2. McPeck, J. E. (2016). *Teaching critical thinking: Dialogue and dialectic*, USA: Routledge.

EDUC-6124 Teaching of Mathematics 4(4+0)

Course Description

Teaching Mathematics requires specific knowledge, understanding and skills in interpreting the Mathematics Curriculum and developing a wide range of pedagogies and strategies. Teaching Mathematics requires specific knowledge, understanding and skills in interpreting the Mathematics Curriculum and developing a wide range of pedagogies and strategies. The course is designed to prepare pre-service teachers to be effective classroom teachers through a comprehensive introduction to the learning and teaching of Mathematics across the primary years. This course will equip prospective teachers with knowledge and skills to teach math to grades I through VIII. They will become familiar with the math curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials like AV-aids. They will also understand the concept and need of Mathematics Laboratory and its essentials and use in teaching of mathematics.

Course Objectives

1. At the end of the course, the prospective teachers will be able to:
2. Begin using the pedagogical skills and competencies required to teach mathematics in elementary grades
3. Describe the nature, history, and development of mathematics education in Pakistan and internationally.
4. Apply effectively the various methods of teaching mathematics
5. Know and use techniques and strategies of teaching mathematics at elementary level
6. Make and use teaching aids effectively

Course Outline

1. Aims , Objectives and values of Teaching Mathematics
   - 1.1. Definition of Mathematics
   - 1.2. Meaning of mathematics
   - 1.3. Brief history of Mathematics
   - 1.4. Mathematics in relation with other subjects
   - 1.5. Values of maths
   - 1.6. Need and importance of objectives-based teaching of maths
2. Methods of Teaching Mathematics:
   - 2.1. Inductive Method and Deductive Method
   - 2.2. Dogmatic and Lecture
   - 2.3. Analytic method and Synthetic Method
   - 2.4. Heuristic Method and Project Method
   - 2.5. Problem Solving Method
3. Techniques of Teaching Mathematics
   - 3.1. Oral work, written work, assigned work, project work
   - 3.2. Discussions/ Group work
   - 3.3. Drill and practice
     - 3.3.1. Forms of classrooms organization (whole class, large group, small group, individual work)

4. Skills of teaching maths
   - 4.1. Skills of Stimulus variation
   - 4.2. Reinforcement skill
   - 4.3. Skills of demonstration
   - 4.4. Skills of problem questions
   - 4.5. Lesson planning
   - 4.6. Place of mathematics in school curriculum
5. Model of Teaching Maths
   - 5.1. Explicit teacher model
   - 5.2. The path smoothing model
   - 5.3. An Alternative model
   - 5.4. Formation and application of mathematical concepts
6. Teaching Aids and Mathematics Laboratory
   - 6.1. Importance of teaching aids in mathematics teaching
   - 6.2. Some important modern teaching aids for mathematics including computer
   - 6.3. How to set up a mathematics laboratory in elementary school
   - 6.4. How to use teaching aids and mathematics laboratory
   - 6.5. Use of low cost /no cost materials (from classrooms and surrounding for teaching of mathematics
   - 6.6. Child centred Activities in mathematics (educational trips, preparation of materials)
7. Measuring Achievements in Mathematics
   - 7.1. Preparation of different type of tests in mathematics
   - 7.2. Using tests for diagnostic purpose
   - 7.3. Interpreting test results
8. Planning Mathematics Learning
   - 8.1. Importance of planning in teaching of mathematics.
   - 8.2. Planning for the full course.
   - 8.3. Scheme of work.
   - 8.4. Lesson planning.
   - 8.5. Qualities of good lesson plan.
   - 8.6. Development of model lesson plans.
9. Content
   - 9.1. Numeration Systems
   - 9.2. Concept of Addition and Subtraction
   - 9.3. Concept of Multiplication and divisions
   - 9.4. Numbers Theory & Integers
   - 9.5. Fractions
   - 9.6. Set & Functions
   - 9.7. Elementary Statistical Concepts and Information Handling:
   - 9.8. Percentage, Ratio and Proportion
   - 9.9. Algebraic Expressions
   - 9.10. Geometry and Trigonometry

Recommended Text:

1. Punjab Textbook Bored (2019). *Mathematics book of class 9 & 10,* Lahore: Punjab textbook Board Punjab Pakistan.
2. Fauvel, J., & Jeremy G., (2016). *The History of Mathematics:* A Reader: London: Macmillan Press Ltd.

Suggested Readings:

1. Thong, H.S. and Hong, K.N. (2015). *New Additional Mathematics (for O' level)*. Karachi: paramount publishing Enterprise.
2. Muthukumar, V. (2015*). Teaching of Science.* Bharathidasan University, Tiruchirapplli. Retrieved from https://www.pdfdrive.com/
3. Jourdain, P. E. (2018). *The Nature of Mathematics*. Courier Corporation

EDUC-6125 **Teaching Practice I** **6 (0+6)**

Course Description

Teaching practice is a period that a student teacher spends teaching at a school as part of his or her training. Teaching practice is not a waste of time rather it helps to inculcate the professional traits in student teachers, preparing them for the real classroom and school situation. It is an important component towards becoming a teacher. It provides experiences to student teachers in the actual teaching and learning environment. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession Some form of assistance (financial or material) should be given to prospective teachers in developing and using teaching aids and guidance for teaching practice at school. Student teachers perceived teaching practice as an important tool of learning to teach because it promote the development of teaching experience and prepare them for the real world of work.

Course Objectives

After completion of the course, the trainee teachers will be able to:

1. Observe and evaluate classroom experiences.
2. Make observation of school activities/classroom observation
3. Write anecdotal record
4. Make observation checklist
5. Prepare field notes
6. Prepare observation report

Steps

1. Orientation of teaching practice
2. Contact to school managements for accommodation of student teachers for teaching practice
3. Allocation of male & female schools to student
4. Allocation of supervisors for each school
5. Preparing schedule for Final Model Lesson
6. Allotment of evaluators for final model lesson.

Recommended Text*:*

1. Cohen, L., Manion, L., Morrison, K. & Wyse, D. (2016). *A guide to teaching Practice*. Routledge.

2. Hussain, M. A., Bhatti, R., & Tufail, M. (2017). *Teaching Practice II*. Allama Iqbal Open University, Islamabad.

Suggested Readings*:*

1. Fry, H., Ketteridge, S., & Marshall, S. (2018). *A Handbook for Teaching and Learning in Higher Education*. Routledge
2. Souza, B. (2017). *Teaching Practice: A Handbook for Student Teachers*. Retrieved from file:///C:/Users/MuhammadSultan/Downloads/BENSOUZATeachingPractice.pdf

3.Rahman, F., & et al. (2017). *Manual Teaching Practice I*. Allama Iqbal Open University,Islamabad.

EDUC-6126 Second Language Acquisition (Specialization-I) 3(3+0)

Course Description

Language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language. Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. Implications for the language classroom include the ideas that the teacher can create contexts for communication which facilitate acquisition, that there is a natural order of acquisition of language, that there are affective filters which inhibit acquisition, especially for adults, and that comprehensible input is very important. This course will help students to understand pedagogy of English as second language and effectively communicate in second language.

Course Objectives

Students will be able to:

1. Understand foundations of second language acquisition
2. Comprehend the linguistics of second language acquisition
3. Describe the meaning of SLA
4. Apply SLA
5. Explain the components of SLA

Course Outline

1. Introducing Second Language Acquisition
   - 1.1. What is Second Language Acquisition (SLA)?
   - 1.2. What is a second language?
   - 1.3. What is a first language?
   - 1.4. Diversity in learning and learners

2. Foundations of Second Language Acquisition
   - 2.1. The world of second languages
   - 2.2. The nature of language learning
   - 2.3. L1 versus L2 learning

3. The logical problem of language learning
   - 3.1. Frameworks for SLA

4. The Linguistics of Second Language Acquisition
   - 4.1. The nature of language
   - 4.2. Early approaches to SLA
   - 4.3. Universal Grammar
   - 4.4. Functional approaches

5. The linguistics of Second Language Acquisition
- 5.1. The nature of language
- 5.2. Early approaches to SLA
- 5.3. Universal Grammar
- 5.4. Functional approaches
- 5.5. Learning and Literacy as a social Interaction

6. Social contexts of Second Language Acquisition
- 6.1. Communicative competence
- 6.2. Microsocial factors
- 6.3. Macrosocial level
- 6.4. Importance of participating in classroom Interaction

7. The psychology of Second Language Acquisition
- 7.1. Languages and the brain
- 7.2. Learning processes
- 7.3. Differences in learners
- 7.4. The effects of multilingualism

8. Acquiring knowledge for L2 use
- 8.1. Competence and use
- 8.2. Academic vs. interpersonal competence
- 8.3. Components of language knowledge
- 8.4. Receptive activities
- 8.5. Productive activities

9. L2 learning and teaching
- 9.1. Integrating perspectives
- 9.2. Approaching near-native competence
- 9.3. Implications for L2 learning and teaching
- 9.4. A.V Aids in L2 Teaching
- 9.5. Technology and L2 teaching

Recommended Text:

1. Saville-Troike, M. (2018). *Introducing Second Language Acquisition*. Cambridge. Cambridge University Press.\
2. Bloomfield, L. (2015). Language. New York: Holt, Rinehart & Winston

Suggested Readings:

1. Carter, R. & Nunan, D. (eds.) (2017). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
2. McLaughlin, B. (2016). *Theories of Second Language Learning*. London: Arnold.
3. Bialystok, E. (2017). *Communication Strategies: A Psychological Analysis of Second-Language Use*. Oxford: Blackwell.

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EDUC-6127 Human Rights Education (Specialization-II) 3 (3+0)

Course Description

Human rights education is defined as the learning process that builds up the required knowledge, values, and proficiency of human rights of which the objective is to develop an acceptable human rights culture. This type of learning teaches students to examine their experiences from the human rights point of view enabling them to integrate these concepts into their values and decision-making. UN is urging and supporting all member states to make knowledge about human rights available to everyone through both the formal school system and through popular and adult education. Learning for human rights, by developing skills, attitudes and values and to apply human rights values in their lives and to take action, alone or with others for promoting and defending human rights. The goal of this course is to help prospective teachers to gain knowledge and understanding about their Human Rights in the field of education.

Course Objectives

Students will be able to;

1. Understand the historical basis of human right education
2. Comprehend human right education and training of teachers.
3. Apply their rights as citizen
4. Know their responsibility as a citizen
5. Explain the policies of Human Rights

Course Outline

1. Human Right Education
   - 1.1 Historical basis of Human Right Education
   - 1.2 Determinants of Education of human right
   - 1.3 Rationale for Human Rights Education
   - 1.4 What Are Human Rights?
   - 1.5 What Is Human Rights Education?
   - 1.6 The Goals of Human Rights Education
   - 1.7 Principles of human Rights Education
2. The Art of Facilitation
   - 2.1 Personal challenges for human rights education
   - 2.2 The practice of facilitation
   - 2.3 Facilitating human rights Education
   - 2.4 Dealing with difficulties
3. Essential Components of Human Rights Education
   - 3.1 What? The Content of Human Rights Education
   - 3.2 How? Human Rights Learning Communities
   - 3.3 How? Building Blocks for Human Rights Education
   - 3.4 Where? Adapting to Local Context, Cultures, and Concerns
4. Methodologies for human rights Education
   - 4.1 Methods for Human Rights Education
   - 4.2 Techniques for Human Rights Education
   - 4.3 Activities for Human Rights Education

5. Planning Presentations for Human Rights Education
   - 5.1 Principles for Human Rights Presentations
   - 5.2 Encouraging Human Rights Education in Your
   - 5.3 Sample Timelines, Checklists, and Evaluation Forms
   - 5.4 Workshop Models for Human Rights Education
6. The Human Rights Teaching
   - 6.1 Methods of Human Rights Teaching
   - 6.2 Human Rights Environment in school
   - 6.3 Role of teacher Educators
   - 6.4 Problem Faced by Teachers of human Rights
   - 6.5 Suggestions to solve the Problems
7. Evaluation Rights Program
   - 7.1 Questions about Evaluation
   - 7.2 Different evaluation scenarios
   - 7.3 Asian scenarios
   - 7.4 Pakistani scenario
8. Resources of Human Rights Education
   - 8.1 Media resources
   - 8.2 Websites resources
   - 8.3 Other resources
   - 8.4 Resources available in Pakistan
9. Teaching of human Rights
   - 9.1 Methods of teaching
   - 9.2 Skills of teaching
   - 9.3 Activities for teaching
   - 9.4 Projects for teaching

Recommended Text:

1. Ruane (2016). Human Rights Education: Reflections on Theory and Practice. Liffey Pr.
2. Andreopoulos, George J. (2014). *Human Rights Education for the Twenty-First Century*. University of Pennsylvania.

Suggested Reading:

1. Osler, Audrey. (2015). *Teachers and Human Rights Education*. Trentham Books Fionnuala Waldron & Brian

2. Unia. (2016). *Human Rights of older persons*. Monitoring Report on the Human Rights situation, Interfederal Centre for Equal Opportunities. Belgium.

EDUC- 6128 Computer Science (Specialization-III) 3 (3+0)

Course Description

Computer science is a discipline - also can be described as a branch of knowledge. This course includes a brief history of software, and show how human thought are related to computer. It begins with the fundamentals of information encoding, data storage, and computer architecture; progress to the study of operating system and computer networks; investigates the topics of algorithms, programming languages, and software development; explores techniques for enhancing the accessibility of information; considers some major applications of computer technology. Course objectives are to; define computer terminology, identify the basic components of a computer and describe the function of each, use the keyboard to interact with the computer, describe different applications of computers in education, develop skills to use computer in educational settings and communicate through computer with friends, and teachers in and outside the country. After this course prospective teachers would be able to use computer in classroom teaching effectively.

Course Objectives

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

1. Describe computer components and organization
2. Identify data types and entries
3. Differentiate software and hardware functions
4. Handle files and programs
5. Use basics of graphics

Course Outline

1. Introduction to computer
   - 1.1. Introduction and History of computer
   - 1.2. Generations of computer
   - 1.3. Classification of computer
   - 1.4. Impact of computer on society
   - 1.5. Computer simulations
   - 1.6. Introduction to program Languages
2. Computer components
   - 2.1. Components
   - 2.2. Organization of computer
   - 2.3. System bus
   - 2.4. Computer storage
   - 2.5. Input/output devices
3. Input/output devices
   - 3.1. Input devices
   - 3.2. Keyboard and Mouse
   - 3.3. Trackball and Joystick
   - 3.4. Scanner and Microphone
   - 3.5. Light pen, and Digital camera
   - 3.6. Disc drive

4. Output devices
   4.1. Monitor
   4.2. Printer
   4.3. Plotter
   4.4. CD-R/CD-RW
5. Storage devices
   5.1. Main memory
   5.2. How does memory works
   5.3. Memory measuring units
   5.4. Data organization
   5.5. Secondary memory
6. Number system
   6.1. Data information
   6.2. Number system
   6.3. Number system conversion
   6.4. Representing numbers using 1's and 2's Complements
   6.5. Binary Arithmetics
7. Boolean Algebra
   7.1. Introduction
   7.2. Boolean algebra
   7.3. Laws and theorems
   7.4. K-map
8. Computer software
   8.1. System software
   8.2. Functions of an Operating system
   8.3. Language Translator
   8.4. Disc Operating System DOS
   8.5. DOS commands
9. Introduction to windows
   9.1. Main keywords associated with MS Word
   9.2. Features of windows
   9.3. Windows Desktop
   9.4. Windows explorer program
   9.5. Windows controls
   9.6. Control panel

Recommended Texts:

1. Vermaat, M. E., Sebok, S. L., Frydenberg, M., & Campbell, J. T. (2016). *Enhanced Discovering Computers© 2017, Essentials*.' Nelson Education.
2. Huang R., Spector J.M., Yang J. (2019). *Educational Technology. Lecture Notes in Educational Technology*. Springer, Singapore.https://link.springer.com/book/10.1007/978-981-13- 6643-

Suggested Readings:

1. Schneider, G. M., & Gersting, J. (2017). *Invitation to Computer Science*. CENGAGE Learning Custom Publishing
2. Huang, R. J., Spector, M., & Yang, J. (2019). *Educational Technology*. Springer Nature Singapore PTE Ltd. DOI: https://doi.org/10.1007/978-981-13-6643-7.
3. Lowe, D. (2015). *Networking All in one for Dummies 4th Edition* Canada: Willy Publishing.

Semester - VI

BS Education **Semester VI**			
Sr. No.	**Course Code**	**Course Title**	**Credits Hours**
1	EDUC-6129	Economics and Financing of Education	3(3+0)
2	EDUC-6130	Guidance and Counseling	3(3+0)
3	EDUC-6131	Educational Assessment and Evaluation	3(3+0)
4	EDUC-6132	Sociology of Education	3(3+0)
5	EDUC-6133	Research Methods in Education	3(3+0)
6	EDUC-6134	Educational Planning and Management	3(3+0)
Total			**18**

EDUC-6129 Economics and Financing of Education 3(3+0)

Course Description

Economics plays a key role in our daily life. It depicts the financial position of any country on organization as well as any individual. Economics and financing of education is a very important part of the educational system. Recently various new trends have emerged in the field of financing in education at various levels. Unfortunately our all financing of education so far has been in the hands of experts of economics and financing who were not experts in the educational matters. So there is a dire need of experts in educational economics and financing. Furthermore, our educational administrators (from headmasters to EDO Edu.) do not have any professional education and training in economics and financing of education. This course is intended to provide the foundation for this purpose .The basic aim is to introduce the students with the concepts, theories and principles of economics and financing and their application in our educational setup.

Course Objectives

The general objectives of the course are to enable the prospective teachers and teacher educators to:

1. Understand and explain the relationship between economics and education
2. Review and evaluate the demand and supply of education both at individual and social level
3. Explain the social and private returns of the education
4. Understand and evaluate manpower planning in Pakistan and compare it with that of the advance countries
5. Analyze various educational costs like cost benefit, cost effectiveness etc.
6. Calculate and report the costing of educational projects
7. Understand and evaluate the process of financing and budgeting in Pakistan
8. Understand and describe the role of vocational and technical education in the economic growth of a country and compare it with that of academic one

Course Outline

1. An Introduction to the Economics of Education
   - 1.1. Basic concepts of economics
   - 1.2. Four factors of production
   - 1.3. Economics of education
   - 1.4. The economic value of education
   - 1.5. Investment mechanisms
2. Concepts and Assumptions in the Economics
   - 2.1. Human capital theory
   - 2.2. Major themes (efficiency, equity etc.)
   - 2.3. Macro economics of education
   - 2.4. Micro economics of education
   - 2.5. Education a black box
   - 2.6. Opportunity cost
   - 2.7. Rate of return on educational investment: Objections and implications
   - 2.8. Cost-benefit and cost effectiveness analysis
   - 2.9. Demand and supply for education
3. Individual Demand for Education
   - 3.1. Forecasting the demand for compulsory education

- 3.2. The demand for non-compulsory education
- 3.3. Cost benefit analysis
- 3.4. Measuring the costs and benefits

4. The Social Rate of Return Approach
   - 4.1. Social rate of return as a guide to policy making
   - 4.2. Identifying and analyzing the costs and benefits
   - 4.3. Results of social rate of return
   - 4.4. Criticism of S.R.O.R. as policy indicator
5. Manpower Planning
   - 5.1. The manpower requirement approach
   - 5.2. Methods of evaluation
   - 5.3. Productivity change
   - 5.4. Supply effects
   - 5.5. Employers opinion
   - 5.6. International comparison
6. Educational Outputs
   - 6.1. Educational outputs of school education
   - 6.2. Outputs of higher education
7. Educational Costs
   - 7.1. The meaning of costs (public and private costs, social costs)
   - 7.2. Cost function interpretations
   - 7.3. Cost effectiveness analysis
   - 7.4. Comparing public and private costs ; social and individual costs
8. The costing of educational projects
   - 8.1. Techniques for costing educational projects
   - 8.2. Costing projects in Pakistan
   - 8.3. Future strategies for costing projects in Pakistan
9. Financing Education in Pakistan
   - 9.1. Budgeting and financing
   - 9.2. Who pays for education?
   - 9.3. Who benefits from education?
   - 9.4. Students' financing through loans
   - 9.5. Alternative strategies for financing education in Pakistan

Recommended Text:

1. Saeed, K.A. (2016). *Economy of Pakistan*. Karachi: Oxford University Press.
2. Siddiqui, S.A. (Compiler). (2013). *Trends and issues in education*. Islamabad: AIOU.

Suggested Readings:

1. Nasir, M. S. and Hyder, S. K. (2015).*Economics of Pakistan for B.Com & B.A*. Lahore: Imtiaz Book Depot.
2. Niazi, H.K. (2016). *Economics and Financing of Education*. Islamabad: AIOU.
3. Beckford , J. (2011). *Quality: A critical introduction.* London: Routledge Islamabad.

EDUC-6130 Guidance & Counseling 3(3+0)

Course Description

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counselling in education. It will enable students to identify areas of guidance and counselling at the elementary level. Through the knowledge and skills acquired from this course, they will be well equipped to explore the talents and potential of their students, while preparing them for life in the 21st century. The course will include both theoretical knowledge of guidance and counselling and the development of students' counselling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems. The course will also enable students to design school-wide guidance and counselling programs. This course demonstrates knowledge of the importance of guidance and counselling to teachers and students and critically analyses the concepts, scope, and theories that govern the process of guidance and counselling.

Course Objectives

Students will be able to

- On successful completion of this course, learners will be able to:
- Demonstrate knowledge of the importance of guidance and counselling to support the teachers role in the classroom
- Explain the role of various members of a guidance and counselling system in supporting learners in addressing their future choices and social challenges
- Demonstrate the skills of student in making responsible social choices and decisions
- Assist students in making informed choices to solve personal, educational and social problems they confront
- Refer students to resources that can assist them in solving social and personal problems they encounter.

Course Outline

1. Introduction to Guidance and Counselling
  1.1. Define and differentiate Guidance and Counselling
  1.2. Objectives of Guidance
  1.3. Principles of Guidance
  1.4. List the various members of a counselling team and explain their responsibilities
2. The role of guidance and counselling personnel
  2.1. Teacher in guidance and counseling
  2.2. Psychologist in student services
  2.3. Administrator in guidance and counseling
  2.4. Career Counsellor
  2.5. Librarian in guidance and counseling
3. Techniques of Guidance
  3.1. How the teacher can assist the learner to make informed choices to guide their future
  3.2. Assisting the learner in personal and social development
  3.3. Developing guidance skills: questioning techniques, active listening

4. Basic skills of Counselling
  4.1. Identifying elementary social problems the classroom teacher can resolve
  4.2. Exercising basic counseling skills in a controlled situation
  4.3. Evaluating basic counseling techniques among peers
5. Services of Guidance
  5.1. Orientation service
  5.2. Testing service
  5.3. Educational and occupational services
  5.4. Counselling services
  5.5. Placement services
  5.6. Follow up services
  5.7. Research & evaluation services
6. Evaluation of the guidance program
  6.1. Types of evaluation in guidance and counseling
  6.2. Program evaluation
7. Cumulative Record Card
  7.1. Nature and purpose of the Cumulative Record
  7.2. Card (CRC)
  7.3. Advantages of the CRC
  7.4. Design of CRC
8. Guidance
9. New Trends in counseling

Recommended Text:

1. Rao, V.K. & Reddy, R.S. (2017). *Academic Environment: Advice, Counsel and Activities*. New Delhi: Ashish Publishing

Suggested Readings:

1. Gupta Sarla. (2015). *Career and Counselling Education*, Dehli: Hardy Publishers.

2. Sharma, V.K. (2015). *Administration and Training of Educational and Vocational Guidance*. New Delhi: Publications

EDUC-6131 Educational Assessment & Evaluation 3(3+0)

Course Description

The purpose of this course is to provide basic understanding of fundamental concepts of Educational Assessment and Evaluation. The course is designed to assist students in developing a knowledge base of what teachers should know and be able to do in relation to educational assessment. Upon completing this course the students will be expected to develop, administer, score and report an achievement test with considering the evidences of reliability and validity. Students will be able to construct and a valid and reliable achievement test for assessing classroom teaching. Further, students will become familiar with the alternate assessment techniques and ultimate soring and reporting in appropriate way. The focus of this course will be on practical application of the assessment and evaluation procedures in class room teaching context. This will enable the students to know how to develop relevant educational assessment, describe fundamental aspects on the quality of assessment procedures, evaluate tests and items using statistical and qualitative methods, incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures and use the results of standardized tests to help make decisions about students and educational systems.

Course Objectives

After studying this course the students will be able to:

- Comprehend and apply various tools and techniques of measuring student's progress.
- Understand the importance of educational assessment and action research in educational decision making
- Construct and analyze various types of test items.
- Construct and validate various types of classroom tests in accordance with the course objectives and nature of content for different school subjects
- Understand and apply different statistical techniques to interpret student's scores in different fields.
- Report the students' results, scores or grades according to principles of measurement and evaluation in education
- Understand and elaborate main characteristics of a good test.

Course Outline

1. Introduction

1.1. Understanding of basic concepts : Testing, measurement, assessment, evaluation and accountability etc

1.2. Role of assessment in teaching and learning process

1.3. Types of assessment procedures

- **1.4.** General principles of assessment
- **1.5.** Assessment and instructional process

2. Instructional objectives

- **2.1.** Criterion for selecting appropriate objectives
- **2.2.** Stating educational objectives :Various methods & approaches
- **2.3.** Taxonomies of educational objectives and their use in assessment

3. Planning and Developing Classroom Tests and assessment

- **3.1.** The purpose of class room testing
- **3.2.** Development of table of specification
- **3.3.** Selecting appropriate test items
- **3.4.** Preparing relevant test items
- **3.5.** Objective test items
- **3.6.** Essay questions
- **3.7.** Interpretive exercise
- **3.8.** Measuring complex achievement
- **3.9.** Performance based assessment

4. Test construction and Qualities of good tests

- **4.1.** Test construction
- **4.2.** Planning , organizing, administrating and scoring a test
- **4.3.** Item analysis
- **4.4.** Standardization of tests
- **4.5.** Reliability and Validity
- **4.6.** Adequacy and Objectivity
- **4.7.** Differentiability and Usability

5. Evaluating Typical Behavior / Affective Domain

- **5.1.** Observation: Anecdotal record, checklists, rating scales, socio-metrics
- **5.2.** Self reports and peer appraisal

6. Analysis and interpretation of Test Results / Scores

- **6.1.** Scores and types of scores
- **6.2.** Graphic representation of scores
- **6.3.** Frequency distribution
- **6.4.** Measures of central tendency
- **6.5.** Measures of variability
- **6.6.** Correlation

7. Reporting and Grading of Results

7.1. Functions of grading and reporting systems

7.2. Types of grading and reporting system

7.3. Reporting the grades to students parents and administrators of schools

7.4. Counseling of students after reporting the grade.

8. Practical work

8.1. Development of tests

8.2. Preparing tests and finding out its reliability and validity

Recommended Text:

1. Butler, S. M., & McMunn, N. D. (2018). *A Teacher's Guide to Classroom Assessment*: Understanding and Using Assessment to Improve Student Learning, San Francisco: Jossey-Bass.
2. Dann, R. (2012). *Promoting assessment in learning --- Improving the learning process.* London: Routledge.

Suggested Readings:

1. Arends, R. I. (2004). *Learning to teach*. Boston: McGraw Hill
2. Broich, G. and Kubiszun , T. (2003). *Education Testing & Mesurement.* Snigapore : John Wiley and Sons.
3. Managal , S.K. (2012). *Statistics in Psychology & Education*. New Delhi :Prentice Hall of India

EDUC-6132 Sociology of Education 3(3+0)

Course Description

The course offers general understanding of sociology and its' implications in education. The course develops insight into the social processes with in educational institutions, and how schools and educational institutions play their role in socialization of the learners and playing effective role in social development of the people in the society. Social and environmental changes through time in these educational institutions are therefore reviewed. This course will examine the relationships between education and society by reviewing a variety of theoretical perspectives of education. This course aims to introduce students learn and teachers how to teach, so that teachers are able to integrate the findings of psycho-sociological education in teaching and giving their various disciplines. Three main components are involved: students, learning, and teaching. Topics for students are developing theories and teaching students and teaching characteristics, personal differences. Topics learning theories are learning and promoting learning. Topics are teaching models and learning projects.

Course Objectives

After Completion of the course, the students will be expected to:

- Discuss 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
- Know the role of teachers and school in socialization of students and development of society
- Enable prospective teachers to contribute in community work, health promotion activities and endorsement of healthy environment.

Course Outline

1. **Introduction**
   - 1.1. Conceptual clarity
   - 1.2. Relationship between society
   - 1.3. Education and Development.
2. **Socialization and Education**
   - 2.1. Relations between socialization and Education
   - 2.2. Education as a process of social system and socialization
   - 2.3. Agencies of socialization and Education: Family, Peer Groups, School and Media
3. **Education, Inequalities and Social Justice**
   - 3.1. Concept of Equality of Educational Opportunity
   - 3.2. Education and Disparities: Caste. Class, tribe, gender, rural-urban, Education and social mobility
4. **Emerging Trends in Education in India**
   - 4.1. School education: Existing scenario
   - 4.2. Higher Education in India
   - 4.3. Governance of Higher Education
   - 4.4. Institutional programmes

- Education and Different aspect of society:
- Education and Community,
- Education and Culture,
- Education and Politics,

- Education and Values,
- Education in relation to secularism,

5. • National Integration and International understanding.

1. Society , Community and Culture
   - **1.1.** Definition
   - **1.2.** Individual status and his/her role in the society
   - **1.3.** societal interaction
   - **1.4.** cultural diversity
   - **1.5.** cultural and cultural elements of Pakistani community
   - **1.6.** role of education in strengthening Pakistan
2. Group and Group Dynamics
   - **2.1.** Meaning OF A Group
   - **2.2.** Group dynamics
   - **2.3.** Types of Social Groups
   - **2.4.** Individual Behavior and group behavior
   - **2.5.** Role of School teacher in molding individual and group behavior
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.** Teachers as role model, participating in community and health activities
4. Social Institutions
   - **4.1.** Definition
   - **4.2.** Types of social institutions
   - **4.3.** The family
   - **4.4.** Economic institutions
   - **4.5.** Religious institutions
   - **4.6.** Educational institutions
   - **4.7.** Play and recreational institutions
5. School and Community
   - **5.1.** Relationship between school and community
   - **5.2.** Effects of school on community
   - **5.3.** Effects of community on schools
   - **5.4.** A critical analyses of effective role of schools and teachers in Pakistani community
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 peace development, harmony and tolerance
7. Teacher, School and Students
   - **7.1.** Are teachers born or made
   - **7.2.** Effective and reflective teaching
   - **7.3.** creative and critical teaching
   - **7.4.** teacher effectiveness

7.5. Academic Learning Time(ALT)
7.6. Class room Management
7.7. Co-Curricular activities
7.8. Reflection or productive feed back

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

Recommended Text:

1. Alias, N. (2015). *Educational Sociology and Philosophy*. Malaysia: Open university of Malaysia.
2. Chandra, S. S & Sharma, R. K. (2014). *Sociology of Education.* India: Atlantic Publishers and Distributor New Delhi.

Suggested Readings:

1. Chandra, S. S & Sharma, R. K. (2016). *Sociology of Education*. New Delhi, India: Atlantic Publishers and Distributor.
2. Sharma, Y.K. (2018). *Foundations in Sociology of Education*. New Delhi, India: Kanishka Publishers
3. Hallinian, M.T. (2016). *Handbook of the Sociology of Education*. USA: Springer Distributors.

EDUC-6133 Research Methods in Education 3(3+0)

Course Description

The aims and objectives of this course are to introduce BS students to the basic concepts of language which have immediate relation to their ordinary as well as academic life. To sensitize students to the various shades and aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of research in linguistics will particularly be discussed. The students will further be taught and hand on practice will be given about the citation and on line research. The other objective of this course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Further, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. Some other objectives of the course are to develop an understanding of various research designs and techniques and to identify various sources of information for literature review and data collection. Lastly the aims of the course are to develop an understanding of the ethical dimensions of conducting applied research.

Course Objectives

At the end of the course, the learners will be able to

- Discuss the meaning, nature & scope of research in education
- Situate themselves as researching professionals
- Conduct research in different educational settings
- Write research report and present it effectively

Course Outline

1. The Nature of Educational Research
  - **1.1.** Definitions of Educational Research
  - **1.2.** Scope and importance
  - **1.3.** Scientific method
  - **1.4.** Research problem and topic
  - **1.5.** Characteristics of research problem

2. Concepts, Constructs and Variables
  - **2.1.** Concepts and constructs : Definition and examples
  - **2.2.** Operationally defining a construct.
  - **2.3.** Variables: Definition, types and control Variables, Independent, dependent, moderating, intervening, categorical, continuous, active, attributive

3. Hypotheses and Research Questions
  - **3.1.** Hypothesis and Types of hypotheses
  - **3.2.** Testing the Hypothesis
  - **3.3.** Objectives and hypotheses
  - **3.4.** Research questions

4. Data Collection Tools
  - **4.1.** Development of Research tools: Questionnaire, observation schedule, interview, and rating scales
  - **4.2.** Validity and Reliability
  - **4.3.** Data collection procedure
  - **4.4.** Pilot testing

5. Types of Educational Research
  5.1. Types of Research: Qualitative and quantitative
  5.2. Descriptive Research
  5.3. Correlation Research
  5.4. Experimental Research
  5.5. Historical Research
  5.6. Action Research
6. Literature Review
  6.1. Need and Importance
  6.2. Primary sources
  6.3. Secondary sources
7. Methodology
  7.1. Population
  7.2. Sampling and its Types
  7.3. Instrument
  7.4. Data collection procedure
8. Data Analysis
  8.1. Descriptive
  8.2. Inferential
9. Research Proposal and Report Writing
  9.1. Writing formats & Presentation
  9.2. Referencing

Recommended Text:

1. Geoffrey E. Mills, L. R. Gay (2019). *Educational research: Competencies for analysis and applications*. (12th Ed.). N.Y: Merrill- Prentice Hall.
2. Creswell, J. W (2011). *Research Design",* London: Sage Publications.

Suggested Readings :

1. Fraenkel, J. & Norman, E. (2011). *How to Design and Evaluate Research* (8th Ed.). London: SAGE Publications.
2. John W Creswell (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (6th Ed.), New York: Pearson Education. Retrieved from http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Creswell_2012.pdf
3. Gay, L.R. (2008). *Educational research: Competencies for analysis and applications.* (5th Ed.) N.Y: Merrill- Prentice Hall

EDUC-6134 Educational Planning and Management 3(3+0)

Course Description

Formal education is an organized one and trained teachers to teach in the educational institutions. Further, buildings and many facilities have to be put up in order to have educational institutions function effectively. The students taught in schools, teacher training colleges and universities have to meet the needs of the society. Educational planning is 'the process of setting out in advance, strategies, policies, procedures, programs and standards through which an educational objective (or set of objectives) can be achieved. Educational plans are designed to avoid imbalances and enormous wastes and replenish the steadily aggravated shortage of teachers. This course introduces some theoretical perspectives on educational planning and management and examines a number of key concepts and principles. We believe that a deeper understanding of the nature of educational planning and management will enable the student teachers to improve the practices as a school manager. Produce educational planners, managers and supervisors who are well informed of the national and regional constitutions, thereby assuming leadership positions and responsibilities; they would be able to generate, manage and utilize educational resources effectively and efficiently; They would also be able to initiate educational changes, innovations and developments by addressing local and regional needs and realities.

Course Objectives

- Explain the concept of school organization, management and discipline and factors affecting school discipline
- Organized school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
- Different sheet between the concept of leadership and management utilizing the major indicator of effective leadership management.
- Maintain school record and activities according to the school mandate.

Course Outline

1. Introduction
  1.1. Meaning of school administration
  1.2. Difference between administration, supervision & management
  1.3. Educational administration and school administration
  1.4. Nature, aims, objectives and principles of school Administration
2. Supervision and Inspection
  2.1. Concept of supervision
  2.2. Need, importance and aims of supervision and inspection.
  2.3. Types of supervision
  2.4. New trends in supervision
  2.5. Modern vs. old concept of inspection
  2.6. Techniques of supervision
  2.7. Factors affecting educational supervision

3. Nature and Scope of Educational Management
- **3.1.** Concept of management
- **3.2.** Historical background of management
- **3.3.** Evolution of management thought in education
- **3.4.** Need for management

4. Administrative Functions in Education.
- **4.1.** The concept of POSDCoRB
  - 4.1.1. Planning
  - 4.1.2. Why Plan? The Planning process; Types of plans; Planning in Pakistan.
- 1.2 Organizing
- 1.2.1 Organization structure; components of organization, classical and modern views of organizing
- 1.3 Staffing
- 1.4 Directing
- 1.5 Coordinating
- 1.5.1 The control process, control criteria, effective control system, dysfunctional effects and contingency factors
- 1.6 Reporting
- 1.7 Budgeting
- 1.8 Leading
- 1.9 Controlling
- 1.10 Motivating
- 1.11 Decision Making.
- 1.11.1 Meaning& importance
- 1.11.2 The decision making process
- 1.11.3 Types of decisions and decision-making problems
- 1.11.4 Programmed and non-programmed decisions; group and individual decisions
- 1.11.5 Personal qualities for effective decision making
- 2. The School Discipline.
- 2.2 Definition, purpose and types of school discipline
- 2.3 Three stages of discipline
- 2.4 Old and new concepts of discipline
- 2.5 How to achieve good discipline
- 2.6 Factors affecting school discipline
- 2.7 Characteristics of modern discipline
- 3. Organizational Structure of our education system
- 3.2 Organization of education at federal level
- 3.3 Organization of education at provincial level
- 3.4 Organization of education at district level
- 3.5 Administration of autonomous bodies in education
- 3.5.1.1 (Universities and Boards etc.)
- 3.6 Role of private sector in education
- 4. Characteristics of Good Head Teachers and Teachers
- 4.2 Place and importance of H.T. and teachers
- 4.3 Qualities of H.T. and teachers
- 4.4 Duties of H.T and teachers
- 4.5 Problems of H.T and teachers
- 4.6 Work load of teachers
- 4.7 Common weaknesses of teachers
- 5. Key Issues in Educational Management
- 5.2 Challenges in school administration
- 5.3 Pre-service and in-service training
- 5.4 Punishment and reward system

5.5 Management of school time-table
5.6 Management of school library
5.7 Democracy and administration
5.8 Efficiency and effectiveness
5.9 Productivity vs human relations
5.10 Training vs development

Recommended Text:

1. Abbasi, M. N. K. (2016). *Educational Planning and Management*, Peshawar: Institute of Education & Research University of Peshawar. Retrieved from file:///C:/Users/MuhammadSultan/Downloads/doku.pub_educational-planning-management.pdf

2. Robbins, S. P. (2013). *Management*. SanDiego: SanDiego State University.

Suggested Readings:

1. Akpan, C. P. (2018). *Types of Educational Planning/Reasons for Planning Education*.

2. Bell, L. and Bush, T. (2002). The principles and practices of educational management. London: Paul Chapman Publishing.

3. Robbins, S. P. (2016). *The administrative process.* Sandiego: SanDiego State University.

Semester - VII

BS Education Semester VII			
Sr. No.	**Course Code**	**Course**	**Credit Hours**
1	EDUC-6135	Statistics & Data Analysis	3(3+0)
2	EDUC-6136	Inclusive Education	3(3+0)
3	EDUC-6137	Teaching Practice II	9(0+9)
Total			15

Note: Second phase of teaching practice will start in 7th semester. This phase covers 09 credits in total. In this phase students will teach in schools. After teaching practice students will join the department and attend reflective sessions. Students will reflect upon their observations and experiences during teaching practice.

EDUC-6135 Statistics and Data Analysis 3(3+0)

Course Description

This course conveys the essential concepts and tools needed to develop and nurture statistical thinking. It presents descriptive, inductive and explorative statistical methods and guides the reader through the process of quantitative data analysis. In the experimental sciences and interdisciplinary research, data analysis has become an integral part of any scientific study. Issues such as judging the credibility of data, analyzing the data, evaluating the reliability of the obtained results and finally drawing the correct and appropriate conclusions from the results are vital. This course would provide a step-by-step introduction for statistics, data analysis, or research methods classes using statistical software. Concise descriptions emphasize the concepts behind statistics rather than the derivations of the formulas. After reading this course students will be able to; Basic concept of statistics and data analysis, application of descriptive and differential statistics and will be able to identify the nature of statistical data and then by using SPSS they can apply different statistical tests to reach conclusions about data.

Course Objectives
Students will be able to;

- Basic concept of statistics and data analysis
- Apply descriptive statistics
- Use data analysis software
- Use differential statistics
- Differentiate different statistical techniques

Course Outline

1. Introduction
   - **1.1.** Statistics : Basic concepts, definitions
   - **1.2.** Scope or applications of statistics in education
   - **1.3.** Types and branches of statistics
   - **1.4.** (Parametric, now parametric and inferential)
2. Scales of Measurement and their use in Statistics
   - **2.1.** Nominal Scale
   - **2.2.** Ordinal Scale
   - **2.3.** Interval Scale
   - **2.4.** Ratio Scale
3. Descriptive Statistics
   - **3.1.** The frequency distribution
   - **3.2.** Measures of central tendency: mean, median, mode
   - **3.3.** Measures of variability Range, the quartile deviation, the average deviation, standard deviation
   - **3.4.** Uses of various measures of variability
   - **3.5.** The normal distribution: Meaning importance, properties and applications of the normal probability curve /normal distribution curve
4. Correlation
   - **4.1.** Basic concepts
   - **4.2.** Correlation coefficients; Pearson Product /Moment Correlation Rho; Partial correlation and bi-serial correlation.
   - **4.3.** Regression
   - **4.4.** Analysis of variance and application of *t*- Test; ANOVA and ANCOVA.
   - **4.5.** The chi-square test and the null hypothesis

5. Data and Data Analysis
   - **5.1.** Data: Meaning & Types :
   - **5.2.** Parametric and Non Parametric data
   - **5.3.** Data Analysis
   - **5.4.** Qualitative
   - **5.5.** Quantitative
   - **5.6.** Data analyses through SPSS & NVIVO

Recommended Text:

1. Daniels, L., & Minot, N. (2019). *An Introduction to Statistics and Data Analysis Using Stata*, London: SAGE Publishing. Retrieved from www.sagepub.com

2. Ferguson, G.A and Takane, Y. (2015). *Statistical analysis in psychology and education.* NY: McGraw-Hill.

Suggested Readings:

1. Heumann, C., & Shalabh, M. S. (2016). *Introduction to Statistics and Data Analysis*, Switzerland: Springer International Publishing Switzerland. Retrieved from https://link.springer.com/content/pdf/10.1007%2F978-3-319-46162-5.pdf

2. Vaus, D. (2002). *Analyzing social science data*. London: SAGE Publications.

3. Sinha, B.L. (Ed.). (2011). *Statistics in psychology and education.* New Delhi: Anmol Publications.

EDUC-6136 **Inclusive Education** **3(3+0)**

Course Description

Inclusion has more to do with social equity and applies to all kids, not just kids with disabilities for example kids with second language issues, gifted kids, and kids who qualify for programs because of circumstances of poverty. Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. This course is designed for learning environment for all students and promotes a sense of belonging and ensures student progress toward appropriate personal, social, emotional and academic goals.

Course Objectives
After studying this course, the students will be able to:

- Explain inclusive education.
- Recognize the nature of inclusion in education.
- Understand the difference between inclusive and special education.
- Develop individualized lessons along with learning aids to address special needs of children.
- Examine the different models of inclusion used for enhancement of learning
- Apply variety of adaptations of curriculum teaching strategies in coping with learning disabilities
- Find out the role of community in establishing effective partnership with schools

Course Outline

1. An Overview of inclusive Education:
2. Global and local perspective
3. An Introduction to Special Needs Education
4. Approaches to the Education of Children with Special Needs
5. Rationale of including special needs students in ordinary schools
6. Assessing Children with Special Needs
7. Curriculum Adaptations and Teaching Strategies
8. Collaboration and Teamwork for School Improvement
9. Building community participation

Recommended Text:

1. Ontario Ministry of Education (2016). *Special Education Companion*, Ontario: The Ontario Curriculum Unit Planner. Ministry of Education.

2. Hutchinson, N. (2002). *Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers.* Toronto, ON: Prentice Hall. Weber.

Suggested Readings:

1. Alur & Timmons (2015). *Inclusive Education Across Cultures: Crossing Boundaries, sharing Idea*s. University of Regina, Canada.

2. Mehnaz Aziz (2015). *School and Family Partnership*. Islamabad: Children's Global Network Pakistan.

3. Ministry of Education (2001). Special Education. A Guide for Educators. P. Baber web. Page on http://www.edu.Gov.on.ca/eng/general/elemsoc/speed/guide.html

EDUC-6137 Teaching Practice II 9(0+9)

Course Description

Teaching practice is a period that a student teacher spends teaching at a school as part of his or her training. Teaching practice is not a waste of time rather it helps to inculcate the professional traits in student teachers, preparing them for the real classroom and school situation. It is an important component towards becoming a teacher. It provides experiences to student teachers in the actual teaching and learning environment. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession Some form of assistance (financial or material) should be given to prospective teachers in developing and using teaching aids and guidance for teaching practice at school. Student teachers perceived teaching practice as an important tool of learning to teach because it promote the development of teaching experience and prepare them for the real world of work.

Course Objectives After completion of the course, the trainee teachers will be able to:

- Observe and evaluate classroom experiences.
- Make observation of school activities/classroom observation
- Write anecdotal record
- Make observation checklist
- Prepare field notes
- Prepare observation report

Steps

1. Orientation of teaching practice
2. Contact to school managements for accommodation of student teachers for teaching practice
3. Allocation of male & female schools to student
4. Allocation of supervisors for each school
5. Preparing schedule for Final Model Lesson
6. Allotment of evaluators for final model lesson.

Recommended Text:

1. Cohen, L., Manion, L., Morrison, K. & Wyse, D. (2016). *A guide to teaching Practice*, London: Routledge.

Suggested Readings:

1. Fry, H., Ketteridge, S., & Marshall, S. (2018). *A Handbook for Teaching and Learning in Higher Education*, London: Routledge

2. Souza, B. (2017). *Teaching Practice: A Handbook for Student Teachers*.

Semester - VIII

BS Education **Semester VIII**			
Sr. No.	**Course Code**	**Course**	**Credit Hour**
1	EDUC-6138	Area I: Organizational Behavior	3(3+0)
2	EDUC-6139	Area I: Human Resource Management	3(3+0)
OR			
3	EDUC-6140	Area II: Qualitative Research Methods in Education	3(3+0)
4	EDUC-6141	Area II: Analysis and Interpretation of Data	3(3+0)
AND			
5	EDUC-6142	Thesis	6(6+0)
OR			
6	EDUC-6143	Term Paper	3(3+0)
7	EDUC-6144	Seminar on Trends & Issues in Education	3(3+0)
Total			**12**

NOTE: Thesis is compulsory for students in groups.

EDUC-6138 Organizational Behavior (AREA - I) 3(3+0)

Course Description

Organizational behaviour is the study of human behaviour in organizational settings, the interface between human behaviour and the organization, and the organization itself. One of the main goals of organizational behaviour is to revitalize organizational theory and develop a better conceptualization of organizational life. Organizations are deeply affected by the external environment. They need to maintain a good organization-environment fit by anticipating and adjusting to changes in society. The field of organizational behaviour uses scientific research to discover systematic relationships, which give us a valuable foundation for comprehending organizational life. It helps us predict and anticipate future events so we can get along with others, achieve our goals, and minimize unnecessary career risks. The purpose of this course is to provide a strong conceptual framework for studying, understanding, and applying theory and practice of organization behaviour while the other portion explores the nature of organization and organization theory.

Course Objectives

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of organizational theory
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory
- Review and evaluate the specific organizational conditions
- Understand and analyze organizational behavior of employees in work place conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.
- Understand and narrate the basic concepts and principles of organization
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organization
- Review and evaluate the specific organizational conditions

Course Outline

1. **Introduction**
   - **1.1.** What Managers Do?
     - **1.1.1.** What is management
     - **1.1.2.** Management Functions
     - **1.1.3.** Management Roles
     - **1.1.4.** Management Skills
     - **1.1.5.** Effective Vs Successful Managerial Activities
   - **1.2.** What is Organizational Behaviour
   - **1.3.** The Evolution of Organizational Behaviour
   - **1.4.** Contributing disciplines to the OB field

- **1.5.** Basic OB Model
- **1.6.** Organizational System Level
- **1.7.** Individual Level
- **1.8.** Group Level
- **1.9.** Challenges and Opportunities for study of OB

2. Fundamentals of Organizational Behaviour

- **2.1.** What is an Organizations
  - **2.1.1.** Types of Organizations
- **2.2.** Components of Organization
  - **2.2.1.** Task
  - **2.2.2.** People
  - **2.2.3.** Structure
  - **2.2.4.** Technology
- **2.3.** The Basic System View of an Organization
- **2.4.** Factors Affecting Organizations

3. Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability

- **3.1.** Define the key biographical characteristics.
- **3.2.** Explain the factors that determine an individual's personality.
- **3.3.** Describe the Meyers-Briggs Type Indicator personality framework
- **3.4.** Identify the key traits in the Big Five personality model.
- **3.5.** Explain how Locus of Control, Self-Monitoring, Self Esteem, Type A & B Behavior and Need for Achievement, Affiliation, & Power are relevant to the organization.
- **3.6.** Describe ability and how it is managed in an organization.

4. Perception and Individual Decision Making

- **4.1.** What is Perception
- **4.2.** Factors influencing on perception
- **4.3.** Person Perception: Making Judgment about Others
  - **4.3.1.** Attribution theory
  - **4.3.2.** Frequently used shortcuts to judging others
- **4.4.** The link between perception and individual decision making
- **4.5.** How should decision be made?
  - **4.5.1.** The Rational decision making process
  - **4.5.2.** Creativity in decision making
  - **4.5.3.** Decision making styles
- **4.6.** How are decision actually made in Organizations?
  - **4.6.1.** Bounded rationality
  - **4.6.2.** Common biases and errors
  - **4.6.3.** Intuition
- **4.7.** What about Ethics in Decision Making: Three ethical decision criteria

5. Basic Motivation Concepts

- **5.1.** Defining Motivation
- **5.2.** Early Theories of Motivation
  - **5.2.1.** Hierarchy of Needs theory
  - **5.2.2.** Theory X and Y
  - **5.2.3.** Two factor theory

5.3. Contemporary Theories of Motivation
- **5.3.1.**ERG theory
- **5.3.2.**McClelland's Theory of needs
- **5.3.3.**Cognitive Evaluation theory
- **5.3.4.** Goal-setting theory
- **5.3.5.**Reinforcement theory
- **5.3.6.**Job design theory
- **5.3.7.**Equity theory
- **5.3.8.**Expectancy theory

6. Foundation of Group Behaviour
- **6.1.** Definition of group and team
- **6.2.** Why do people joins groups
- **6.3.** Stages of group development
- **6.4.** Describe the characteristics of a Work Group
- **6.5.** Describe Group Effectiveness
- **6.6.** Define Social Loafing
- **6.7.** Explain how the nature of the groups tasks can affect the group's performance
- **6.8.** Define group cohesiveness and its effect on performance.

7. Basic Approaches to Leadership
- **7.1.** What is Leadership
- **7.2.** Trait theories
- **7.3.** Behavioral theories
- **7.4.** Contingency theories: Fiedler Model
- **7.5.** Contemporary Issues in leadership
  - **7.5.1.**Trust: The foundation of leadership
    - **7.5.1.1.** What is trust
    - **7.5.1.2.** Trust and leadership
    - **7.5.1.3.** Three types of leadership
    - **7.5.1.4.** Basic principles of trust
  - **7.5.2.**Framing: Using words to shape meaning and inspire others
  - **7.5.3.**Inspirational approaches to leadership
    - **7.5.3.1.** Charismatic leadership
    - **7.5.3.2.** Transformational leadership
  - **7.5.4.**Emotional intelligence and leadership Effectiveness
  - **7.5.5.**Contemporary leadership roles
    - **7.5.5.1.** Providing team leadership
    - **7.5.5.2.** Mentoring

8. Organization Change and Stress Management
- **8.1.** Approaches to managing organizational change
- **8.2.** Creating a culture for change
- **8.3.** Work stress and its management

9. Conflict and Negotiations
- **9.1.** Conflict process
- **9.2.** Negotiation process
- **9.3.** Bargaining strategies
- **9.4.** Global Implicaitons

Recommended Text:

1. Judge, T. A., & Robbins, S. P. (2017). *Essentials of organizational behavior*. Pearson Education (us).
2. Luthans, F. (1995). *Organizational behavior.* **(**7th ed.) New York: McGraw-Hill.

Suggested Readings:

1. Robins, S. P. (2013). *Organizational behavior* (5th Ed.). Boston: IRWIN McGraw HILL
2. Daft, R. L. (2012). *Organizational theory and design*. NY: West Publishing Co.
3. Kreitner, R. & Kinicki, A. (2001). *Organizational behavior***. (**5th ed.). Boston: McGRAW-HILL,

EDUC-6139 Human Resource Management (AREA – I) 3(3+0)

Course Description

Managing human resources effectively has become the key challenge not only to compete, but to survive. Managers must understand and be able to apply innovative techniques to better manage their human resources. The broad purpose of the human resource management function in any educational organization is to attract, develop, retain, and motivate personnel in order to achieve the school's mission. As education personnel's are the major instrument for achieving educational goals and consequently, national development. Human resources are the key to rapid socio-economic development and efficient service delivery. This course is designed to inculcate three major issues in student teachers such as assessing the need for staff, satisfying the need for staff and maintaining and improving the staff services. Prospective teachers will be prepared to play their strategic role such as committed to the job, remain dedicated and productive in the education system and operational role like equal employment, observation of laws, oriented to the organizations, cooperation with supervisor, resolve safety problems etc.

Course Objectives

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of HRM
- Review the specific HRM conditions and personnel practices
- Understand and analyze organizational behavior of employees at work place
- Understand and narrate the basic concepts and principles of HRM
- Review the main theories of HRM
- Evaluate the models and frameworks of HRM
- Comprehend the maps of HRM

Course Outline

1. Course Description
- **1.1.** What is management
- **1.2.** What is human resource management?
- **1.3.** Development of theoretical basis for HRM.
- **1.4.** Activities of HR. Department
- **1.5.** Skills for HR. Professionals
- **1.6.** Challenges for HR department

2. Strategic Human resource Management
- **2.1.** What is strategic management?
- **2.2.** Strategy formulation
- **2.3.** Strategy implementation
- **2.4.** Issues of strategic Management

3. Building Human Resource Management
- **3.1.** Work flow analysis
- **3.2.** Organizational structure
- **3.3.** Job analysis: Elements, Methods
- **3.4.** Job Design: approaches
- **3.5.** Job enrichment

4. Human Resource Planning
- **4.1.** What is planning
- **4.2.** The Human Resource Planning process
- **4.3.** Human Resource Information system
- **4.4.** Issues related to Planning
- **4.5.** Issues related to HRIS
- **4.6.** Software available for HRIS

5. Recruitment Selection and Placement
- **5.1.** Recruitment process
- **5.2.** Selection process
- **5.3.** Placement process
- **5.4.** Issues related to recruitment, selection and placement

6. Employee development and Learning
- **6.1.** What is development in Human Resource Management
- **6.2.** Designing effective training systems
- **6.3.** Socialization and orientation
- **6.4.** Training and pay systems
- **6.5.** High leverage training strategy: a systematic approach

7. Performance management
- **7.1.** An organizational model of performance management
- **7.2.** Purposes of performance management
- **7.3.** Performance measured criterion
- **7.4.** Approaches to measure performance
- **7.5.** Managing the performance of teens
- **7.6.** Performance feed back
- **7.7.** Developing and implementing system that follows legal guide lines
- **7.8.** Use of technology for performance management
- **7.9.** Electronic monitoring

8. Rewarding people
- **8.1.** Introduction
- **8.2.** Equity theory and fairness
- **8.3.** Developing pay level
- **8.4.** Current challenges
- **8.5.** Government regulation of compensation
- **8.6.** Issues related to compensation in education sector
- **8.7.** How does pay influence individual employee

9. Managing employee retention and turn over
- **9.1.** Managing involuntary turnover
- **9.2.** Managing voluntary turnover
- **9.3.** Managing employee retention

Recommended Text:

1. Bratton, J., & Gold, J. (2017). *Human resource management: theory and practice*, UK: Palgrave.
2. Vida, G., S. (Editior) (2018). *The handbook of human resource management education: Promoting an effective and efficient curriculum, New York:* Sage Publication InC

Suggested Readings

1. Ezenne A. N. (2015). *Human Resource Management in Education*. (Developing Courtiers Perspectives)
2. Mercer, Justime., Barker, Banart.,& Bird, Richard (2014). *Human Resource Management in Education Contests, Themes and Impact*. New York: Rutledge.
3. Riches, Colin R. & Morgan, Colin (2013). *Human Resource Management in Education*, UK: Open University Press.

EDUC-6140 Qualitative Research Methods in Education (AREA II) 3(3+0)

Course Description

Qualitative research typically deals with the study of many variables intensely, over an extended period of time. Its basic purpose is to find out the way things are or were, how and why they come to be that way, and what this entire means. Qualitative approaches are not value free and involve inductive inquiry. These are usually aimed at generating hypotheses rather than tasting them. Moreover, these approaches are practically more holistic and process oriented. Such approaches involve collection of extensive "narrative data in order to gain insight into phenomena of interest. Qualitative research methods are now-a-days gaining popularity and importance in the field of social sciences. Even in the education, ethnographic research is very common. The reason is the recent shift from positivistic paradigm to interpretive and critical paradigms in research which mostly involve qualitative research methods. Qualitative research is diverse not only in the form but also in its theoretical framework.

Course Objectives

After the completion of these courses the students will be able to:

- Prepare research designs and proposals on the topics related to educational issues and problems in our local context
- Differentiate qualitative research from the other types of research especially the quantitative one
- Classify and categorize various approaches and methods of qualitative research about problems in education
- Develop a research proposal on a topic to conduct a qualitative research in education
- Understand and explain the steps or phases of a qualitative research
- Collect, categories, analyze and interpret qualitative data

Course Outline

1. Introduction

1.1. Qualitative research: Definitions and concepts

1.2. Differences between qualitative and quantitative research

1.3. Characteristics of qualitative research

1.4. Qualitative research in education

2. Some Theoretical Affiliations and Classifications of Qualitative Inquiry

2.1. Anthropology

2.2. Phenomenology

2.3. Symbolic interactions

2.4. Ethnography: Ethnographic Research

2.5. Feminist research

2.6. Postmodern research

2.7. Ethno-methodology

2.8. Some common questions about qualitative research

3. Some Important Concepts in Qualitative Research

3.1. Material as data

3.2. Human as instrument

3.3. Grounded theory

3.4. Complex theory and idiographic interpretation

3.5. Sampling: Theoretical, purposive, time sampling and snow ball sampling
3.6. Idea saturation
3.7. Triangulation

4. Stages in Qualitative Research
4.1. Various stages of qualitative research (steps or phases) from selecting a research topic to analysis and interpretation of data

5. Techniques of Data Collection in Qualitative Research
5.1. Interviewing:
5.2. Individual and group interview
5.2.1. Focused group
5.3. Observation / Watching:
5.3.1. Participative observation
5.3.2. Non-participative observation / natural observation
5.4. Archival research study
5.4.1. Document analysis.

6. Field Work
6.1. Gaining access to the field
6.2. First days in the field
6.3. Photography and field work
6.4. Leaving the field

7. Evaluation and Pedagogical Uses of Qualitative Research
7.1. Evaluation of qualitative research: Trustworthiness in qualitative research
7.2. Evaluation and policy research in qualitative perspective: Planning and getting funds.
7.3. Relations between the researcher and contractor : Research site; feedback; working in teams; the audience; time tables
7.4. Future of the qualitative evaluation and policy research
7.5. Pedagogical uses of qualitative research (QR)
7.5.1. Use of QR in effective teaching
7.5.2.QR-approach of and teacher education
7.5.3.QR-methods of curriculum improvement in schools

Recommended Text:

1. Cropley, A. J. (2019). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne. Retrieved from doi: 10.13140/RG.2.1.3095.6888.
2. Burdens, K.S. & Abbot, B.B. (2002). *Research design and methods: A process approach.* (5th ed.) . Boston: McGraw-Hill.

Suggested Readings:

1. Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). *Qualitative research methods: when to use them and how to judge them. Human Reproduction*. Retrieved from https://doi.org/10.1093/humrep/dev334
2. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York: Routledge.
3. Merriam, S.B. et al (2002*). Qualitative research in practice.* San Francisco: Jossey-Bass

EDUC-6141 Analysis & Interpretation of Data (AREA - II) 3(3+0)

Course Description

Data analysis is, therefore, a process that involves examining, and moulding collected data for interpretation to discover relevant information, draw or propose conclusions and support decision-making to solve a research problem. While data interpretation refers to the implementation of processes through which data is reviewed for the purpose of arriving at an informed conclusion to answer research questions and making research findings be ready for dissemination. The interpretation of data assigns a meaning to the information analysed and determines its signification and implications. Analyse and interpretation of data is carried out to arriving at empirical solution to the problem. This course is designed for digital age tools for big data, different methods for determining appropriate analytic procedures occurs early in the research process and should not be an afterthought and interpreting the results in general form. Moreover, what is qualitative data and how qualitative data is analysed. This course also helps the students to use computer and software for quantitative and qualitative data analysis.

After the completion of these courses the students will be able to:

- Define data and its types
- Explain statistical concepts
- Describe descriptive and inferential statistics
- Perform hypothesis testing
- Apply parametric and non-parametric techniques
- Demonstrate and analyse qualitative data

Course Outline

1. **Data Analysis**
   - **1.1.** Data and its types
2. **Analysis of Quantitative data through SPSS**
   - **2.1.** Statistical concepts
   - **2.2.** Descriptive statistics
   - **2.3.** Measures of central tendency and variability
   - **2.4.** Measures of relationship
   - **2.5.** Inferential statistics (correlation + regression)
   - **2.6.** Hypothesis testing ; the null hypothesis; one and two tailed tests ; use of null hypotheses
   - **2.7.** Parametric vs. nonparametric techniques
   - **2.8.** Carrying out parametric statistical tests: t-distribution, z-test, ANOVA and ANCOVA.
   - **2.9.** Carrying out non-parametric statistical tests: Chi Square test
   - **2.10.** The role of statistical analysis
   - **2.11.** Selecting an appropriate statistical analysis
   - **2.12.** Coding, rostering and inputting data
3. **Qualitative Data: Types and Forms**
   - **3.1. Field Notes:** The basic concepts; the content of field notes; the form of field notes; the process of writing field notes; transcription form the taped interviews
   - **3.2. The subject's written words:** Personal documents; official documents / records
   - **3.3. Montage / photography:** Found photographs; researcher-produced photographs; photographs as analysis; technique and equipment

3.4. Accounts and videos
3.5. Official statistics and other quantitative data
3.6. Concluding remarks

4. Data Analysis in Qualitative Research
4.1. Analysis of data in the field:
4.1.1. Field memos
4.1.2. Discovering themes and hypotheses
4.1.3. More about analysis in the field
4.1.4. Analysis after data collection:
4.1.5. Coding and coding categories
4.1.6. Developing coding categories
4.1.7. Influence on coding and analysis
4.1.8. Data displays etc
4.1.9. Mechanics of working with data
4.1.10. Using a computer for analysis

Recommended Text:

1. Mattina D., H.E. Erdogan, I. Wheeler, N.D. Crossman, R. Cumani, S. Minelli. (2018). *Default data methods and interpretation. A guidance document for the 2018 UNCCD reporting*. United Nations Convention to Combat Desertification (UNCCD), Bonn, Germany.
2. Flick, U. (2002). *An introduction to qualitative research.* London: SAGE Publications.

Suggested Readings:

1. Wiley. Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). *Qualitative research methods: when to use them and how to judge them. Human Reproduction*, Volume 31, Issue https://doi.org/10.1093/humrep/dev334
2. Julie.,P. (2011).*SPSS Survival Manual A step by step guide to data analysis using SPSS for Windows,* Philadelphia: Open University Press Buckingham

EDUC-6142 **Thesis / Dissertation** **6(6+0)**

Course Description

Thesis or dissertation is the partial fulfilment of the degree. A dissertation or thesis is a long piece of academic writing based on original research, submitted as part of a doctoral, master's, or bachelor's degree. A thesis is usually associated with master's degrees, although these terms can be interchangeable. The theory-oriented approach to the final thesis in higher education is still dominant at the Master as well as Bachelor level. However, that at the Bachelor level a practice-oriented approach would be more appropriate. Bachelor's thesis is claimed to be a bridge between education and the job market. The essential objective of the thesis is to contribute to theory building within a specific field of study through scientific research and thus it is predominantly theoretical in nature. The idea is that a qualified student teacher has to be capable of conducting scientific research on a modest scale. This approach aims to prepare students for the 'real world'. A dissertation or thesis is likely to be the longest and most difficult piece of work a student has ever completed. It can, however, also be a very rewarding piece of work since, unlike essays and other assignments. The student is able to pick a topic of special interest and work on their own initiative.

Steps:

- Students are given choice to opt the thesis
- Students are allocated supervisors
- Research topic for thesis are discussed in research committee
- Research committee also finalized the evaluators
- After finalization of thesis, students work under the supervisor
- On completion thesis is submitted after the approval of supervisor
- After evaluation of thesis form evaluator, viva is conducted.

Recommended Text:

1. Halyna M., Kornuta, R., & Germaine, W. (2019). *A concise guide to writing a thesis or dissertation: educational research and beyond*, London: Routledge. https://doi.org/10.4324/9780429056888

Suggested Readings:

1. Masanja, N. M. (2019). *Practical Handbook to Dissertation and Thesis Writing*. Retrieved from https://uomustansiriyah.edu.iq/media/lectures/6/6_2020_03_03!08_53_23_AM.pdf

2. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and Theses From Start to Finish: Psychology and Related Fields*. (3rd Ed.). Retrieved from https://www.apa.org/pubs/books/4316188

EDUC-6143 **Term Paper** **3(3+0)**

Course Description

A term paper is a research paper written by students over an academic term, accounting for a large part of a grade. Merriam-Webster defines it as "a major written assignment in a school or college course representative of a student's achievement during a term". Term papers are generally intended to describe an event, a concept, or argue a point. It is a written original work discussing a topic in detail, usually several typed pages in length, and is often due at the end of a semester. A term paper is originally a written assignment (usually a research based paper) that was due at the end of the "term". Term papers date back to the beginning of the 19th century when print could be reproduced cheaply and written texts of all types (reports, memoranda, specifications, and scholarly articles) could be easily produced and disseminated.

Note: The students, who will opt term paper, will work on their research projects under the guidance of professor and will submit a report of 8000 to 10000 words with proper referencing in APA style. (Plagiarism certificate must be attached; maximum 30 % similarity would be acceptable).

Recommended Text:

1. APA Writing Sample (2010). Purdue OWL Engagement. Retrieved from http://owl.english.purdue.edu/owl/owlprint/560/

Suggested Readings:

1. OECD (2018). The future of education and skills Education 2030. Retrieved from https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf
2. Xiao, Y., & Watson, M. (2017). Guidance on Conducting a Systematic Literature Review. https://doi.org/10.1177/0739456X17723971

EDUC-6144 Seminar on Trends and Issues in Education 3(3+0)

Course Description

The word justifies about the tendency of a system. With several educational options available to students today, newer trends are emerging in this field which has completely changed the traditional held perceptions about education. Several career options that were earlier not considered to be traditional have emerged as the most sought after education and career options. At the end of this course, the students will be able to: Argue on the positive and negative impact of the information explosion; Explore the gap between *Madrassah* and mainstream education and identify appropriate government responses; Identify barriers to the achievement of universal literacy and how these may be removed at the local level; Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences; Analyze the relationship between national curriculum structure and career opportunities; Consider how best environmental awareness can be enhanced through schools and Consider the consequence of the growing privatization of education.

Course Objectives

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

- At the end of this course, the students will be able to:
- Argue on the positive and negative impact of the information explosion
- Explore the gap between *Madrassah* and mainstream education and identify appropriate government responses
- Identify barriers to the achievement of universal literacy and how these may be removed at the local level
- Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- Analyze the relationship between national curriculum structure and career opportunities
- Consider how best environmental awareness can be enhanced through schools
- Consider the consequence of the growing privatization of education

Course Outline

1. **Education as a Complex Enterprise**
   - **1.1.** Diversity of aims and approaches in education.
   - **1.2.** Variety of philosophical approaches to education.
   - **1.3.** Education in different periods and societies

2. **Madrassah Education**
   - **2.1.** Madrassah: origin, aims and objectives
   - **2.2.** Role of Madrassah in 21st century
   - **2.3.** System of education in Madrassah
   - **2.4.** Madrassah reforms in Pakistan

3. **Universal Literacy**
   - **3.1.** Literacy and individual rights
   - **3.2.** Factors affecting program for universal literacy: medium of instruction
   - **3.3.** Formal and Non formal education: Advantages and disadvantages
4. **Gender Disparity**
   - **4.1.** Concept of gender equality
   - **4.2.** Factors affecting the status and role of women
   - **4.3.** Steps towards reducing gender disparity.

5. **Population Education:**
   - **5.1.** Concept of Population Education.
   - **5.2.** Factors affecting Population Education.
   - **5.3.** Impact of Population Growth on National Development.
   - **5.4.** Roles and responsibilities of family, school, mosque and community in population education.
   - **5.5.** Steps towards population planning and welfare.
6. **Environmental Awareness**
   - **6.1.** Types of pollution
   - **6.2.** Causes of pollution
   - **6.3.** Environmental education
7. **Privatization of Education**
   - **7.1.** Government resources and multiple demands
   - **7.2.** Need of private sector education
   - **7.3.** Challenges of quality education
8. **Information in Education**
   - **8.1.** New concept of information explosion
   - **8.2.** Expanding learning resources
   - **8.3.** Information and communication technology (ICT) literacy
9. **Technology in education**

Note: Each student will conduct seminar on the topic assigned to him/her. Concerned teacher may include any other emerging topic along with topics mentioned above.

Recommended Text:

1. OECD (2019). Trends Shaping Education 2019. Centre for Educational Research and Innovation. https://doi.org/10.1787/trends_edu-2019-en

2. AIOU (2006) *Population Education Course MA EPM 584*, Islamabad: AIOU.

Suggested Readings:

1. Moncrieffe, M. (2018). Emerging issues and trends in education. DOI:10.1080/00131911.2018.1507302

2. Higher Education Commission (2012). *Contemporary Issues and Trends in Education.* Islamabad: HEC.

3. Ministry of Education, Curriculum Wing (2010), 13 Modules on Various Core Themes of Population Education, Islamabad.

B. Ed (Hons.) Elementary

(Semester System)

Scheme of Studies

and

Course Outlines



2020

Department Of Education
University Of Sargodha

B.Ed (Hons.) 4 year Degree Program (Elementary) Scheme of Studies

Eligibility Criteria

1. FA/F.Sc / A level or equivalent with minimum 2nd Division.

Duration:	4 years
Semester Duration:	16-18
weeks Semesters:	8
Course Load per Semester:	15-18 Credit Hours
Number of Courses per semester:	5-6 (not more than 3 lab/ practical courses)

Structure of the Scheme

Courses	**Credit Hours**
Compulsory Courses	19
Professional Courses	49
Foundation Courses	24
Content Courses	26
Teaching Practice	15
Total Credit Hours:	**133**

B. Ed (Hons.) Elementary Program
Course Codes of B.Ed (Honors) 4 Years Program

S#	Course Code	Compulsory Courses	Credit Hrs
1	URCE-5101	Functional English-I (Compulsory)	3(3+0)
2	URCE-5102	English-II (Communication Skills	3(3+0)
3	URCE-5103	English – III (Technical Writing & Presentation Skills) (Compulsory)	3(3+0)
4	URCI-5105	* Islamic Studies/** Ethics (Compulsory)	2(2+0)
5	URCP-5106	Pakistan Studies (Compulsory)	2(2+0)
6	URCC-5110	Citizenship Education and Community Engagement (Compulsory)	Non Credit
7	EDUC-5205	Computer Literacy (Compulsory)	3(3+0)
8	URCM-5107	Mathematics (Compulsory)	3(3+0)
S#	**Course Code**	**Foundation Courses**	
9	EDUC-5201	Child Development (Foundation)	3(3+0)
10	EDUC-5204	Methods of Teaching (Foundation)	3(3+0)
11	EDUC-5206	Classroom Management (Foundation)	3(3+0)
12	EDUC-5214	Classroom Assessment (Foundation)	3(3+0)
13	EDUC-6220	Foundations of Education (Foundation)	3(3+0)
14	EDUC-6223	Curriculum Development (Foundation)	3(3+0)
15	EDUC-6224	Educational Psychology (Foundation)	3(3+0)
16	EDUC-6234	Research Methods in Education (Foundation)	3(3+0)
S#	**Course Code**	**Content Courses**	
17	EDUC-5202	Urdu / Regional Languages (Content)	3(3+0)
18	EDUC-5203	General Science (Content)	3(3+0)
19	EDUC-5209	Art, Crafts and Calligraphy (Content)	3(3+0)
20	EDUC-6221	Content Course – I Fundamentals of Language & Linguistics	3(3+0)
21	EDUC-6222	Content Course – I Physics	3(3+0)
22	EDUC-6226	Content Course – II Language Skills	3(3+0)
23	EDUC-6227	Content Course – II Chemistry	3(3+0)
24	EDUC-6230	Content Course – III Introduction to Grammar & Error Analysis	3(3+0)
25	EDUC-6231	Content Course – III Introduction to Biology	3(3+0)
S#	**Course Code**	**Professional Courses**	
26	EDUC-5207	Methods of Teaching Islamic Studies (Professional)	3(3+0)
27	EDUC-5208	Teaching Literacy Skills (Professional)	3(3+0)
28	EDUC-5210	Teaching of Urdu/ ** Regional Languages (Professional)	3(3+0)
29	EDUC-5211	Teaching of General Science (Professional)	3(3+0)
30	EDUC-5212	Information and Communication Technology (ICT) in Education (Professional)	2(2+0)

31	EDUC-5215	Teaching of English (Professional)	3(3+0)
32	EDUC-5216	Teaching of Mathematics (Professional)	3(3+0)
33	EDUC-5217	School, community and Teacher (Professional)	3(3+0)
34	EDUC-5218	Teaching of Social Studies (Professional)	2(2+0)
35	EDUC-6225	Contemporary Issues and Trends in Education (Professional)	3(3+0)
36	EDUC-6228	Comparative Education (Professional)	3(3+0)
37	EDUC-6229	Introduction to Guidance and Counseling (Professional)	3(3+0)
38	EDUC-6232	Pedagogy – I Methods of Teaching English (Professional)	3(3+0)
39	EDUC-6233	Pedagogy – II Methods of Teaching Science (Professional)	3(3+0)
40	EDUC-6236	School Management (Professional)	3(3+0)
41	EDUC-6237	Test Development and Evaluation (Professional)	3(3+0)
42	EDUC-6239	Research Project (Professional)	3(3+0)
S#	**Course Code**	**Teaching Practice**	
43	EDUC-5213	Teaching Practice (Short Term)	3(3+0)
44	EDUC-5219	Teaching Practice (Short Term)	3(3+0)
45	EDUC-6235	Teaching Practice (Short Term)	3(3+0)
46	EDUC-6238	Teaching Practice (Long Term)	6(0+6)

Year / Semester wise Scheme of Studies of B.Ed Hons. (Elementary)

1st Year

SEMESTER I

S.NO	Code	COURSES	CREDIT HRS
1	URCE-5101	Functional English-I (Compulsory)	3 (3+0)
2	URCI-5105	* Islamic Studies/** Ethics (Compulsory)	2 (2+0)
3	EDUC-5201	Child Development (Foundation)	3 (3+0)
4	EDUC-5202	Urdu / Regional Languages (Content)	3 (3+0)
5	EDUC-5203	General Science (Content)	3 (3+0)
6	EDUC-5204	Methods of Teaching (Foundation)	3 (3+0)
		Total Credit Hours	**17**

SEMESTER II

S.NO	Code	COURSES	CREDIT HRS
7	URCE-5102	English-II (Communication Skills)	3 (3+0)
8	EDUC-5205	Computer Literacy (Compulsory)	3 (3+0)
9	EDUC-5206	Classroom Management (Foundation)	3 (3+0)
10	URCM-5107	Mathematics (Compulsory)	3 (3+0)
11	URCP-5106	Pakistan Studies (Compulsory)	2 (2+0)
12	EDUC-5207	Methods of Teaching Islamic Studies	3 (3+0)
13	URCC-5110	Citizenship Education and Community Engagement	3 (1+2) Non-credit
		Total Credit Hours	**17**

2nd Year

SEMESTER III

S.NO	Code	COURSES	CREDIT HRS
1	EDUC-5208	Teaching Literacy Skills (Professional)	3 (3+0)
2	EDUC-5209	Art, Crafts and Calligraphy (Content)	3 (3+0)
3	EDUC-5210	Teaching of Urdu/ ** Regional Languages (Professional)	3 (3+0)
4	EDUC-5211	Teaching of General Science (Professional)	3 (3+0)
5	EDUC-5212	Information and Communication Technology	2 (2+0)
6	EDUC-5213	Teaching Practice (Short Term)	3 (0+3)
		Total Credit Hours	**17**

SEMESTER – IV

S.NO	Code	COURSES	CREDIT HRS
1	EDUC-5214	Classroom Assessment (Foundation)	3 (3+0)
2	EDUC-5215	Teaching of English (Professional)	3 (3+0)
3	EDUC-5216	Teaching of Mathematics (Professional)	3 (3+0)
4	EDUC-5217	School, community and Teacher	3 (2+1)
5	EDUC-5218	Teaching of Social Studies (Professional)	2 (2+0)
6	EDUC-5219	Teaching Practice	3 (0+3)
		Total Credit Hours	**17**

3rd Year

SEMESTER – V

S.NO	C	COURSES	CREDIT
1	URCE-5103	English – III (Technical Writing & Presentation Skills) (Compulsory)	3 (3+0)
2	EDUC-6220	Foundations of Education (Foundation)	3 (3+0)
3	EDUC-6221	Content Course – I Fundamentals of Language & Linguistics	3 (3+0)
4	EDUC-6222	Content Course – I Physics	3 (3+0)
5	EDUC-6223	Curriculum Development (Foundation)	3 (3+0)
6	EDUC-6224	Educational Psychology (Foundation)	3 (3+0)
		Total Credit Hours	**18**

SEMESTER – VI

S.NO	Code	COURSES	CREDIT
1	EDUC-6225	Contemporary Issues and Trends in Education	3 (3+0)
2	EDUC-6226	Content Course – II Language Skills	2 (2+0)
3	EDUC-6227	Content Course – II Chemistry	3 (3+0)
4	EDUC-6228	Comparative Education (Professional)	3 (3+0)
5	EDUC-6229	Introduction to Guidance and Counseling (Professional)	3 (3+0)
		Total Credit Hours	**14**

4th Year

SEMESTER VII

S.NO		COURSES	CREDIT HRS
1	EDUC-6230	Content Course – III Introduction to Grammar & Error Analysis	3 (3+0)
2	EDUC-6231	Content Course – III Introduction to Biology	3 (3+0)
3	EDUC-6232	Pedagogy – I Methods of Teaching English	3 (3+0)
4	EDUC-6233	Pedagogy – II Methods of Teaching-Science	3 (3+0)
5	EDUC-6234	Research Methods in Education (Foundation)	3 (3+0)
6	EDUC-6235	Teaching Practice (Short Term)	3 (0+3)
		Total Credit Hours	**18**

SEMESTER VIII

S.NO	Code	COURSES	CREDIT HRS
1	EDUC-6236	School Management (Professional)	3 (3+0)
2	EDUC-6237	Test Development and Evaluation	3 (3+0)
3	EDUC-6238	Teaching Practice (Long Term)	6 (0+6)
4	EDUC-6239	Research Project (Professional)	3 (3+0)
		Total Credit Hours	**15**
		Grand Total Credit Hours	**133**

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URCE-5101 Functional English-I (Compulsory) 3(3+0)

COURSE DESCRIPTION

The purpose of this course is to develop the English language proficiency of prospective elementary school teachers, and to help them become confident in reading, writing, speaking and listening to the English language. Instead of teaching grammar in isolation and at sentence-level only, this course is based on developing language abilities among student teachers through an integrated approach that provides opportunities to develop their listening, speaking, reading and writing skills. With a focus on social interaction, the course draws specific attention to accurate use of structures, improved pronunciation and to developing active vocabulary in descriptive, narrative and instructional texts. After studying the course, students would be able to use the language efficiently in academic and real life situations and integrate the basic language skills in speaking and writing. The students would be able to work in a competitive environment at higher education level to cater with the long term learners' needs.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will:

- have improved their listening and reading skills in English following significant exposure to texts in the target language
- be able to communicate in written and oral English with class-fellows, peers and teachers
- rely less on first/native language and reduce their use of code-switching in formal and informal situations
- have a deeper understanding of correct English structures in descriptive, narrative and instructional texts.

LEARNING AND TEACHING APPROACHES

The course uses an integrated approach to language teaching which enables learning of all the four skills of language i.e. listening, speaking, reading and writing, in natural settings. The teachers and student teachers are encouraged to respond through pair/group work and active learning strategies such as role play, debates, presentations, brainstorming, etc. Teachers and student teachers are encouraged to use online resources and make the best use of the interactive exercises in various websites. The course links learning approaches with assessment tasks to provide student teachers with the opportunity to accept responsibility for their own learning.

Even if student teachers begin the course unable to communicate fluently in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use other strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

COURSE OUTLINE

UNIT 1 – INTRODUCTIONS (3 weeks/9 hours)	
The first unit will provide student teachers with an opportunity to interact with one another in oral and written forms. It will serve as an icebreaker and help develop conversations through suggesting simple words and phrases to describe people, likes/dislikes, etc., in a logical sequence.	
Week 1	**Making introductions** □ Make effective self and peer introductions □ Take useful introductory notes
Week 2	**Requests and enquiries** □ Make appropriate requests and enquiries □ Respond to enquiries □ Listen for specific information in English.
Week 3	**Practice Practical Classroom English** □ Use different classroom language routines (functions) for effective classroom management □ Develop effective classroom language by following the given examples/ situations □ Demonstrate and practice practical classroom language routines.
UNIT 2 – SOCIAL INTERACTION (4 weeks/12 hours)	
This unit is aimed at developing student teacher social interaction in English and developing their interpersonal skills. Through class activities they actively engage in formal and informal contexts to congratulate, express gratitude, make invitations and respond to speakers in oral and written contexts	
Week 4	**Greetings** □ Greeting friends and family on different occasions/reasons □ Responding to a happy event □ Using formal greeting expressions appropriately
Week 5	**Saying thank you** □ Using formal/ informal expressions of gratitude appropriately □ Reading a story which uses expressions of gratitude □ Writing a formal letter to say thank you to a teacher/parent/friend
Week 6	**Inviting people** □ Demonstrating the use of formal and informal expressions of invitation □ Developing verbal and written skills for invitations □ Responding to invitation requests (accepting and declining)
Week 7	**Regrets** □ Expressing regrets orally and in writing in an appropriate manner □ Saying sorry and accepting apologies

UNIT 3 – GIVING AND FOLLOWING DIRECTIONS (3 weeks/9 hours)	
In this unit, student teachers will learn how to follow directions from a map, to give directions to search for a location and specific information. This is to be followed by structuring clear instructions and learning how to put something together from a recipe or manual. .	
Week 8	**Following and giving directions** • Following directions from a map • Giving directions for a location in oral and written forms • Reaching a destination
Week 9	**Giving clear instructions** • Carrying out instructions • Structuring instructions • Writing clear instructions
Week 10	**Designing instruction manuals** • Exploring instruction manuals of different products • Comparing instruction manuals for developing critical understanding of the essentials of a manual • Designing an instruction manual for a new student enrolling in college. This could be group project.
UNIT 4 - SHARING EXPERIENCES (3 weeks/9 hours)	
In this unit, student teachers will engage with meanings in a variety of written and visual texts through shared, guided and independent readings of narratives in different genres. They'll be encouraged to respond to the narrative and imaginative texts by building up stories and sharing them in written and oral form.	
Week 11	**Sharing narratives** • Reading short stories • Reading excerpts; comic strips, interviews, etc.
Week 12	**Sharing unique experiences** • Summarizing/Narrating true stories • Solving word puzzles to develop language awareness • Reading a short stories followed by exercises/worksheet • Converting an event into a short story • Using pictures as stimuli for narrative creation • Using songs as examples of personal experience
Week 13	**Imaginative texts** • Identifying imaginative texts • Developing imaginative texts by giving engrossing stories and descriptions of scenes

UNIT 5 – FUNCTIONING IN ENGLISH (3 weeks/9 hours)	
Student teachers will be involved in learning how language works and critically evaluating texts in terms of effectiveness, meaning and accuracy. This unit draws their attention to understanding how grammatical patterns change according to the purpose and audience.	
Week 14	**Writing styles** - Changing narration: converting a dialogue into a report - Converting a story into a news report - Converting a graph/picture into short report/story
Week 15	**Writing mechanics** - Punctuation and structure - Sentences, Fragments and run-ons - Subject-predicate and pronoun-reference agreement
Week 16	Project presentations Course Revision

Recommended Texts

1. Carver, T.K. & Fortinos-Riggs, S. (2016). *Conversation book II – English in everyday life*. New York: Pearson Education Limited.
2. Swan, M. (2018). *Practical English usage (8th ed.)*. Oxford: Oxford University Press.

Suggested Readings

1. HEC (2012). *Functional English – I. Course guide*. Retrieved form https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/English1_Sept13.pdf
2. Mendler, A. (2009). *Motivating students who don't care: successful techniques for educators*. Amazon.com Eastwood, J. (2015) Oxford Practice Grammar, Karachi: Oxford University Press.

The following websites provide a variety of useful resources:

http://www.bbc.co.uk/worldservice/learningenglish/

http://learnenglish.britishcouncil.org/en/

http://www.teachingenglish.org.uk/

Grammar software free download
http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/

URCI-5105 **Islamic Studies (Compulsory)** **2 (2+0)**

COURSE DESCRIPTION

This course is aimed to provide basic information about Islamic Studies and enhance understanding of the students regarding Islamic Civilization. It majorly comprises of the importance of life and that after death. It is one of the best systems of education, which makes an ethical groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammadﷺ. The learning of the Qur'an and Sunnah guides the Muslims to live peacefully. This subject will improve student's skill to perform prayers and other worships and will enhance the skill of the students for understanding of issues related to faith and religious life. The course remains totally indifferent to the personal beliefs of the students, to any sectarian identity they espouse, and any doctrinal point of view they hold. Its overriding aim is to introduce the student to the academic study of Islam—Islam here denoting both a religious system, grounded upon certain normative revealed sources, as well as a civilization unfolding over time as a complex network of cultures shaped by historical contingencies.

COURSE OUTCOMES

This course is aimed at:

1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline

Introduction to Quranic Studies

1) Basic Concepts of Quran
2) History of Quran
3) Uloom-ul -Quran

Study of Selected Text of Holly Quran

1) Verses of Surah Al-Baqra related to Faith (Verse No-284-286)
2) Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
3) Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11)
4) Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77)
5) Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)

Study of Selected Text of Holy Quran

1) Verses of Surah Al-Ihzab related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
2) Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment
3) Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W)

1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
2) Life of Holy Prophet (S.A.W) in Makkah
3) Important Lessons derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II
1) Life of Holy Prophet (S.A.W) in Madina
2) Important Events of Life Holy Prophet in Madina
3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah
1) Basic Concepts of Hadith
2) History of Hadith
3) Kinds of Hadith
4) Uloom –ul-Hadith
5) Sunnah & Hadith
6) Legal Position of Sunnah

Selected Study from Text of Hadith
Introduction To Islamic Law & Jurisprudence
1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

Islamic Culture & Civilization
1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization
3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and contemporary issues

Islam & Science
1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quranic & Science

Islamic Economic System
1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

Political System of Islam
1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Government in Islam

Islamic History
1) Period of Khlaft-E-Rashida
2) Period of Ummayyads
3) Period of Abbasids

Social System of Islam
1) Basic Concepts of Social System Of Islam
2) Elements of Family
3) Ethical Values of Islam

Recommended Texts

1. Hameed ullah M. (2016). *Muslim conduct of state.* Islamabad: Hussain Hamid
2. M. Farkhanda Noor (2009) *Islamiat for students of O' levels*. Lahore: Ferozsons Limited.

Suggested Readings

1. Wael B. Hallaq, W. B. (2013). *An introduction to Islamic law*. England: Cambridge University Press. https://doi.org/10.1093/jis/ets090
2. Zia-ul-Haq, M. (2001). *Introduction to Al Sharia Al Islamia*. Islamabad: Allama Iqbal Open University

EDUC-5201 Child Development (Foundation) 3 (3+0)

COURSE DESCRIPTION

This course provides prospective teachers with an overview of child development and growth as a holistic process. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Students will form their own child development theory. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The primary focus of this course is learning about children in order to become an effective teacher. It provides prospective teachers with an overview of child development and growth as a holistic process. The latest research and thinking with regard to the conditions that affect children's learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

1. describe major theories and big themes in how children develop
2. compare the characteristics of various developmental stages according to various theorists
3. identify factors influencing the learning process
4. design different age appropriate teaching methods based on developmental theory
5. identify individual differences of students and children with special needs
6. design different age appropriate teaching strategies based on developmental theory
7. reflect on their conceptions about child development and its implications for teaching and learning.

LEARNING AND TEACHING APPROACHES

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The course links learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

COURSE OUTLINE

Unit 1 – Course Introduction (2 weeks/6 hours)	
Unit one gives an overview of the course and the key models, theorists, and debates in child development. Development is seen as a holistic process.	
Week 1:	Overview of Growth and Development as a Holistic Process Psycho-social Models, Behaviourism and Socio-cultural Models
Week 2:	Cognitive Models Factors That Affect the Child: Key Issues and Controversies (3 Big Debates), Approaches to Classroom Development
Unit 2 – Early Childhood Development (2 weeks/6 hours)	
This unit looks at the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for elementary and middle school teachers about how children grow and how this knowledge can inform intelligent practice in children's later years.	
Week 3:	Unit Introduction and Infant Development 3 Domains of Toddler Development Developmentally Appropriate Practices for Toddlers
Week 4:	3 Domains of Preschool Child Development Developmentally Appropriate Practices for Preschool Child Development Unit Review
Unit 3 – Elementary School-Age Child Development (3 weeks/9 hours)	
The physical, cognitive, emotional, and social development of elementary school-age children (6-12 years old) are explored. Emphasis is on understanding the whole child. Students will analyse stages of development during this critical period of growth. They will have opportunity to consider how early childhood development can inform their study of primary child development.	
Week 5:	Introduction to Elementary Child Development Aspects of Physical Development Encouraging Healthy Physical Development
Week 6:	Cognitive Development: Overview and Piaget' Concrete Operational Theory Cognitive Development: Industriousness and Intelligences Emotional Development
Week 7:	Social Development: Changes and Parental Roles Social Development: Peer Interaction, Friendship, and Growth The Role of Play in Primary Child Development and Unit Review

Unit 4 - Adolescence and Development (3 weeks/9 hours)	
Children undergo complex changes as they reach adolescence. The impact these changes have upon adolescent cognitive development, social development and behaviours such as motivation and identity-formation is examined. Critiques of adolescent developmental theory are considered.	
Week 8:	Intro and overview of physical development Physical dev. II: Individual/group differences Social/emotional dv. I: Erikson, self and identity
Week 9:	Social/emotional dev. II: Adolescent peer group Social/emotional dev. III: Motivation/self-regulation Cognitive/linguistic dev. I: Piaget
Week 10:	Cognitive/linguistic dev. II: Vygotsky Cognitive/linguistic dev. III: Appropriate assessment Critics of adolescent developmental theory Conclusion/review
Unit 5 – Differences in Development and Special Needs (3 weeks/9 hours)	
Focus is on learning differences. The role of the school and the instructor in managing and accommodating learning difference in classroom practice is considered. Perspectives on national educational policy in Pakistan on accommodating diverse developmental needs are explored.	
Week 11:	Differences in student learning styles Alternative sessions: Understanding differences in light of Child development across the elementary and middle school years or Gardner's multiple intelligences theory and special needs students Critique of Gardner's theory Scaffolding different learning styles
Week 12:	Recognizing disability and learning disorders I - emotional and behavioural Recognizing disability and learning disorders II - language, physical and sensory Cognitive differences: Delays and giftedness
Week 13:	Addressing special needs in the classroom The perspective of national policy Unit reflection and review
Unit 6 – The Influence of Society and Culture on Child Development (3 weeks/9 hours)	
Child development is influenced by families, society, schools, and teachers influence child development. Students will reflect on major concepts of child development and their implications for teaching and learning. The role of the teacher will be considered.	

Week 14:	The family in child socialization Partnering with families Role of community and society
Week 15:	Inclusion and gender balance The school and learning environment Role of the teacher in child development
Week 16:	Teacher's influence on student motivation Schools, families and communities as partners in child development Reflection and review

Recommended Texts

1. Nakagawa, J. (Ed.). (2006). *Managing development: Globalization, economic restructuring and social policy*. New York: Routledge.

Suggested Readings

1. Howes, C. (2012). *Culture and child development in early childhood programs: Practices for quality education and care*. New York: Teachers College Press.

2. UNECF (2015). *Early childhood development KIT*. NewYork: UNICEF House. Retrieved from https://www.unicef.org/videoaudio/PDFs/Activity_Guide_EnglishFINAL.pdf

ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will contribute to your learning and count toward your final grade.

GRADING POLICY

A variety of assessments will be used in the course, including mid-term and final examinations.

نصاب اردو
SYLLABUS URDU

نصاب برائے نفسِ مضمون/ اردو مافیہ (Content)

- کورس کا بیان (COURSE DESCRIPTION)
- حاصلاتِ کورس (COURSE OUTCOMES)
- تعلّمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACHE)
- یونٹ (UNIT)

۱۔ تعارفِ زبان
۲۔ اصنافِ ادب
۳۔ اصنافِ سخن (نظم و غزل)
۴۔ انشاپردازی
۵۔ اردو کے جدید رجحانات

- حوالہ جات (REFERENCES)
- اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- کورس سے متعلق لازمی معلومات
- اردو سے متعلق غلط فہمیوں کا ازالہ
- تفصیلی سبقی خاکے

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

سال اول سمیسٹر ۔ا

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

بی ایڈ ایلیمنٹری/(آنرز)

کریڈٹ:۳

پیش لازمہ:(PREREQUISITES)

ایف اے سطح تک اردو لازمی پڑھنے والے طلبہ اس کورس میں داخلے کے اہل ہوں گے۔

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔اور یہ اہتمام کیا گیا ہے کہ زیرِ تربیت اساتذہ بنیادی لسانی مہارتوں (سننا، بولنا، پڑھنا، لکھنا، سمجھنا) میں کمال حاصل کرسکیں۔ان مہارتوں میں دسترس حاصل کرنے کے لیے عملی طریق Functional Method استعمال کیا جائے گا۔

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔اس طریقہ تدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر ''کیا کہنا چاہیے'' پر خاص توجہ دی جائے گی۔تاکہ زیرِ تربیت اساتذہ فہم و نزہ میں فکری، فنی اور عملی سطح پر مہارت حاصل کرسکیں۔یہ امر بھی قابلِ توجہ ہے کہ اس کورس میں اساتذہ قواعد دورانِ مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو متعارف کروایا جائے گا۔تاکہ کورس کے اختتام پر طلبہ محض ادب کے نہیں بلکہ زبان کے استاد کہلائیں۔کسی بھی زبان کی تدریس سے پہلے اس کے متن پر عبور ہونا ضروری ہے اس لیے نصاب میں وہ شعراء و ادباء شامل کیے گئے ہیں جو جماعت اول تا ہشتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔اردو کو بہ طور گلوبل لینگویج جدید رجحانات (ضرورتوں/تقاضوں/تعبیری جہتوں) کے حوالے سے بھی زیرِ بحث لایا گیا ہے۔علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی+صوتی) تحلیلی، مخلوطی، فنکشنل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تاکہ ایلیمنٹری اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

حاصلاتِ کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- اردو زبان کی ساخت، وسعت اور اہلیت سے آگاہی حاصل کرسکیں۔
- ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- مختلف موضوعات کو عملی و تحریری انداز میں بیان کرسکیں۔
- اردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کرسکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیمِ نو کرسکیں۔

- تدریسِ زبان کے عملی پہلو کو ابتدائی و درمیانی سطح کی جماعتوں استعمال کر سکیں۔
- عملی طریق (Functional Method) سے نصاب پر دسترس حاصل کر سکیں۔

تعلّمی اور تدریسی رسائی:(LEARNING AND TEACHING APPROACH)

اس کورس کی ترتیب نو کے مقاصد کو پیشِ نظر رکھتے ہوئے تعلّمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تحلیلی، تلوطی استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے مستند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معاونات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیرلرننگ جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق استاد کی تدریسی حکمتِ عملی سے مزید کارآمد ہے۔

یونٹ ا

تعارفِ زبان

تعارف:

اس یونٹ میں زبان کی اہلیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تا کہ اردو کے استاد کو ادب پر فنی اور زبان پر حتی الامکان دسترس حاصل ہو۔ جہاں زبان کی تاریخی حیثیت کے حوالے سے بابائے اردو مولوی عبدالحق کی کاوشوں کو سراہا گیا ہے وہیں ڈاکٹر محمد صدیق خان شبلی کے مضمون عملی، فنکشنل اردو سے بھرپور استفادہ کیا گیا ہے تا کہ نوآموز اساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لا سکیں۔ ان طریقوں سے تدریس کو ایک منظم سائنس کی صورت میں پڑھانے کے لیے کئی ایک اصولوں کو بھی اختیار کیا جائے گا۔ مثلاً: الفاظ کی بار بار مشق، تذکیر و تانیث، واحد و جمع، جملہ سازی، امتحانی مشقیں۔ ان طریقوں میں بنیادی تدبیریں استعمال کی جائیں گی۔ جو مثبت نتائج کا باعث بنیں گی۔ تا کہ ایلیمنٹری سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کر سکیں۔

پہلا ہفتہ

- تعارف زبان (اردو زبان کی ترقی کا پس منظر و پیش منظر)
- زبان کی اہمیت و افادیت (فکری/فنی/عملی سطح پر)
- اردو کے فروغ میں درپیش مشکلات (تدارک/غلط فہمیوں کا ازالہ)

دوسرا ہفتہ

- اردو زبان کی کہانی از بابائے مولوی عبدالحق (مضمون کا مطالعہ)
- عملی/فنکشنل اردو ڈاکٹر محمد صدیق خان شبلی (مضمون کا مطالعہ)
- مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

یونٹ ۲

اصنافِ ادب

(صرف ونحو تدریسِ ادبیات کا حصہ ہیں)

تعارف:

اس یونٹ میں اردو ادب کی اصناف کا مختصر تعارف شامل ہے۔نثری اصناف میں داستان، ناول، ڈراما، مضمون، آپ بیتی، مکالمہ اور طنز ومزاح شامل ہیں۔تاکہ اسٹیمیٹری اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کرسکیں۔مثلاً مزاح ادب کی صنف ہے اور طنز صفتِ ادب ہے۔علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیت کا ادراک ضروری ہے۔اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید، عملی، فنکشنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کرکے پڑھایا جائے گا تاکہ قواعد نفسِ مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جاسکے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ جدید تعلیمی اصطلاحات کا استعمال بھی سیکھیں گے۔

مثلاً (زبانی اندازِ تعلیم (Oral Approach) اور صورت حال کے مطابق تدریس زبان Situational Language (Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سانچوں کی تدریس کو بہتر بنانا ہے۔تاکہ اسباق کی تدریس کے ساتھ جانچ (Testing) اور مشق (Exercise) کا کام بھی چلتا رہے۔ان مقاصد کے حصول کے لیے سب سے پہلا قدم بے تکلف گفتگو کے مواقع پیدا کرنا ہے۔مثلاً سننا بولنا تو سننے اور بولنے ہی سے آتا ہے۔لہذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا ہفتہ

- اصناف نثر کا مختصر تعارف اجزا و اقسام/ اصناف کا تقابل
- داستان (اجزا/ ناول و داستان کا فرق)
- ناول (اقسام/ ناول و افسانہ کا فرق)

چوتھا ہفتہ

- ڈراما (اقسام/ اجزائے ترکیبی/ روایت)
- افسانہ نگاری کا تعارف اشفاق احمد کے "گڈریا" کے حوالے سے (فکری وفنی تجزیہ)
- طنز ومزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

- ماخوذ اقتباسات (صرف یعنی الفاظ سے بحث، نحو مکمل جملوں اور عبارتوں سے بحث)
- اغلاطِ زبان (بلحاظ قواعد فقروں کی تصحیح)
- محاورات (دورانِ گفتگو/ عام بول چال میں استعمال)

چھٹا ہفتہ

- ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق)
- اوصافِ خوش خوانی (تلفظ، لب ولہجہ، روانی، تاکید، تفصیل)
- تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم و غزل)

تعارف:

زیرِ بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، پیروڈی اور گیت شامل ہیں۔ اس یونٹ کا عملی پہلو یہ ہے کہ شعرائے کرام کے منظوم فن پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تحلیلی تجزیہ پیش کر سکے۔ مثلاً میرؔ کا ترکیبی شعر ہے۔

فقیرانہ آئے صدا کر چلے
میاں خوش رہو ہم دعا کر چلے

یہی خیال غالبؔ کے ہاں تحلیلی رنگ میں ملاحظہ فرمایئے!

بنا
تماشائے اہلِ کرم دیکھتے ہیں

قوتِ حافظہ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تحت اللفظ اور فی البدیہہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

ساتواں ہفتہ

- اصنافِ سخن کا تعارف
- اردو نظم (تعارف، اقسام)
- اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- علامہ محمد اقبال کی نظم "روحِ ارضی آدم کا استقبال کرتی ہے"۔

- مولانا الطاف حسین حالی کی نظم مسدس حالی کے پہلے چار بند
- پس منظر کے تحت منظومات کی تشریح

نواں ہفتہ

- مرزا اسداللہ خاں غالب کی غزل/"بازیچہء اطفال ہے دنیا میرے آگے"
- صوفی غلام مصطفیٰ تبسم کی غزل "یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب" کے پہلے پانچ اشعار
- شعرا کا فکری وفنی تقابل

دسواں ہفتہ

- پرائمری سطح کی نظمیں (کلام پر اظہارِ خیال، تمثیل)
- وسطانی سطح کی نظمیں (کلام کی خوبیاں، تبصرہ)
- تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۴

انشا پردازی

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روز مرہ زندگی میں زبان کے استعمال یعنی "کس موقع پر کیسی زبان بولی جائے" کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بنانا ہے۔ اس لیے فنکشنل اُردو کا مطلب روز مرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمنٹری سطح کے اساتذہ انشا پردازی کے طریقے، تکنیک اور حکمتِ عملی کے گُر سیکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر سکیں اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں ممد و معاون ثابت ہوں گے۔ ان میں سے کئی تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہروپ بھرنا یا ڈراما کاری، بحث مباحثے/مذاکرے۔ مثلاً رپورتاژ کو ڈراما کاری میں تبدیل کرنا۔ غالب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری اندازِ بیاں دے دینا۔ اس ضمن میں جماعتی سطح/معیار/استحسان کا خاص خیال رکھا جائے گا۔ تاکہ اردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- اردو حروفِ تہجی (صوتیات/اعراب/حرکات)
- اُردو کا جدید ترین قاعدہ (صوتی، بنیٰ، تصویری، تلازمی)
- حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

بارھواں ہفتہ

- صحیح بولنے کی شرائط (روزمرہ بول چال، عام گفتگو، مکالمے، ذرائع ابلاغ، اخبارات، ٹی وی ڈرامے)
- تعلیم خوش خطی (درست تحریر کے ضروری امور)
- تخلیقی انشا (مشاہدہ و تحریر)

تیرھواں ہفتہ

- خطوط، درخواست (بہ شمول برقیاتی خط E-mail، برقیاتی پیغام SMS)
- مکالمہ و ڈراما نگاری (ڈراما کاری)
- مضمون نویسی (جدید موضوعات پر اظہار خیال)

یونٹ ۵

اردو کے جدید رجحانات

(ضرورتیں/تقاضے/تعبیری جہتیں)

تعارف :

اردو کے جدید رجحانات: ضرورت، تقاضے اور نئی تعبیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو نوآموز اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پر لطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیرِ تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعیات کا مستقبل روشن کر دیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورتاژ رقم کر رہے ہیں۔ مذہب و اخلاق کی ہر گرہ اردو کھول رہی ہے۔ سائنسی و تکنیکی ترقی عام ہو جائے کے مفروضے پر ہی زیرِ تربیت اساتذہ کو مستند عملی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے یا آرٹ ادب سے استفادہ نا کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کینوس پر اتارنا۔ غالبؔ و اقبالؔ کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ تو اب شہرتِ عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی تشخص اجاگر کرنے اور اسے گوبل لینگویج بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودھواں ہفتہ

- اردو کی ترویج (ہمہ پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت (تقاضے/تعبیریں)
- اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

پندرھواں ہفتہ

- اردو ذریعہ ابلاغ (دفتر، صحافت، مذہب و اخلاق)

۰۔ اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)

۰۔ اردو رابطے کی زبان (عام بول چال کے حوالے سے)

سولہواں ہفتہ

۰۔ اردو آرٹ اور کلچر (نثر و نظم میں آرٹ/آرٹ میں نثر و نظم)

۰۔ اردو ترانہ ملی (قومی و ملی جذبے/ ماخوذ متن)

۰۔ اردو گلوبل لینگویج (منظر نامہ)

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۱۴۔ نگارستان، منصف خان سحابؔ، قواعد اور فنی علوم پر جامع کتاب، ۱۹۹۸ء، لاہور

۱۵۔ رسپ اردو، یاسمین انجم، کیریئر بکس پبلشرز، لاہور (جماعت اول تا ہشتم عملی کتاب)

۱۶۔ مقتدرہ قومی زبان سے اشاعت شدہ لغات کا استعمال

افسانے/کہانیاں/ڈرامے/خطوط

۰۔ ''خودکشی/ٹوبہ ٹیک سنگ'' سعادت حسن منٹو

۰۔ چور، اشفاق احمد

۰۔ رستم و سہراب، آغا حشرؔ

- ''مرزا غالب بندر روڈ پر'' خواجہ معین الدین (ڈراما سی ڈی)
- ''یوسف مرزا کے نام'' مرزا غالبؔ
- ''مولانا انشاءاللہ خان کے نام'' علامہ اقبالؔ

ماڈل اسائنمنٹ : (ASSIGNMENTS)

۱۔ علامہ اقبالؔ کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعرا کٹھے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔

۲۔ دو گروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔

۳۔ صوفی غلام مصطفیٰ تبسم کی جماعت اول تا ہشتم درسی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر جمع کروائیں۔

۴۔ موبائل کے ذریعے اردو کے ادب پاروں پر کتابچہ کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

اس کورس کا بنیادی لازمہ اردو کو فنکشنل بنیادوں پر استوار کرنا ہے۔ تاہم ادبی ماخذ کی اہمیت سے بھی انکار نہیں کیا جا سکتا۔ اسی وجہ سے کورس کا آغاز تعارفِ زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے فاتحین کی اردو معاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر ملکیوں کے لیے اُردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ ولندیزیوں نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے کلکتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل بامقصد بنیادوں پر متعین کر دیا جبکہ دیگر تحریکات نے بھی اردو کے فروغ میں بھرپور حصہ لیا۔ اردو زبان کے حوالے سے بابائے اردو مولوی عبدالحق اپنے آپ میں ایک تحریک تھے۔ جس کا عملی مظاہرہ اردو یونیورسٹی کا قیام ہے۔ اردو پر کیے گئے کام کو ادبی اور تدریسی بنیادوں پر پرکھنا جانچنا اور معیار مقرر کرنا اس کورس کا مفروضہ ہے۔ اور مفروضہ ہی اس کا فرضیہ ہے۔ اس انداز میں کام کرنا ہی زبان کو سائنسی طرزِ فکر دے سکتا ہے۔

جدید ماہرینِ تعلیم فنی امور میں منطق سے زیادہ نفسیاتی پہلو پر زور دیتے ہیں، اس لیے کہ انسان روزمرہ زندگی میں جو علم براہ راست حاصل کرتا ہے۔ وہ کسی منطق کا پابند یا محتاج نہیں ہوتا۔ مثلاً جب ایک بچہ زبان سیکھنا شروع کرتا ہے تو وہ گردوپیش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسمائے معرفہ سیکھے پھر اسمائے نکرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپناتا جائے۔ اس کی ترجیحات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجزیہ بعد میں۔ یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی/تکنیکی زبان یا محض (Discourse) کی حیثیت سے سمجھنا اس کورس کا بنیادی نقطہ ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دورِ حاضر کے رجحانات، تقاضے اور ترجیحات اسے نئے رخ دیتے رہتے ہیں۔

تمام تر تدریسی عمل کا بنیادی نقطہ یہ ہے کہ زیرِ تربیت اساتذہ فنکشنل و عملی طریقے سیکھیں۔ عملی/فنکشنل اُردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شبلی کا مضمون قابلِ توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت ہے۔ زیرِ تربیت اساتذہ ادبی متن کی تدریس اسی صورت میں احسن طریق پر کر پائیں گے جب وہ خود ان کے ادبی معیار پر استدلال حاصل کر پائیں گے۔ اسی لیے اصناف ادب کو پڑھاتے ہوئے جدید طریقے استعمال کیے گئے ہیں۔ زبان کی حفاظت بھی ایک اہم ضرورت ہے۔ زبانوں کا بدلتا ہوا منظر نامہ ہی ان کی بقا کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فروغ کا راستہ خود بخود ڈھونڈ نکالتا ہے مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریسی طریقے، مہارتیں، معاونات اور تکنیک وضع کرنا۔ جو سائیکلک انداز نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فنکشنل طریقے میں زبان کی پانچوں مہارتوں پر توجہ دی جاتی ہے۔ سننے، بولنے اور سمجھنے کی مسلسل مشق کا آغاز مکالمے سے ہوتا ہے۔ ہر سبق میں پڑھنے اور لکھنے کا حصہ الگ ہوتا ہے اس طریقے کا پورا پورا فائدہ اسی قسم کے کورس کی تدریس سے اٹھایا جائے اُردو کی تدریس کو موثر بنانے کے لیے اُردو کے فنکشنل کورس مرتب کرنے کی ضرورت ہے۔ مگر اس قسم کے کورس کی تیاری کا امکان بہت کم ہے۔ زبان پر عبور حاصل کرنے کے لیے ضروری ہے کہ نفسِ مضمون پر دسترس ہو۔ اس لیے کورس میں جماعت اول تا ہشتم نصابی کتب میں شامل شعراء و ادباء پر تفصیلی بحث فنکشنل انداز میں شامل ہے۔

انشا پردازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حروف کی صوتی، تلازمی اور بنیتی کیفیتوں کو سمجھنا اور ان کی ابتدائی و وسطانی جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ نویسی، درخواست، جدید برقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیق انشا کا باعث ہے۔ عملی اردو کا تقاضا ہے کہ غالبؔ و اقبالؔ کا انداز سیکھنے والے طلبہ ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا تمثیل کا رنگ دے دیں۔

کمپیوٹر سے فنکشنل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظر نامہ اُردو کو نئی حیثیت میں تسلیم کر رہا ہے۔ مستقبل کی حکمت عملی، اس کی ہیئت، تکنیک اور تدریسی انداز میں تبدیلی، فروغ کے رجحانات کو مثبت زاویے، تکنیکی سانچے، کینڈے اور محضر فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ وارانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایلیمنٹری کی سطح کا یہ کورس اسی خیال (فرضیے Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اردو سے متعلق مسائل

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلبہ اُردو بولتے ہیں تو انھیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و منفی جملے، جملہ صحیح نہیں بول پاتے، حروفِ عطف کا مسئلہ اور بھی کئی ایک مسائل کا سامنا ہوتا ہے۔ تلفظ اکثر غلط۔ زبان اکثر طلبہ کی ناقص، بولنے میں جھجک، قرات معیوب، تلخیص و توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، جیسے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناداری، ذخیرہ الفاظ میں افلاس، سمجھنے کی قوت کم، ذہن ابہامات سے پُر۔ اس کا سبب غلط طریق تدریس ہے۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ کو خود بھی زبان پر دسترس حاصل نہیں ہوتی۔

اُردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ ''بات، بس اور بچ حرف میں ''ب'' میں تین جداگانہ

صورتیں اختیار کرلی ہیں۔ اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ دیگر زبانوں میں حروف کو ملایا نہیں جاتا بلکہ حروف اپنی شکل میں لکھے جاتے ہیں

اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ عربی میں بعض حروف کا تلفظ اور ہے جب کہ اُردو میں اور ہے مثلاً ض کو اُردو والے ذ کے تلفظ سے ادا کرتے ہیں مگر عرب ''دھ'' کے تلفظ میں بولتے ہیں۔ ع، کو اُردو والے، الف کے تلفظ سے ادا کرتے ہیں مگر عرب طلبہ اسے ''ع'' کے تلفظ ہی میں بولتے ہیں۔ اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ سَحر۔ سِحر، صرف۔ صَرف، دُور۔ دَور وغیرہ۔ عربی میں جہل کے معنی جذباتی ہیں اور ذلیل کے معنی کمزور کے ہیں جب کہ اردو میں بالکل الٹ معنی برتے جاتے ہیں۔ تاہم لفظ جس زبان سے مستعمل ہے اس کا خیال لغت کے ذریعے رکھنا چاہیے۔

بنیادی لسانی عادات کی تربیت بھی ناپختہ رہنے سے بچے مسائل کا شکار رہتے ہیں۔ قدیم طریقہ ہائے تدریس ان میں زبان کا متنوع ماحول بیدار ہی نہیں کر پاتا۔ ذخیرۂ الفاظ میں وسعت اور بوقتِ ضرورت ان کے انتخاب کی اہمیت تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔ اس مقصد کے لیے اُردو لغات اور ''اُردو تھیسارس'' کا استعمال زیادہ مفید ہوتا ہے۔ اُردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے موزوں ترین الفاظ کا استعمال ان کے سیاق وسباق پر منحصر ہے۔ ظاہر ہے کہ سیاق وسباق اور برمحل استعمال کے لیے وسعتِ مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔ بعض اربابِ تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرۂ الفاظ کی کمی نہیں ہوتی لیکن ابتدائی درجے میں ایسا نہیں ہے۔
- ثانوی درجے میں طالب علم زیادہ تر پڑھنے اور لکھنے کی کوشش کرنے کے بعد داخل ہوتا ہے۔ اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔
- اس درجے میں طالب علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تا کہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل وحالات پر مدلل اظہارِ خیال اور دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔ اس کے لیے ایک عملی پیریڈ اور اس کا عملی امتحان ضروری ہے۔
- اُردو قومی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔ لہٰذا الفاظ کا طرزِ تکلم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اُردو زبان ٹوٹے پھوٹے انداز میں بول سکتے ہیں غلط ہے۔ ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔
- اردو زبان کو اردو زبان کے استاد ہی پڑھائیں تو بچوں کے زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

شفارش کردہ کتاب

1۔ ریاض احمد (2018)۔ ڈاکٹر اردو تدریس۔ جدید طریقے اور تقاضے م کتبہ جامعہ لمیٹڈ نئی دہلی، انڈیا

تجویز کردہ کتب:

1۔ بادشاہ منیر بخاری (2015)۔ ڈاکٹر اردو زبان کے غیر آریائی نظریات بخاری پبلشرز پشاور
2۔ شان الحق حقی (2011)۔ فرہنگ تلفظ مرتبہ (مقتدرہ قومی زبان اسلام آباد

EDUC-5203 General Science (Content) 3(3+0)

This course will refresh and strengthen prospective teachers' subject matter knowledge. The course covers core concepts in physical science, life science, and earth science. Also covered are the teaching strategies and instructional approaches that best support the development of conceptual understanding of science. The study of General Science in Primary school is linked to National prosperity and economic development. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, and theories to every day experience. The present course explores scientific method and its application in everyday life. The current course explores the various aspects of general science field in order to develop scientific vocabulary and enhance prospective teachers' comprehension of written scientific material from a variety of sources to increase ability to solve scientific problems and to enhance scientific inquiry skills through conducting scientific experiments and participating in hands on activities.

COURSE OUTCOMES:

After completing this course, student teachers will be able to:

1. Describe the interdependence of ecosystems and the organisms within and how changes affect populations and the equilibrium of a system. Relate evolutionary forces to the diversity of ecosystems and of the species within them.
2. Identify the effects of human activities and naturally occurring changes on ecosystems and the consequences of those changes.
3. Begin to see the Earth as a system consisting of major interacting components that consistently undergo change. Physical, chemical, and biological processes act within and among them on a wide range of timescales.
4. Describe physical and chemical properties and physical/chemical processes with a special focus on the change of state of matter and how this change relates to energy.
5. Develop an understanding of common misconceptions about matter and particle theory.
6. Be able to describe a chemical reaction in the context of a rearrangement of atoms and also in the context of the formation of a new substance with new properties.
7. Investigate the relationships among force, mass, and motion of an object or system.
8. Be able to apply various models to science teaching while recognizing their limitations. Prevent potential misconceptions that could result from the use of some widely used models.
9. Be able to read, record, and analyze data, and present that data in meaningful ways.

Teaching-Learning Framework

Throughout this course, pedagogy is interwoven with the content development. Faculty will model inquiry teaching to student teachers in order for them to experience firsthand the learning and teaching of science in an inquiry way. Thoughtful discussions will follow such hands-on experiences to clarify the applied methods and expected learning. These reflections are essential because it is through these discussions that prospective teachers will gain essential pedagogical content knowledge. They will also learn how to apply this knowledge to their science teaching in elementary grades upon graduation. Discussions, reflections, and application of pedagogical science content knowledge are critical components of Science I (and Science II). Each task prepares prospective teachers for their own teaching and enables them to modify activities to best meet the needs of their individual classrooms. For this reason, a substantial amount of time is dedicated to the "Teaching of Specific Science Content" in each unit of the course.

In addition to content and pedagogical content knowledge, this course is also designed to help students develop science thinking and process skills.

After completing this course, student teachers will be able to:

1. Begin to apply inquiry to the teaching of science at the elementary level.
2. Be able to identify, adapt, and modify investigations that lead to conceptual understanding.
3. Begin to design science investigations around core concepts.
4. Begin to understand the need for learning progressions.
5. Recognize common misconceptions and be able to respond with appropriate remediation.
6. Be able to use open-ended questions to assess students' conceptual understanding.
7. Provide their students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.
8. Reflect on their teaching to develop a personal approach to the teaching of science.

COURSE OUTLINE

Unit 1: Course Overview

Week	Topics/Themes
1	Course overview Science in personal and social perspective The nature of science and scientific investigation (observations, inferences) Teaching of science: reflect upon the way prospective teachers learned science and how they want to teach science when they graduate.

During this unit, prospective teachers will:

- Discuss the nature of science and contrast science to other ways of knowing about the world.
- Understand the differences between results, conclusions, and inferences.
- Describe how science is a process rather than a product.
- Provide examples for the impact of science in daily life and the environment.

Unit 2: Populations and Ecosystems

Week	Topics/Themes
2	Basic needs of living things Interdependencies of living things (symbiotic relationships)
3	Ecosystems and Habitats Population Growth – Survival and Extinction
4	Teaching "Populations and Ecosystems" in elementary grades

During this unit, prospective teachers will:

- Investigate the interdependence of living things (including humans) in an ecosystem.
- Investigate how changes in environments affect plants and animals (including humans).
- Explain how adaptive characteristics of a species affect its chance for survival or possible extinction.
- Describe factors that limit or support the growth of populations within an ecosystem.
- Analyze data collected over time, and explain how disruption in one part of an ecosystem can repeat throughout an ecosystem.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 3: Diversity and Adaptations

Week	Topics/Themes
5	Diversity of living things Systems of classification
6	Adaptations for survival Evolution and Diversity
7	Teaching "Diversity and Adaptations" in elementary grades

During this unit, prospective teachers will:

- Describe the diversity of living things.
- Explain how adaptive characteristics of a species affect its chance for survival or possible extinction.
- Explain how evolution has resulted in diversity among living things.
- Observe fossil records and interpret them for evidence of adaptation, environmental change, and extinction.
- Explain why we use classification systems and how classification systems are applied.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 4: Earth – The Blue Planet

Week	Topics/Themes
8	Earth - an inhabitable planet Weather and Seasons Categorizing the world by continents, biomes, vegetation zones, climate zones, etc. Introduction to maps; reading and creating simple data charts
9	Constant changes on Earth – rock cycle Rivers (erosion / sedimentation) Earthquakes and Volcanoes
10	Teaching "Earth – The Blue Planet" in elementary grades

During this unit, prospective teachers will:

- Recognize that the abundance of water on Earth makes Earth unique and habitable.
- Describe and give examples of ways in which Earth's surface is built up and torn down by natural processes.
- Explain how weathering and erosion reshape landforms by eroding rock and soil in some areas and depositing them in others.
- Investigate landforms and identify constructive and destructive forces that led to their formation.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 5: Force and Motion

Week	Topics/Themes
11	Relationship among force, mass, and motion of an object. Interaction of objects as it relates to force and linear, constant motion. Graphing of motion and basic calculations of speed and average speed.
12	Non-linear motion and accelerated motion. (Laws of motion) Graphing of non-linear and accelerated motion.
13	Teaching "Force and Motion" in elementary grades

During this unit, prospective teachers will:

- Articulate and demonstrate the principles of motion and forces, and apply them to examples of interactions between objects.
- Investigate the relationships among force, mass, and motion of an object or system.
- Conduct investigations to determine the position and direction of a moving object (and represent its motion on a graph).
- Draw free-body diagrams that list all the forces acting on an object and the resulting direction of motion.

- Analyze the motion of objects by the established relationships known as the laws of motion.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 6: Properties and Matter

Week	Topics/Themes
14	Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity Atoms, molecules, mixtures, elements, and compounds Introduction to the periodic table
15	States of matter: solid, liquid, gas (examples of water) Introduction to models and their limitations in science teaching
16	Teaching "Properties of Matter" in elementary grades

During this unit, prospective teachers will:

- Differentiate between physical and chemical properties of matter.
- Classify chemicals as pure substances or mixtures (homogenous or heterogeneous) and classify pure substances as elements or compounds.
- Identify atoms and molecules as the building blocks of elements, compounds, and mixtures.
- Explain the atomic structure, addressing parts and properties of the atom.
- Analyze the relationship between the structure and the properties of matter, focusing on chemical properties of elements and their placement in the periodic table.
- Explain how substances change from one state to another by heating or cooling.
- Describe a model of the atom and what it depicts as well as its limitations.
- Begin explaining student misconceptions about properties and particle theory, and what to do about them.
- Begin identifying the underlying core science concepts in this unit for elementary students
- Design age-appropriate, inquiry-based activities and identify learning outcomes.
- Begin developing learning progressions.

Recommended Texts

1. Ali. P. A. (2018). *Amazing science (Revised Edition)*. Oxford University Press. Retrieved from https://oup.com.pk/school-textbooks/science/oxford-secondary-science-teaching-guide- 2.html
2. *General science for IX & X*. (2019). Lahore: Punjab Textbook Board.

Suggested Readings

1. Team, GK (2019). *General science a complete study material*. Retrieved from https://www.jagranjosh.com/general-knowledge/general-science-a-complete-study-material-1465217638-1
2. William Lewis Eikenberry (2008). *The teaching of general science.* Chicago: The University of Chicago Press
3. Qureshi, A. M. et al (2003). *General science***.** Lahore: Punjab Text Book Board.

COURSE ASSIGNMENTS

Suggested assignments are included in the Unit Guides of the course. Some are short-term assignments and some take several weeks to complete. A mix of individual and group assignments is also provided.

These assignments are designed to deepen students' learning and allow them to research and apply their knowledge to topics of personal interest. All the assignments count toward the final grade.

Examples of assignments include:
a) Conduct an investigation on a science topic and present your findings and conclusions.
b) Develop hands-on activities around a core science concept for an elementary grade.
c) Write an editorial for a local newspaper on a relevant science topic stating an opinion supported by evidence.
d) Plan and conduct a science activity with a group of children using the inquiry approach.

GRADING POLICY

The university and its affiliated colleges will determine the course grading policy. The policy should be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade is determined by course work completed by prospective teachers. Course work may include work completed in assignments in or outside the classroom, or assignments at school.

EDUC-5204 Methods of Teaching (Foundation) 3(3+0)

This course is an introduction to teaching methods used in elementary schools. The content and structure of the course is based on two strong claims about learning. First, learning results from what the student already knows, thinks, and does and *only* from these actions of the student's mind. A teacher enables students to learn by influencing what the student *does to learn* but the student has to *do* it. Second, as students' progress through school they should learn to become their own teachers. That is, students should learn *how to learn* using their teachers as models. This course is an introduction to teaching methods used in elementary schools. Since you have been an elementary school student, you will recognize some of the methods but you know them from a student's perspective rather than a teacher's perspective. Teaching methods are often divided into two broad categories: teacher-centred methods (also called Direct Instruction) and learner-centred methods (also called Indirect Instruction or Inquiry Learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. He or she would choose, from among these, the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students.

COURSE OUTCOMES

- A personal theory of teaching and learning based on a critical analysis of implicit theories formed as a student and modified/elaborated through reflections prompted by the work done in this course.
- An argument paper that presents the pros and cons of teacher-centred and learner-centred teaching methods and states your position as a teacher
- Records of structured, reliable classroom observations and conclusions drawn from reflection on these.
- Participation in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates
- An elementary school lesson plan
- A reflective journal

LEARNING AND TEACHING APPROACHES

This is your first opportunity to study teaching and, to a lesser extent, learning in school. You will soon learn that there are several sources of knowledge about teaching and learning and you will be introduced to these sources. Because you have years of experience as a student but are a beginner to the study of teaching, this course provides you with the opportunity to experience school with a focus on the teacher. You will observe teachers at work in classrooms and interview two students in each classroom. You will start your student interviews with two elementary school students whom you interview about their teachers away from the classroom. You will have a conversation with at least two experienced teachers. You will participate in planning and teaching a lesson to your college/university classmates and you will write a plan for a lesson appropriate for students in an elementary school.

Experiences of all types have more meaning when you *reflect* on the experience. In this context, *reflection* means turning your attention inward to your mind and searching for connections between the experience you have just had and past experiences. You turn to your own thoughts, experienced as mental images and words, to discover what you learned through the new experience. Reflection is aided by writing about your thoughts and by talking about them with other people. The course is organized so that you complete many of your assignments in collaboration with two or more of your classmates and you write 3 to 5 times a week in your journal.

You are expected to be a self-directed student in this course. This means that you will act to arrange school visits and to find teachers and students to talk with away from school. You also will take an active interest in your journal and use it for the purposes for which it is intended. Finally, you will be a responsible member of any group of classmates with whom you work. It is probable that the value of this course to your study of teaching will be proportional to the energy and time you invest in the course assignments.

COURSE OUTLINE

Unit 1 Teaching and Learning in School (2 weeks/6 hours)

You have been in school for at least 12 years. If you are like other prospective teachers, you probably have a personal theory about teaching and learning that was formed by your experience in school as a student. You may not be aware of all of these thoughts and beliefs but some of them may interfere with learning to teach. In this unit you will examine and write in your journal about your existing theory about teaching and learning so you become fully aware of it. Then
you will compare your personal theory about teaching with other perspectives on effective teaching. You may want to modify your theories. You will also learn how to observe teachers and students at work in classrooms.

Week	Topics	Sub Topics
1	**Sources of Information about Effective Teachers**	Your experience as a student Students currently in school Published research Observations in classrooms Reflections on classroom observation by yourself and with others Conversations with experienced teachers Theories about education and instruction The relationship between teaching and learning

2	**Sources of Information about Learning in School**	Your experience as a student Current students' self descriptions Published research, especially in cognitive and educational psychology Observations in classrooms Reflections on student interviews by yourself and with others Conversations with experienced teachers Theories about learning Cultural influences on teaching and learning

Unit 2 Classrooms are Busy Places (2 weeks/6 hours)

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other. These examples of teaching usually involve a few students at the most and occur in the setting where the learning is used. (For example, young children learn about collecting water with their mother at a stream or well, or a child learns a new game from a group of friends in a playground.)

Classroom teaching is a special instance of teaching. First, the group is large and diverse creating management challenges for the teacher. Second, learning takes place in an unnatural environment creating motivation and attention problems for the students. People who have not been responsible for teaching in a classroom have difficulty appreciating the complexity of the work. The purpose of this unit is to introduce you, a prospective classroom teacher, to the complex environment in school classrooms

Week	Topics	Sub Topics
3	**Sources of Complexity in the Classroom**	Classroom space is crowded Work takes place in public: students don't have offices Teachers must simultaneously pay attention to a group and each individual in the group Children are not carbon copies of each other Resources are scarce: students have to share and often wait Teachers plan but unexpected events upset plans often Classroom activities do not occur one at a time: several different activities are in progress at the same time
4	**Managing Complexity**	Learn names, interests, & learning strengths fast Establish rules and routines Group students Organize books and other materials for easy access Create pairs of students to help each other

Unit Three: Teacher-centred and Student-centred methods (2 weeks/6 hours)

These two methods are a good place to start your study of teaching methods because they are usually seen in opposition to each other when they may be seen as complementary. Teacher-centred, Direct Instruction is used to help students acquire knowledge and skills. Student

centred, Indirect Instruction (Inquiry/Problem Solving) is used to help students understand the physical, social, and psychological world in which they live. In addition to different goals, the
methods derive from different theories about learning and employ different practices. The Unit is organized around the view that both methods belong in schools. *Knowing* and *understanding* are different but related mental processes; each is a legitimate goal of schooling for all students.

Week	Topics	Sub Topics
5	**Key Concepts**	□ Distinction between lower and higher order learning □ Outcomes from lower order learning □ Outcomes from higher order learning
		□ Instructional activities that enable lower order learning □ Instructional activities that enable higher order learning □ Direct Instruction: a method to enable lower order learning □ Inquiry Learning: a method to enable higher order learning □ Different roles for teachers and students
6	**Model Lessons**	□ Template for Direct Instruction lessons □ Sample lessons □ Template for Inquiry/Problem Solving lessons □ Sample lesson □ Inquiry, Problem Solving, Project: same or different? □ Choice: Teacher –centred or Learner- centred? Or both?

Unit Four: Lecture, Demonstration, Discussion, Questions, and Cooperative Learning (3 weeks 9 hours)

As the previous unit illustrates, the method or practice that a teacher chooses depends on the goal s/he intends to achieve with a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction: whole class; small groups; pairs; or as individuals. A teacher's decision about grouping is usually determined by a lesson's goal or objective. For example, if a lesson requires that every student in the class have information that is not easily accessible and requires interpretation, the teacher will
probably decide to construct a lecture followed by discussion, including questions, for the whole class.

This Unit has ambitious goals and complicated logistics. Each of you will be assigned to one of six cooperative learning groups. Each group's task is to create a 15 minute lesson using one of the methods in the Unit title (lecture, demonstration, or discussion) for a total of six lessons (two for each method). All six lessons will include questions. One person from each of the six groups will teach the lesson to the rest of the class during the third week of the Unit (week nine of the course). Three class sessions will be devoted to the lessons the (2 lessons per day) leaving 15 minutes day for discussion of the lessons and 15 minutes for continued study of questioning strategies. There are handouts for this unit that facilitate the work of the Cooperative Learning groups. Persons who will teach the lesson from each group will be

selected by drawing one name from an envelope that contains names of everyone in the group at the beginning of class on the day of the lesson.

Week	Topics	Sub Topics
7	**Cooperative Learning**	□ Peer teaching practice □ Rationale for Cooperative Learning □ Different models of Cooperative Learning □ Cooperative Learning procedures □ Incentive structure of Cooperative Learning □ Limitations of Cooperative Learning □ Checklists as assessment devices
8	**Lecture, Demonstration, and Discussion**	□ Reasons to lecture □ Structure of a lecture □ Active lectures □ Structure of a demonstration □ Characteristics of good discussion □ Purposes of questions □ Questions in lecture, demonstration and discussion □ Wait time
9	**Asking questions**	□ Open and closed questions □ Lessons taught in class

Unit Five: Teacher-Student and Student-Student Interactions that support learning in the Classroom (2 weeks; 6 hours)

While studying Unit 2 in this course, you had the chance to watch a teacher and students at work in 2 different classrooms and discuss the observations with your colleagues. Hopefully, you could see that classrooms are unusual social environments. One adult is expected to allocate limited resources (space, time, learning tools, and attention) equitably among 40 (more or less) students.

Students are expected to sit for long periods of time and pay continuous attention to their lessons. Each student's competence is on public display all the time. The teacher is supposed to have eyes that rotate 360 degrees so that s/he knows what each student in the class is doing most of the time. In this unit you will learn that a teacher and students can turn an unusual social environment into an environment that supports learning.

You and your partners will observe in two more classrooms during the next two weeks. In each classroom you will observe a teacher interacting with two students and those students interacting with each other. In each classroom the teacher will choose the students whom you will observe.

Week	Topics	Sub Topics
10	**Constructive Interactions Between Teacher and Students**	□ Respect □ Credibility □ Fairness (justice) □ Trust □ Interest □ Enthusiasm □ Adaptive teaching
11	**Constructive Interactions Between Students**	□ Cooperative working relationships are central □ Examples of cooperative working relationships □ Feelings are the foundation of thought □ Importance of trust and confidence

Unit Six: Designing Instruction: Goals and Objectives; Assessment; Plans; and Materials (4 weeks; 12 hours)

Teachers started using learning objectives (also called learning outcomes) to design lessons about 50 years ago. Previously, lessons were named by the topic rather than a learning outcome. For example, 'Addition of two-digit numbers' rather than 'All students will correctly solve at least 8 out of 10 problems involving the addition of two-digit numbers'. Teachers have more than one way to write learning objectives.

You have seen different formats for lesson plans: some plans have more parts than others. Though there are differences in the number of parts a plan may have, all lesson plans have objectives, a sequence of activities for obtaining the objectives including materials that will be used; and means for collecting evidence that students achieved the learning outcomes. In this unit, you will learn how to write learning outcomes and choose or create assessments. You will use knowledge you have acquired about methods to create and write a teaching plan. You will learn to find or create the materials that you need to use your plan. You will do some work on the lesson plan in class with the two people with whom you have visited schools. During the last week of the Unit (week 15 of the course) you will review what you have learned about teaching methods and learning and instructional principles in the course and compare that knowledge
with your current personal theories of teaching and learning.

Week	Topics	Sub Topics
12	**Sources of Knowledge for Designing Lessons**	□ Learning principles □ Pakistan's elementary school curriculum □ Definitions of standards, goals, and objectives □ Examples of standards, goals, and objectives □ Bloom's Taxonomy of Educational Goals and Objectives
13	**Assessment**	□ Definition of assessment in schools □ Personal experience with assessment □ Assessment practices in schools in Pakistan □ Purposes of assessment □ Distinction between formative and summative assessment □ Examples of formative assessment

14	**Instructional Materials**	▯ Sources of instructional materials, including textbooks, in Pakistan ▯ School budgets for instructional materials ▯ Lo/no cost materials as a supplement to or substitute for materials provided by the government ▯ Examples of materials created from local resources by teachers for mathematics, science, and literacy
15	**Review and Synthesis**	▯ Review of teaching methods and instructional and learning principles ▯ Review of students' current personal theories of teaching and learning ▯ Search for synthesis ▯ Complete instructional design project (lesson plan) ▯ Presentation of lesson plans designed by students

Unit Seven: Self-Regulated Learning (1 week 3 hours)

You know that learning is not confined to about mental actions that you will teach your students.

Week	Topics	Sub Topics
16	**Self-Regulated Learning**	▯ Becoming your own teacher ▯ Parents and teachers attitudes toward self-regulated learning ▯ Interdependence between learning and motivation ▯ Intrinsic and extrinsic motivation ▯ Mastery learning goals and performance learning goals

Recommended Texts

1. Boekarts, M. (2018). *Motivation to learn*. Geneva: International Bureau of Education. Retrieve from http://www.ibe.unesco.org/en/services/online materials/publications/educational- practices.html
2. Rosenshine, B. (2016). *Principles of instruction*. Geneva: Retrieve from http://www.ibe.unesco.org/en/services/online- materials/publications/educational-practices.html

Suggested Readings

1. Vosniadou, S. (2015). *How children learn*. Geneva: International Bureau of Education. Retrieve from http://www.ibe.unesco.org/en/services/online-materials / publications / educational practices.html
2. Feden, P. D. and Vogel, R. M. (2003). *Methods of teaching.* Boston: Mc-Graw Hill.
3. Rashid, M. (Ed.). (2001). *Allied material on teaching strategies*. Islamabad: AIOU.
1.

GRADING POLICY

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors will advise at the start of the course about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams. s

COURSE ASSIGNMENTS

Reflective Journal

Each student will purchase a spiral bound notebook to be used as a Reflective Journal. This journal will be used for specific assignments (e.g.) the development and continuous revision of a personal theory of teaching and of learning) and also for classroom observations. In sum, the journal will function simultaneously as a repository for certain assignments and as a diary for recording experiences connected with the course (e. g. classroom observations). When you talk with students about journal, tell them either to leave a wide margin when they write or to leave one side of each age blank so that you can record your reactions to their work and they can go back and record their own reactions to text they have written earlier (e.g. personal theory of teaching and of learning).

Classroom Observations

The course includes nine observations in classrooms. The course syllabus indicates that students may have to locate the schools in which they will observe. If the teachers approve, form triads among the students so three people observe in the same class at the same time. Each triad should remain together throughout the semester. Observing in triads has two purposes.

First, it allows a richer conversation about the observation and, second, it allows the students to practice talking and thinking together about teaching an learning with colleagues. Hopefully, they will bring this habit with them when they begin their teaching careers. Explain that observing and recording what they see is necessary but not sufficient. The value of the observations comes from talking and thinking Together about what you have seen and then individually describing what you saw and your interpretations as a one page paper.

Observations are planned for Units 1, 2 & 5. Each set of observations has a different purpose. The first two observations are of teachers' actions during a lesson using a checklist created from the teacher effectiveness research. Two teachers are to be observed varying the age of the students (within grades 1 through 8) and the subject of the lesson (e.g. math, Urdu, etc.). The third observation is of a teacher's movement in the classroom during a lesson. The fourth and fifth observations are in the same classroom and are of a teacher interacting with two students in the class whom the teacher has identified as in the top quarter of the class and the bottom quarter of the class academically. The remaining four observations take place in two classes again varying students' age and subject matter. These observations are of two students in each class who have been identified by their teachers as popular and less popular. Here the observation is of the interaction of the two target students in each class with other students in the class. Each type of observation (teacher alone; teacher-student interactions and student-student interactions has data collection forms that are among the handouts accompanying this guide.

Student Interviews

The course includes ten interviews with students. The first interviews are with two elementary school students who are to be asked their views about good teachers. Then each triad will interview four students (two high achievers and two low achievers) during lessons in classes the first observation is conducted. The student interviewers will create their own interview questions. The purpose of the interviews is to learn the students' opinions about school, the teacher and themselves as students. The other four interviews are with two popular students

and two less popular students each pair in a different class. The student interviewers will determine the questions which can be the same as those used for the first set of interviews. For each set of interviews, the interviewers might consider asking each student, 'If you could change one thing about school and one thing about the teacher in the class we just visited, what would it be?' Summaries of these interviews, including the questions asked and interpretations, become journal entries.

Teaching a Lesson

This assignment is described in the course syllabus. It is a group project the purpose of which is twofold: to plan and critique a lesson using a lecture, discussion, or demonstration and to work in a group using cooperative learning.

Divide the class into six groups. Prepare six slips of paper – two will say lecture, two will say discussion and two will say demonstration. Put them in a bag or envelope. Have one member from each group draw a slip from the envelope. The name on the paper is the method the group will build into a lesson appropriate in content for their college/university classmates.

Each member of the group will participate in planning the lesson as a cooperative learning experience. At the beginning of the class session in which the lesson is to be taught, names of the people in the group that planned the lesson will be put in an envelope and one name will be drawn. That person is the one who will teach the lesson to the class. In other words in each of the six groups every person has to be prepared to teach, though only one of them will actually give the lesson. Class members will be given rubrics to be used to judge the lesson. A critique will follow each lesson and will include the members of the group who planned the lesson. Each group will be responsible for providing evidence that every member of the group participated equally in preparing the lesson.

Designing a Lesson

It may seem strange to plan and teach a lesson before learning how to design a lesson. This is a more detailed plan that the one used to teach using a lecture, demonstration or discussion. Hopefully, using a simpler plan just utilizing one method will make the more comprehensive plan easier to create.

This is also a group experience with three persons in a group. There may be some advantage in keeping the people who observed in classrooms together for this project. (There are also advantages to working with a new group.) The topic for the lesson is nutrition. The lesson is for students in Class IV. It will be helpful if you can find 4th grade textbooks containing chapters on nutrition and put them on reserve for this course in the library. Students should be encouraged to collect teaching materials for this assignment on their own also.

URCE-5102 English - II (Communication Skills) 3(3+0)

Course Description

This is the second English course for prospective elementary school teachers. It aims to develop skills for effective communication and presentation using clear and appropriate English. The course comprises five units which focus on developing effective communication strategies, making oral presentations, understanding intonation patterns and their role in determining the meaning of a message or text, and how to present information in speech and writing. The first five weeks are devoted to developing student teacher language confidence and interpersonal skills. This is followed by task-based projects which incorporate all four language skills in order to develop their proficiency in English language. To make student teachers independent users of language, it is essential to involve them in the learning process. The course requires an integrated approach to language teaching which enables learning of all the four skills of language (i.e. listening, speaking, reading and writing) in natural settings. The learning and teaching approach should be balanced so that student teachers not only learn about language, but also how to use English in different contexts.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

- use English confidently and independently
- discriminate between formal and informal language use
- communicate effectively in speech and writing with different audiences for a variety of purposes
- communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations
- identify the main stylistic features of descriptive, narrative, persuasive and argumentative texts

LEARNING AND TEACHING APPROACHES

To make student teachers independent users of language, it is essential to involve them in the learning process. The course requires an integrated approach to language teaching which enables learning of all the four skills of language (i.e. listening, speaking, reading and writing) in natural settings. The learning and teaching approach should be balanced so that student teachers not only learn about language, but also how to use English in different contexts. The teachers and students are encouraged to respond through group and pair work, active learning strategies such as role plays, debates, presentations, brainstorming, etc.

Although student teachers may lack the necessary background at the beginning of the course to communicate in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use alternative strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

COURSE OUTLINE

UNIT 1 – EFFECTIVE COMMUNICATION (3 weeks/9 hours)	
The first unit aims at building student teacher confidence and understanding the factors that lead to communicating a thought, an idea or a message clearly and effectively. From a sender to receiver, encoding to decoding a message, the communication cycle comprises various verbal and non-verbal elements as well as calling on the interpersonal skills of individuals. However, various factors may lead to the creation of a gap in oral and written communication. These factors are explored in depth in this unit.	
Week 1	**Effective communication** • Communicating effectively • The communication cycle and process • Communication barriers
Week 2	**Language Development of English Language Teachers (ELT)** • Understanding group dynamics • Understanding ELT as a self directed learner • Developing Language awareness by using CLT activities
Week 3	**Organizing a message** • Grammatical accuracy in speech and writing • Coherence and clarity • Opening statement/topic sentence & key words
UNIT 2 – MAKING ORAL PRESENTATIONS (2 weeks/6 hours)	
This unit draws the attention of student teachers to the design and delivery of an effective presentation by giving essential tips and allocating sufficient time for practice sessions. A good presentation requires organized planning and preparation, careful selection of language and vocabulary, the correct body language and rapport with the audience. With an understanding of these requirements, the student teachers should be able to develop sufficient confidence to handle the various tasks required in giving a clear and cogent oral presentation.	
Week 4	**Effective presentations** • The ingredients of a successful presentations • Structuring a presentation – the key stages • Using visual displays to present key facts and figures
Week 5	**Presenting in a logically organized and interesting manner** • Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon • Tips to hold your audience's attention • Preparing for a presentation • Delivering a five-minute presentation

UNIT 3 – SOUND PATTERNS, TONE AND PURPOSE (4 weeks/12 hours)	
In this unit, student teachers will be given a one-week refresher to re-learn and articulate basic sounds (consonants and vowels) and sound patterns of English language through practical activities. The unit, furthermore, suggests some critical awareness of intonation patterns in listening and reading texts and how the meaning changes with variation in tone.	
Week 6	**Sound patterns and tone** □ Vowel and consonant sounds and clusters □ Phonemes and syllables □ Stress and intonation
Week 7	**Modes of communication** □ Audience and purpose - Visual texts: pictures and video clips □ Identifying purpose and audience in different texts □ The language of media – differentiating between audience and purpose
Week 8	**Audience specific** □ Writing for different audience □ Presenting informally vs. formally □ Communicating through different mediums
Week 9	**Understanding the purpose** □ Reading for meanings □ Reports/Descriptive vs. narrative texts □ Argumentative vs. persuasive texts □ Writing/Presenting persuasively
UNIT 4 – PERSUADING AUDIENCE (3 weeks/9 hours)	
Once the purpose and goal of a message have been identified, the major task is to ensure the audience follow the thought presented. By giving practice through various modes of communication like formal speeches, public announcements, news broadcast and presentation of a CV, this unit offers opportunities for student teachers to become familiar with the needs of modifications in language and structure according to the requirements of the audience. It also incorporates a section on writing persuasively to make requests and compose applications or letters.	
Week 10	**Public speaking** □ Speech/presentation: extemporary and prepared □ Public announcements □ News broadcast
Week 11	**Being interviewed** □ Résumé/CV □ Interview skills □ Interviewing for a job/internship
Week 12	**Persuasive writing** □ Writing persuasively □ Applications □ Letters of advice/direct request

UNIT 5 – COLLECTING & PRESENTING INFORMATION (4 weeks/12 hours)	
Student teachers will examine learning differences, both normal variation in learning styles and disabilities and disorders. Student teachers will consider the role of the school and the instructor in managing and accommodating learning difference in classroom practice in addition to the perspectives on national educational policy in Pakistan on accommodating diverse developmental needs.	
Week 13	**Collecting information** Power reading/study skills Note-taking; summarizing Synthesizing information
Week 14	**Graphical information** Reading graphical information: data presented through charts, graphs, etc. Converting a report to a chart/graph Summary and outline
Week 15	**Collecting and presenting data objectively** Small scale research project Developing a questionnaire Gathering data and presenting findings Reporting results
Week 16	Project presentation Revisions

Recommended Texts

1. Eastwood, J. (2018). *Oxford practice grammar*. Karachi: Oxford University Press.
2. Swan, M. (2018). *Practical English usage (8th Ed.)*. Oxford: Oxford University Press.

Suggested Readings

1. Howe, D.H. & Kilpatrick, L. (2018). *English for undergraduates*. Oxford: Oxford University Press
2. Thomson, A. J., Martinet, A. V., & Draycott, E. (1986). *A practical English grammar*. Oxford: Oxford University Press
3. Howe, D.H. & Kilpatrick, L. (2008). English for undergraduates. Oxford: Oxford University Press

The following websites provide a wealth of resources:
http://www.bbc.co.uk/worldservice/learningenglish/
http://learnenglish.britishcouncil.org/en/
http://www.teachingenglish.org.uk/
http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/ (a grammar software free download)

GRADING POLICY

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors will advise student teachers about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

EDUC-5205 Computer Literacy (Compulsory) 3(3+0)

Course Description

This course will prepare teachers to understand, use and apply technologies (computer, digital camera, mobile phones) in an effective, efficient and ethical ways. Advance technologies are more pervasive today than they have ever been, and their uses are expanding continually. ICT is significantly enhancing and altering human activity, and enabling us to live, work and think in ways that most of us never thought possible. Prospective teachers will explore fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. They will also learn to develop skills like collaboration, higher-order thinking, problem solving, and self-direction through effective use of technology tools and resources thus, enabling them to be a lifelong learner in 21st century. This is a skills-focused/practical course and it is expected that all the sessions would be implemented practically in the computer lab. The course is based on interactive exploration approach using lecture demonstration method with various teaching techniques.

Course outcomes:

Trainee-teachers develop confidence and an aptitude for using computers and will be able to:

- use computer technology as a tool for communication & collaboration, problem solving
- create productivity materials related to teaching profession (lesson plans, result sheets etc)
- use computers technology for personal & professional growth, for research and generating new knowledge
- explore new technologies/knowledge for career growth as lifelong learners

Learning & Teaching Approaches:

This is a skills-focused/practical course and it is expected that all the sessions would be implemented practically in the computer lab. The course is based on interactive exploration approach using lecture demonstration method with various teaching techniques including K-W-H-L, brain storming, thought provoking questions, think pair-share, reflections, discussions, etc. The instructional strategies recommended focus the development of knowledge, skills and attitude.

Each planned session is of 60 minutes

Allocate 2 hours of trainee-practice with each hour of teacher-facilitated instruction. For a 3 credit hours course, it takes 3 hours of teacher-facilitated instruction with 6 hours of traine teacher practice a week.

Content Outline

Unit 1 Introduction to Computer (1.5 weeks/ 4 hours)		
Week #	**Session/Main topics**	**Details of sub-topics**
Week 1	**Session-1:** History and classification of computers	▪ Introduction to computer ▪ Examples of computer o personal computers (desk-top, laptops, pocket PCs/hand-held computers) o main-frame computer systems ▪ Brief history of computers with timeline
	Sessions 2: Introduction to computers - Learning about Input devices	Knowledge about and interfacing with: ▪ Input devices (Examples: mouse, keyboard, scanner, joystick, webcam, digital camera, bar-code reader, digital voice recorder, etc.) o Knowing the mouse and keyboard ▪ Interfacing with the computer using mouse and keyboard o Practicing to input data using a mouse (left-click, right-click, move, drag, trackball, double-click), etc.
	Sessions 3: Learning about different parts (hardware) of computer and accessories	▪ Output devices (Examples: printer, speaker, projector, etc.) ▪ Storage devices (hard disk, USB-flash disk, CDs/DVDs, memory card, etc.) ▪ Understanding of Central Processing Unit (CPU) ▪ How do computers work?
Week 2	**Session 1:** Computer Software	▪ Operating/System software introduction ▪ Application software- usage & types (word processing, spreadsheets, multimedia, etc.)

Unit 2 Learning Computer Basics and Internet (3.5 weeks/ 11 hours)		
Week #	**Main topics**	**Sub-topics**
Week 2 (contd.)	**Session 2:** Interfacing with computer	Hands-on activities on: o User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.) ▪ Working with the Operating System o Start/Shut down (menu, purpose, etc.) o User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.) o Basic concepts of Desktop, Icons, shortcuts, etc.
	Session 3: Interfacing with computer (Contd.)	▪ Working with the Operating System (Continued) o Control Panel o Using Help o Selecting a Printer, Changing a Default Printer, Checking the Status of a Printer
Week 3	**Session 1:** Interfacing with computer (Contd.)	▪ Concept of files and folders (types of files and extension) ▪ File and folder properties o Renaming a folder, etc. (Practicing to input data using a keyboard)
	Session 2: Interfacing with computer (Contd.)	▪ Types of storage devices ▪ Practically knowing and accessing storage devices/drives
	Session 3: Interfacing with computer (Contd.)	▪ Data transfer between different storage devices (Example: to/from USB-flash disk to hard disk, etc.)
Week 4	**Session 1**: Internet basics	▪ Introduction to Internet and the World Wide Web (www) ▪ Internet browsing applications (Examples: Internet Explorer, Mozilla Firefox, Apple Safari, etc.) ▪ Web addresses and links

	Session 2: Internet basics (Contd.)	▪ Interfacing with the Internet browser window (browser menu-bar, buttons, scrolling, clicking on links, etc.)
		▪ Search engines
	Session 3: Internet basics (Contd.)	▪ Using specialized web-sites (see reference web-links) ▪ Searching for information (search tips, etc.)
Week 5	**Session 1:** Introduction to different types of Networks (LAN/WAN, wireless)	Brief introduction to: ▪ Local Area Network (LAN); sharing on a LAN; Wide Area Network (WAN); Wireless Networks ▪ Sharing on networks; network-related security issues ▪ Firewalls
	Session 2: Security (Identity and virus protection)	▪ Security (Identity and virus protection): o Protection against virus and spam emails o What is Hacking, and protecting against it
	Session 3: Troubleshooting, software installation and protection	▪ Software installation (Example: Installing an electronic Dictionary) ▪ Utilities: o What is file compression and why it is needed o File compression applications (Winzip, other programs) o Learning to compress files and folders using Windows default options (Zip, rar)

Unit 3 Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer) (2 weeks/ 6 hours)		
Week #	**Session/Main topics**	**Details of sub-topics**
		▪ General introduction to application window
Weeks 6 and 7	**(6 Sessions)** Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer)	▪ Creating, saving & opening documents ▪ Formatting, editing Pages, text & paragraphs ▪ Adding pictures to pages (Clipart & from file) ▪ Working with tables, charts & graphs ▪ Working with Diagrams (Using "draw" feature) ▪ Print preferences, printer properties and printing a document ▪ Using preset and advance features ▪ Using word processing to create classroom instruction documents (diagrams, lesson plan, worksheets, flash cards, brochures, newsletters) and motivation tool (certificate)

Unit 4: Using Productivity Applications (Spreadsheet) (Microsoft Excel, OpenOffice.org Calc) **(2 weeks/ 6 hours)**		
Week #	Main topics	Sub-topics
Weeks **8 & 9**	**(6 Sessions)** Using Productivity Applications (Spreadsheet) (Microsoft Excel, OpenOffice.org Calc)	▪ General introduction to spreadsheets interface ▪ Creating, saving & opening spreadsheet ▪ Using worksheets (renaming and adding worksheets) ▪ Adding and working with information (formatting cells, adding comments, inserting hyperlinks) ▪ Changing the look of information with spreadsheet (cell alignment, changing font face and size, adding background color to cells and rows, inserting picture) ▪ Doing Mathematics (formulas: addition, subtraction, average, logic formula etc) ▪ Making charts (formatting i.e. background, legend, color of bars, creating pictograph) ▪ Including print properties ▪ Using spread sheets to create class room management documents (seating chart, electronic attendance register, result sheet, student academic performance graph, bio data)

Unit 5: Using Productivity Application (Multimedia) Microsoft PowerPoint, OpenOffice.org Impress		
Week #	Main topics	Sub-topics
Weeks **10 & 11**	**(6 Sessions)** Using Productivity Applications (Multimedia Presentation) (Microsoft PowerPoint, OpenOffice.org Impress)	▪ General introduction to multimedia application ▪ Creating, saving & opening presentation ▪ Viewing and working with slides ▪ Building presentations (adding, moving/sorting and duplicating a slide) ▪ Making slides look good (applying templates, changing color schemes, slide layout, background) ▪ Adding pictures and artistic effects (inserting compressing pictures , applying borders to pictures and other objects, adding 3-D effects, ▪ Adding sounds, movies and links ▪ Adding animations and special effects (applying slide transition, adding & customizing animations, adding action buttons, turning off animations) ▪ Setting up and playing presentation (printing presentations, setting time) ▪ Using multimedia to create presentation (school profile, lesson presentation, action plans, assignment presentation, etc)
Unit 6: Making Connections (3 weeks/ 9 hours)		
Week #	Main topics	Sub-topics
Weeks **12 & 13**	**(3 sessions)** Searching and saving web resources (images, audio, videos)	▪ Searching multimedia resources ▪ Uploading, downloading documents and other files (pictures, audio, etc.) ▪ Saving information from Web pages ▪ Interfacing with online multimedia resources (Example: videos on www.youtube.com about learning computer)
	(3 sessions) Communicating through Internet	▪ Creating and using e-mail to communicate and collaborate o E-mail management (creating, sorting, forwarding, searching, flagging, deleting) o Attaching document (files & folders) ▪ Using Web 2.0, Using chat/talk applications (Skype, GoogleTalk, etc.)

Week 14	**(3 sessions)** Online collaboration applications	▪ Introduction to online collaboration ▪ Working with an online collaboration application (Application: Google docs) ▪ Creating, importing and editing a file – document, spreadsheet & presentation) ▪ Sharing and accessing online files

Unit-7: Using multimedia devices and resources (1 week/ 3 hours)		
Week #	Main topics	Sub-topics
Week 15	**(3 sessions)** Using multimedia digital devices with a computer	▪ Introduction and examples of digital devices (camera, mobile phone, digital voice recorders, etc.) ▪ Using a digital camera and other technologies i.e. mobile phones to down-load images, and videos ▪ Transferring images and videos to computer from mobile devices (mobile phone, camera) ▪ Using multimedia applications (Examples: Real Player, Windows Media Player, Quick Time Player etc.) to play educational audio & video clips

Unit 8: Use of computer in daily life (1 weeks/ 3 hours)		
Week #	Main topics	Sub-topics
Week 16	**Session-1**: Working in the information society	▪ Uses of computer o at workplace, o in community, o for communication, o education & research, literacy o entertainment
	Session-2: Computer ethics	▪ Code of ethics ▪ Computer crime ▪ Copyrights Law and fair-use guidelines and plagiarism
	Session-3: Computer-Assisted Instruction (CAI)	▪ Computer as a teacher ▪ Use of computer-assisted instruction ▪ Online education (Example: Virtual University of Pakistan

Recommended Texts

1. Panigrahi, M. R. (2018). *ICT integrated teacher education*. New Delhi: Commonwealth Educational Media Centre for Asia. Retrieved fromhttp://oasis.col.org/bitstream/handle/11599/2447/2016_Panigrahi
2. Ellington, H., Percival, F. and Race, P. (2015). *Handbook of educational technology* (5th Edition). London: Kogan Page Limited.

Suggested Readings

1. HEC (2012). *Information and communication technologies in education*. Islamabad. Retrieved from https://hec.gov.pk › services › Documents › Education › ICTsEdu_Sept13
2. Hennessy, S., & Onguko, B. (2016). Developing the use of information and communication technology to enhance teaching and learning in East African schools: Review of the literature. *Centre for Commonwealth Education & Aga Khan University Institute for Educational Development–Eastern Africa Research Report.* https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE_Report1_LitRev.pdf
3. Norton, P. & Sprague, D. (2011). *Technology for teaching.* Boston: Allyn & Bacon.

Course Grading Policy

The ability to use a computer can only really be judged by having someone complete a task using a computer. A written exam is of almost no use as an assessment method for this course.

Your instructor will give you a series of assignments and tasks to perform throughout the course, with several at the mid-point and end of the course. These will be graded. Your instructor should tell you in advance which courses will be graded.

EDUC-5206 Classroom Management (Foundation) 3(3+0)

Course Description

One of the reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise since classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed and actively involved in learning. Many events need to occur simultaneously, the course of these events is often unpredictable and teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time and activity. In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places 'learning' as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of 'what to teach' and 'how to teach it' and view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures and community-building.

COURSE OBJECTIVES:

After completing this course, prospective teachers will be able to:

- define classroom management as a means to maximizing student learning.
- identify key features of a well-managed classroom.
- plan lessons, activities and assignments to maximize student learning.
- differentiate instruction according to student needs, interests and levels.
- design and practice predictable classroom routines and structures to minimize disruptions
- plan for a culture of caring and community in the classroom

COURSE OUTLINE	
Unit 1—**Learning Theories and Classroom Management** (4 weeks/12 hours)	
Week 1	Why a course on Classroom Management? How does a teacher's personal philosophy about teaching and learning affect his or her beliefs about classroom management? What happens in a well-managed classroom?
Week 2	Classroom Observations and Data Collection (students spend 6 hours in a classroom including class and out-of-class hours)
Week 3	What are the features of Classroom Management? (physical environment, social environment) What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ? What kind of classroom environment do I want?

Week 4	What do I need to think about in designing the effective classroom environment? o Identifying resources for learning o Using displays and visuals for enhancing the learning environment in the classroom o Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment o Building the social environment

Unit 2-- **Curriculum and Classroom Management** (4 weeks/12 hours)	
Weeks 5-8	How can my curriculum support the classroom management? In what ways can the teacher create a plan for teaching and learning that is consistent with her/his philosophy? o Planning, motivation, teaching and assessing the curriculum o Differentiation of instruction o Multi-grade classrooms

Unit 3—**Routines, Schedules and Time Management in Diverse Classrooms** (3 weeks/9 hours)	
Weeks 9	What are classroom 'routines' and 'structures' and how do they help in the management of classroom time? How do you create structures and routines in a multi-grade context? How can routines and structures help me deal with special needs and situations?
10	How might routines and structures be used to teach specific subject content like Math, Science or Literacy?
11	How might routines and structures be used to promote cooperation and collaborative learning?
Unit 4—**Creating Shared Values and Community** (2 weeks/ 6 hours)	
Week 12	Over-crowded classrooms What is community inside and outside the classroom and school? What is community participation and involvement
Week 13	How can I manage involvement of the community in my classroom? What routines and structures need to be put in place?
Week 14	How can I create an "ethic of care" in my classroom? o diverse classrooms as caring, democratic communities
Week 15	How can a caring classroom help me build responsible actions and personal accountability?
Unit 5—**Planning the Classroom Environment I Would Like**	
Week 16	How can I use what I have learned to create the classroom I want? o Peer critique and review of final projects

LEARNING AND TEACHING APPROACHES:

This course assumes that prospective teachers will develop their own plans for classroom management as a result of all they learn in the sixteen weeks that follow.

This course relies on peer discussions, independent reflections and class lectures. It also assumes that student teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

Recommended Texts

1. Evertson, C. M., & Emmer, E. T. (2019). *Classroom management for elementary teachers (9th Ed.)*. Upper Saddle River, NJ: Pearson.
2. Marzano, R. J. (2013). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Suggested Readings

1. Canter, L. (2018). *Assertive discipline: More than names on the board and marbles in a jar.* Retrieved from http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm
2. Evertson, C., Poole, I., & IRIS (2016). *Norms and expectations.* Retrieved from http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003- ICpdf

Note: The PDF versions of each of the books listed below can be read online for free from the web-links given below.

Classroom Management That Works: Research-Based Strategies for Every Teacher By Robert J. Marzano, Jana S. Marzano, Debra Pickering

http://smkbp.com/attachments/Ebook%20-%20Classroom%20Management%20That%20Works.pdf

Chapter 1—Introduction to Proactive Classroom Management
http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductionontoProactiveClassroomManagement.pdf

The Multi-grade Classroom: A Resource handbook for Small Rural Schools-- Book 3: Classroom Management and Discipline by Susan Vincent, Northwest Regional Educational Laboratory, Portland, Oregon 97204.
http://educationnorthwest.org/webfm_send/1152

Canter, L. Assertive discipline: More than names on the board and marbles in a jar. [Retrieved on February, 28, 2011] from http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm

Evertson, C., Poole, I., & the IRIS Center (n.d.) *Norms and Expectations.* [Retrieved on January,

20, 2011] from http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf

Evertson, C. M., & Emmer, E. T. (2009). *Classroom management for elementary teachers* (8th Ed.). Upper Saddle River, NJ: Pearson.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

URCM-5107 Mathematics (Compulsory) 3(3+0)

Course Description

This course provides opportunities for prospective elementary teachers to strengthen their mathematical knowledge and skills and to gain confidence in their understanding of mathematics. An important outcome of this course is for prospective teachers to be able to teach mathematics successfully in the elementary grades. Research-based knowledge about good math instruction provides a solid base of information for educators to use as they identify mathematics skills students need to develop, as well as teaching strategies and instructional approaches that best support the development of these skills. The course will also examine how children learn and develop mathematical understanding and skills and how the way children think influences the teaching of mathematics in the primary, elementary, and middle grades. The Mathematics course is a comprehensive effort to build and deepen math's content knowledge, to learn and use high-quality instructional practices, and to study ways in which young students' approach and learn mathematics.

The overall organization of the course is divided into four units:

1. Number and Operations
2. Algebra and Algebraic Thinking
3. Geometry and Geometric Measurement
4. Information Handling

Each unit of study has a consistent design or organization and is meant to maximize time on learning for prospective teachers.

1. **Content:** Most one hour sessions will begin working on a math problem. Prospective teachers will engage in solving and discussing a math problem and sharing approaches and solutions. The content has been developed to so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units.

2. **Pedagogy:** In each lesson prospective teachers will actively engage in doing mathematics in order to experience approaches to teaching and learning math that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem and in some instances more than one correct answer. The instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further by themselves or with their classmates.

   The course will also examine how children learn and develop mathematical understanding and skills and how the way children think influences the teaching of mathematics in the primary, elementary, and middle grades.

3. **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers content knowledge and to learn more about teaching math. Assignments will take many forms including independently solving math problems and school based tasks.

In summary, the Mathematics course is a comprehensive effort to build and deepen maths content knowledge, to learn and use high-quality instructional practices, and to study ways in which young students approach and learn mathematics.

Course outcomes:

Students will:

- Increase their mathematical content knowledge for Number and Operations, Algebra and Algebraic Thinking, Geometry and Geometric Measurement, and Information Handling for teaching in the primary, elementary, and middle grades
- Increase their confidence, competence, interest, and enthusiasm for mathematics by exploring and doing mathematics
- Deepen an understanding of how children learn mathematics
- Build a variety of instructional techniques with clear purposes
- Enhance their use of questioning techniques to elicit children's understanding
- Learn ways to engage students in mathematical thinking through interactive activities

COURSE OUTLINE

Unit 1: Numbers and Operations (5 weeks/15 hrs) The prospective teacher will:

- Differentiate between various types of numbers in our number system
- Know various models for arithmetic operations (addition, subtraction, multiplication and division) with natural numbers, rational numbers, and integers
- Understand Base-10 place value as it relates to natural numbers and eventually to decimals
- Be able to describe the relationship among and between fractions, decimals, ratios, rates, proportions, and percentages

Week #	Themes	Sub themes
1	Numbers and Operations	• Counting • Models for Addition & Subtraction with natural numbers • Addition and Subtraction as inverse Operations • Word problems involving addition and subtraction
2	Place Value Numbers and Operations	• Working in the base-10 system • Models for Multiplication with natural numbers • Multiplication and Division as inverse operations • Models for Division with natural numbers • Nature of the remainder in division • Factors, Prime and Composite Numbers

3	Fractions and Decimals	• Models of fractions (sets, number line, area, volume) • Types of fractions (proper, improper and mixed-number) • Decimals as fractions linked to base-10 place value • Concept of GCF and LCM • Operations with fractions and decimals
4	Percent Ratios and Proportion Rates	• Percent as related to fractions and decimals • Ratio and Proportion • Rates
5	Integers	• Integers, Operations with integers • Venn Diagrams

Unit 2: Algebra (4 weeks/12 hrs)

The prospective teacher will be able to:

- Describe the connection between Arithmetic and Algebra
- Identify the repeating and/or increasing unit in a pattern and express that pattern as a rule
- Understand what variables are and when and how variables are used
- Express algebraic relationships using words, tables, graphs, and symbols
- Use order of operations to solve for unknowns in algebraic equations

Week #	Themes	Sub themes
1	Algebra as Generalized Arithmetic Patterns	• Repeating patterns and growing patterns • Generalizing a pattern and finding a rule
2	Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	• Creating coordinate graphs • Continuous, discontinuous, and discrete graphs • Equivalent expressions
3	Linear functions Order of Operations	• Interpreting tables, graphs and equations of linear functions • The concept of slope • Order of Operations
4	Square expressions and equations Symbol manipulation	• Interpreting tables, graphs and equations of quadratic functions • Solving for x, the unknown

Unit 3: Geometry and Geometric Measurement (5 weeks/15 hrs)

The prospective teacher will:

- Understand undefined terms in geometry
- Identify and construct different types of angles.
- Identify characteristics and measurable attributes of 2-dimentional figures and 3-dimentional objects
- Calculate area, perimeter, surface area, and volume
- Understand square numbers, square roots, and the relationships involved in the Pythagorean Theorem

Week #	Themes	Sub themes
1	Polygons	□ Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals,
2	Undefined terms in geometry Identification and construction of angles	□ Point, line, line segment, ray □ Models of angles □ Benchmark angles □ Classifying angles by measurement
3	Geometric Measurement: Area and Perimeter of polygons	□ Perimeter and Area formulas
4	Geometric Measurement: Circumference and Area of Circles Surface Area of Cuboids and Cylinders	□ Circumference and Area formulas □ Surface Area formulas
5	Volume of Cuboids and Cylinders Introduction to the Pythagorean Theorem	Volume formulas • Squares, square numbers, square roots (surds) • The Pythagorean Theorem

Unit 4: Information Handling (2 weeks/6 hrs

The prospective teacher will:

- Recognize and construct various types graphs
- Determine which types of graphs best describe a given situation
- Analyze a graph and interpret its information
- Understand different measures of central tendency and determine which best describes a given situation

Week #	Themes	Sub themes
1	Graphic displays of information	• Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous) • Interpret the above graphic displays of data
2	Measures of dispersion and central tendency	• Range • Mean • Median • Mode

Course Grading Policy

A variety of assessments will be used to assign a final grade. It is recommended that course work be used to assign at least 50% of the final grade. Your instructor will tell you at the start of the course how your final grade will be determined and which pieces of course work will be assessed.

Recommended Texts

1. Van de Walle, J. A, Karp, K., & Bay-Williams, J. (2019). *Elementary and middle school mathematics: Teaching developmentally. (10th Ed.).* Pearson Education. NJ: Upper Saddle River.
2. Punjab textbook Board (2019). *Mathematics for class 9th & 10th*. Punjab textbook Board, Punjab Pakistan

Suggested Readings

1. Basserear, T. (2018). *Mathematics for elementary school teachers*. Brooks Cole. Retrieved from https://www.cengage.com/c/mathematics-for-elementary-school-teachers-7e bassarear/9781337629966/
2. Haylock, D. (2017). *Mathematics explained for primary teachers.* SAGE Publications.
3. Punjab textbook Board (2019). *Mathematics for class 7th*. Punjab textbook Board, Punjab Pakistan
4. Punjab textbook Board (2019). *Mathematics for class 8th*. Punjab textbook Board, Punjab Pakistan

URCP-5106 **Pakistan Studies** **2(2+0)**

COURSE DESCRIPTION

The Pakistan Studies course is designed keeping in mind aims/objectives of the National Curriculum for Pakistan Studies. This course endeavors to prepare students to be active, conscientious citizens who take informed decisions and make contributions for positive change in society. While highlighting the main objectives of national life, the course explains further the socio-economic, political and cultural aspects of Pakistan's endeavors to develop and progress in the contemporary world. For this purpose, the foreign policy objectives and Pakistan's foreign relations with neighboring and other countries are also included. This curriculum has been developed to help students analyze the socio-political problems of Pakistan while highlighting various phases of its history before and after the partition and to develop a vision in them to become knowledgeable citizens of their homeland. The Pakistan Studies course is designed keeping in mind aims/objectives of the National Curriculum for Pakistan Studies and the topics outlined in the curriculum. This course endeavors to prepare students to be active, conscientious citizens who take informed decisions and make contributions for positive change in society.

COURSE OBJECTIVES

- To create awareness among students about Pakistan as an enlightened nation , comparing it with the rationale and endeavors for Pakistan's creation;
- To educate students about key concept in the disciplines comprising Pakistan Studies (history, geography, economics and political science);
- To assist students to identify various perspectives on current, persistent and controversial issues in Pakistan; identify their own position and be able to support it;
- To inculcate in students the sense of patriotism, tolerance, active citizenship, and respect for cultural diversity and religious harmony.
- To encourage students to design and implement a project to promote active and responsible citizenship;

COURSE OUTLINE

The course content will be covered within one semester and consist of four units. A weekly breakdown of each unit is provided below:

UNIT 1: HISTORICAL PERSPECTIVES

Week	Session	Topics Subtopics
1	1	**Introduction; The concept of civilization** Introduction to the course Civilization Ancient civilizations of Indus valley: Mohenjo-Daro and Harrapa
	2	**Skills development** Inquiry skill Presentation skill Teaching history: facts versus opinions

2	3	**Ideological rationale with reference to important personalities** Two nation theory: Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam Muhammad Ali Jinnah
	4	**Factors leading to the birth of a nation** Factors leading to the creation of Pakistan - Economic, Social and Political
3	5	**Factors leading to the birth of a nation** Factors leading to the creation of Pakistan - Economic, Social and Political
	6	**Struggle for Pakistan** British colonization and Muslim reform movement (1857 – 1905) The struggle of independence (1905 – 1940)
4	7	**Struggle for Pakistan** The Pakistan movement (1940 – 1947) The teething years (1947 – 1958)

Unit outcomes:

By the end of this unit, the students will be able to:

- Recognize how the past has been represented and interpreted;
- Distinguish between facts and opinions;
- Demonstrate inquiry and presentation skills;
- Evaluate role and contribution of key leaders in creation of Pakistan;
- Critically analyze the key events and factors that led to the creation of Pakistan;
- Identify and discuss various perspectives and develop their own historical understanding.

UNIT 2: LAND AND PEOPLE

Week	Session	Topic
4	*8*	**Geography of Pakistan** General overview to geography of Pakistan Introduction to project work
5	*9*	**Map skills** Globe and different types of map Skill development: map and globe reading and interpreting
6	*10*	**Physical features of Pakistan** Physical features of Northern and Western Highlands and The Punjab Plains
7	*11*	**Weather and climate; Factors affecting weather and climate** Factors that influence weather and climate of Pakistan Major climatic zones of Pakistan and their characteristics
	12	**Environmental problems in Pakistan** Major Natural and Human Made Disasters in Pakistan Disaster Management / Preparedness
8	*13*	**Movement and Human environment interactions** Movement: people, goods and ideas; Humans adapt to the environment / Humans modify the environment / Humans depend on the environment.
	14	**Population and its effects on economy** Population density and distribution Population growth and its effects on economy of the country

Unit outcomes:

By the end of this unit, the students will be able to:

- Apply a range of geographical skills (ability to read and interpret maps, graphs and charts, photographs and statistics, etc.);
- Compare and contrast the five geographical regions of Pakistan;
- Describe the impact of climate on the people and land of Pakistan;
- Discuss the natural and man-made disasters that occur in Pakistan and ways that they can be prevented and/or how to respond
- Analyse factors influencing population change and its effect on economy;

UNIT 3: BASIC ECONOMICS

Week	Session	Topic
8	*15*	**Basic Concepts of Economics** Goods and services Utility Scarcity
	16	**Economic systems** Market Command Mixed
9	*17*	**Sectors of the economy - Agriculture** Role and importance of agriculture in Pakistan's economy Agriculture production and productivity
	18	**Sectors of the economy – Industry** Contribution of industrial sector to national economy Prospects for industrialization
10	*19*	**Sectors of the economy - Trade** Major imports and exports of Pakistan
	20	**Economic Development** Economic development and growth Economic development of Pakistan

Unit outcomes:

By the end of this unit, the students will be able to:

- Explain key characteristics of three economic systems
- Differentiate between economic development and economic growth;
- Interpret and present data about the economy;
- Analyze the role and major benefits of agricultural, industrial sectors and trade in Pakistan's development.

UNIT 4: GOVERNMENT AND POLITICS IN PAKISTAN

Week	Session	opic
11	*21*	**The government of Pakistan** Introduction Systems, levels functions and branches of government

	22	**Objective Resolution** The approval of the Objective Resolution by the Constituent Assembly Key features of the Objective Resolution Significance and impact of Objective Resolution in constitution making
12	*23*	**The Political and Constitutional Phases** Pakistan: The early years (1947 – 1958) The Ayub Era (1958 – 1969) The Yahya Regime (1969-1971)
	24	**The Political and Constitutional Phases** The Z. A. Bhutto Era (1971-1977) The Zia Regime (1977-1988) Civillian Rule (1988-1999) Musharraf Rule (1999-2008)
13	*25*	**The 1973 Constitution**
	26	**Citizen participation** The role of the citizen in a democracy; Civil society and the role of civil society Major Civil Society Organizations: Origin, Growth, Contribution and Impact
14	*27*	**Citizen participation** Role of major political parties in politics of Pakistan

Unit outcomes:

By the end of this unit, the students will be able to:

- Explain the basic components of the governance system in Pakistan;
- Describe and explain the significance and salient features of the Objectives Resolution;
- Identify political and constitutional phases and developments in shaping the Pakistan's political systems;
- Recognize the significance of the constitution of Pakistan;
- Give examples of the role civil society plays in Pakistan;
- Recognize political parties of Pakistan and their role.

UNIT 5: CONTEMPORARY PAKISTAN

Week	Session	Topic
14	*28*	**Contemporary Pakistan** Politics
15	*29*	**Contemporary Issues** Major Social, Cultural, Sectarian and Ethnic issues
	30	**The future of Pakistan** Economic Prospects Positional opportunities and threats
16	*31*	**Consolidation of the course**
	32	**Conclusion of the course**

Unit outcomes

By the end of this unit, the students will be able to:

- Synthesize information from a variety of sources to describe the political situation of Pakistan;
- Investigate and lead a discussion on a key contemporary issue;
- Describe and analyze the current situation of Pakistan from an economic perspective;

- Debate future plans for development of Pakistan.

LEARNING AND TEACHING APPROACHES

The teaching of Pakistan Studies will adopt methods that promote creativity, aesthetics, and critical perspectives, and enable learner to draw relationships between past and present, to understand changes taking place in society. This requires students and teachers to engage in active teaching and learning.

In order to make the process of learning participatory there is a need to shift from mere imparting of information to debate and discussions. This approach to learning will keep both the learner and teacher alive to social realities.

It has often been observed that cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. The approach to teaching therefore needs to be open-ended. Teachers will discuss different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners. Teaching will utilize a range of audio-visual materials, including photographs, charts and maps, and organize visits to museums and archeological sites if possible. Learning about Pakistan studies will also involve the local community – older community members can talk about local history, local experts such as water engineers and local craftsmen and women can talk about their work in relation to topics in the course. Experiential learning will be encouraged through project work.

Thus, to achieve set course objectives and outlined unit outcomes; to foster students' creativity, intellectual curiosity, tolerance and respect for others and to maintain a good civic sense, the course will use a combination of the different teaching and learning approaches. Students will be encouraged to engage in the following activities / strategies to stimulate their interest in the topics being studies and to develop a better understanding of the syllabus content:

- Effective lecturing
- Instructional strategies
- Cooperative learning structures
- Conducting inquiry
- Critical discussions / debates on the content materials
- Project work
- Drawing, reading and filling-in maps
- Making charts, graphs and tables
- Visit and write reports or make presentations on places visited

SUGGESTED COURSE GRADING POLICY

The course grading policy of the university and its affiliated college will be shared with students at the beginning of the course. It is recommended that 50% of the final grade is based on course work (on the basis of two assignments) and 50% of the grade from the final and mid-term exam. Universities and colleges will be adhering to their agreed grading policy.

Two graded assignments will have to be completed within a semester. They will be assessed according to the university's grading policy. First assignment task, conducting inquiry on a topic and making presentation after inquiry process, weighs 20 % of mark out of 50 % total. As a second assignment, students will be involved in a project work. Upon completion of the project, the students will be expected to submit a report on planning and implementation of the project. The report will be assessed and carries weight of 30 %. In addition, there are several non-graded assignments and tasks during the course. All graded and non-graded assignments should be carried out by the students in order to pass the course of Pakistan Studies. Description, tasks, criteria and indicators of the graded assignments will be shared with the students in a separate handout.

Recommended Texts

1. Hayat, Sikandar (2016). *Aspects of Pakistan movement*. Islamabad: National Institute of Historical and Cultural Research.
2. Kazimi, M. R. (2007). *Pakistan studies*. Karachi: Oxford University Press.

Suggested Readings

1. Shahid. M. (2016). *Pakistan's foreign policy: A Reappraisal*. Karachi: Oxford University Press.
2. Syed, A. (2017). *Issues and realities of Pakistani politics*. Lahore: Research Society of Pakistan, University of the Punjab.
3. Kazimi, M. R (2009). *A concise history of Pakistan*. Karachi: Oxford University Press.
4. Talbot, Ian (1998). *Pakistan: A modern history*. London: Hurst and Company.

Website Resources

Story of Pakistan: A multimedia journey
http://www.storyofpakistan.com/
Government of Pakistan
http://www.pakistan.gov.pk/
Pakistan Institute of Trade and Development
www.pitad.org.pk
Pakistan Agricultural Research Council
http://www.parc.gov.pk/
Geographical Association: Furthering the learning and teaching of Geography
http://www.geography.org.uk/
National Fund for Cultural Heritage
http://www.heritage.gov.pk/
Defense Journal:
http://www.defencejournal.com
Constitution of Pakistan
http://www.mofa.gov.pk/Publications/constitution.pdf
Declaration on Rights and Duties of States
http://untreaty.un.org/ilc/texts/instruments/english/draft%20articles/2_1_1949.pdf

EDUC-5207 Methods of Teaching Islamic Studies 3(3+0)

COURSE DESCRIPTION

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah. This course will help to understand the nature and characteristics of Islamic Studies. It will help to design and use modern means and techniques in the implementation of the lessons in Islamic Studies. It will make capable to create effective assessment tools in Islamic education.

COURSE OBJECTIVES

This course aims to enable candidates to:

1. Understand the nature and characteristics of Islamic Studies.
2. Design and use modern means and techniques in the implementation of the lessons in Islamic Studies.
3. Create effective assessment tools in Islamic education.
4. Acquire the moral values and the positive trends for the teaching profession. Observe and evaluate teaching practice in Islamic Studies

Course Outline

1. Introduction to Islamic studies:

- What is Islamic studies
- Characteristics of Islamic studies
- The Importance of teaching Islamic studies
- Characteristics of Islamic studies teacher

2. Objectives of teaching Islamic studies:

- Classification of objectives
- Formulation of objectives

3. An overview of teaching skills:

- Use of questions
- Use of reinforcement
- Use of stimulation
- Use of motivation
- Enrich classroom environment

4. Teaching methods and learning Activities:

- Dialogue, debate, brainstorming, collaborative learning, role-play and theatre –based learning, active learning, self-organized learning, thinking maps.
- Lesson planning in Islamic studies

5. Teaching of Quran:

- Basic concepts of Quran
- History of Quran
- Uloom ul Quran

6. Teaching of Seerat ul Nabi (SAW)

- Important events of life of Holy Prophet in Makka
- Important events of life of Holy Prophet in Madina
- Holy Prophet as a teacher

7. Teaching of Sunnah:

- Basic concepts of Hadith
- Kinds of Hadith
- Some hadiths related to knowledge (ILM)

8. Islamic culture, society and values

- Introduction to Islamic culture
- Introduction to Islamic society
- Concept of family in Islam

9. Using technology and A.V aids in teaching Islamic studies

10. Assessment in Islamic studies:

- The Role of Assessment in Lesson Planning
- Types of Items
- Constructing a Good Test in Islamic studies

Recommended Texts

1. Amer, F. (2015). *Teaching for Arabic and Islamic education. (2nd Ed.)* Cairo: Aalam Al Kutub.
2. Zia-ul-Haq, M. (2018). *Introduction to Al Sharia Al Islamia.* Islamabad: Allama Iqbal Open University

Suggested Readings

1. Aziz, A. A., Ibrahim, M. A., Shaker, M. H., & Nor, A. M. (2016). Teaching Technique of Islamic Studies in Higher Learning Institutions for Non-Arabic Speakers: Experience of Faculty of Quranic and Sunnah Studies and Tamhidi Centre, Universiti Sains Islam Malaysia. *Universal Journal of Educational Research*, 4(4), 755-760..

2. Hassan, A. (1990). *Principles of Islamic jurisprudence*. New Dehli: Adam Publishers.
3. Zia-ul-Haq, M. (2001). *Introduction to al-Sharia al-Islamia*. Lahore: Aziz Publication

Websites:

1. http://www.americaschoice.org/literacy
2. http://en.wikipedia.org/wiki/Literacy
3. /www.literacy.sa.edu.au/content.php
4. http://www.nifl.gov/partnershipforreading
5. http://www.muslmh.com/vb/t278.html
6. http://iraqalm7ba.montadamoslim.com/montada-f33/topic-t66.htm
7. http://www.almegbel.net/inf205/articles.php?action=show&id=48

URCC-5110 Citizenship Education and Community Engagement 3 (1+2)

Course Description

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Course Objectives

After completion of the course prospective teachers will be able to:
1. Define the relationship of citizenship education and community
2. Understand the processes of socialization
3. Comprehend the social development
4. Describe the role of schools and teachers in community engagement
5. Discuss the role of different agencies in community

Course Outline

1 Introduction to Citizenship Education and Community Engagement
- 1.1 Introduction to Active Citizenship
- 1.2 Overview of the Ideas, Concepts
- 1.3 Philosophy and Skills
- 1.4 Approaches and Methodology for Active Citizenship
- 1.5 Philosophy and Skills

1. Identity, Culture and Social Harmony:
   - 1.1. Concepts and Development of Identity
   - 1.2. Components of Culture and Social Harmony, Cultural & Religious Diversity
   - 1.3. Multi-cultural society and inter-cultural dialogue
   - 1.4. bridging the differences, promoting harmony
   - 1.5. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
   - 1.6. Active Citizen: Locally active, Globally connected
   - 1.7. Importance of active citizenship at national and global level
2. Group and Group Dynamics
   - 2.1. Group dynamics
   - 2.2. Types of groups

2.3. Individual behaviour
2.4. Group behaviour
2.5. Role of school and teacher in modelling the individual and group behaviour

3. Socialization
   3.1. Meaning
   3.2. Process and types of socialization
   3.3. Stages of socialization
   3.4. Agents of socialization
   3.5. Role of school in socialization
   3.6. Teacher as a role model
4. Human rights
   4.1. Constitutionalism and citizens' responsibilities
   4.2. Introduction to human rights
   4.3. Universalism vs relativism
   4.4. Human rights in constitution of Pakistan
   4.5. Public duties and responsibilities
5. Social Control
   5.1. Definition
   5.2. Social Deviation and Tolerance
   5.3. Methods of social control
   5.4. Role of teacher in developing social control
   5.5. Role of teacher in developing social control
6. Effective teacher
   6.1. Characteristics of effective teacher
   6.2. Communication and effective teacher
   6.3. Motivation of students
   6.4. Provision of conducive environment in Learning
   6.5. Classroom Management
7. Social Issues in Pakistan
   7.1. Introduction to the concept of social problem, Causes and solutions
   7.2. Poverty, Equal and Equitable access of resources, unemployment
   7.3. Agricultural problems, terrorism & militancy, governance issues)
8. Social action and project

8.1. Introduction and planning of social action project
8.2. Identification of problem, Ethical considerations related to project
8.3. Assessment of existing resources

Recommended Texts:

1 Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge Falmer.
2 Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings:

1 British Council. (2017). *Active citizen's social action projects guide.* Scotland: British Council

2 Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives.* New York: Routledge

EDUC-5208 Teaching Literacy Skills (Professional) 3(3+0)

COURSE DESCRIPTION

The purpose of this course is to help prospective teachers understand the theory and practice of teaching early reading and writing. Reading and writing are seen as related, integrated meaning-making processes, which are reciprocal with the oral language processes, listening and speaking. Like oral language, reading and writing develop over time through the child's active interaction with print and the environment, with support and facilitation by the teacher. Adopting effective strategies that foster success and a love of reading is a key to supporting all children as they engage in the process of becoming readers and writers. The course will provide learners with a grounding in what it means to be a reader and early reading development, which is the foundation for the continuation of literacy development. A major goal is to develop the learners' understanding that reading is a complex process of constructing meaning through the interaction of a reader's existing knowledge, the information in the text, and the context of the reading. Students will also understand the connection between reading and writing and the important role of writing in early literacy development.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

5. describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
6. Identify phases of second language development and the implications for reading and writing instruction
7. identify various phases in reading development.
8. explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers
9. develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language.
10. differentiate instruction through various classroom organizational structures and teaching strategies.
11. Identify supports for learning to read and write, including family and community.

LEARNING AND TEACHING APPROACHES

The students will engage in small group work in order to process and clarify assignments as well as material read and material presented in a whole group brief lecture/discussion format, modeled lessons, and video presentations. Students will work with partners or small groups.

COURSE OUTLINE

Unit 1: What is Reading and Writing
The first unit will provide prospective teachers with an understanding of reading as a meaning-based language process with a specified set of components. Further, they will see how reading fits with writing and language development, particularly within a multilingual context. The stages and models of reading and development will be examined.

Week One	Introduction Why this Course? What is Skilled Reading? What is Skilled Writing?
Week Two	Components of Reading Oral Language as the Foundation of Reading The Sub-systems of Language
Week Three	Learning to Read and Write in a Multilingual Context Home-School Connection Stages of Second-Language Acquisition
Week Four	Phases and Models of Reading and Spelling Development
Week Five	Stages of Writing Development

Unit 2: Growing Up to Read and Write: Early Reading and Writing	
The second unit will provide prospective teachers with an understanding of phonological awareness and the alphabetic principle, focusing on strategies to teach/develop these in emergent/beginning readers. The critical role of book-reading and print-rich environment in early literacy will be examined, with an emphasis on bringing these to feature in early literacy classrooms.	
Week Six	Phonological Awareness Alphabetic Principle
Week Seven	Instructional Strategies for Word Recognition
Week Eight	Book Reading
Week Nine	Literacy-Rich Classroom Environment Types of print resources to use in the early-literacy classroom Differentiating instruction in a print-rich classroom.

Unit 3: Becoming Readers and Writers (Grades 1-3)	
In the third unit we will examine the development and instruction of students who have acquired basic emergent literacy skills (typically grades 1-5). The reciprocal nature between reading and writing will come to life. The selection of books and their role in Guided Reading will be closely explored. In addition, we will unpack research-based instructional strategies that support the development components of reading such as word recognition, fluency, vocabulary, and comprehension. The writing process and effective writing instruction will be explored.	
Week Ten	Instruction Strategies for Fluency
Week Eleven	Instructional Strategies for Vocabulary

Week Twelve	Instructional Strategies for Comprehension
Week Thirteen	Matching Texts to Students
Week Fourteen	Guided Reading
Week Fifteen	Writing as a Window Into Reading
Week Sixteen	Course Wrap-Up

Recommended Texts

1. M.S.Burns, P. Griffin, and C.E. Snow (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Research Council. Available on line: http://www.nap.edu/catalog.php?record_id=6014

Suggested Readings

1. Dickinson, D. K. (2012). Shifting images of developmentally appropriate practice as seen through different lenses. Educational Researcher, 31(1), 26-32.
2. Saracho, O. N. (2017). *Literacy and language: new developments in research, theory, and practice*. https://doi.org/10.1080/03004430.2017.1282235

Web sites:
http://www.readinga-z.com: Reading A to Z

www.ttms.org/: Teaching That Makes Sense

http://www.readingrockets.org/:Reading Rockets

http://www.colorincolorado.org/: Colorin Colorado

http://www.pbs.org/parents/readinglanguage/ PBS Parents Reading and Language

http://www.fountasandpinnellleveledbooks.com Fountas & Pinnell Leveled Books

Videos:
http://www.learner.org/resources/series162.html Teaching Reading K-2: A Library of Classroom Practices
http://www.learner.org/workshops/writing35/index.html Reading Like a Writer Videos
SUGGESTED ASSIGNMENTS

Assignment 1. **Reading and Writing Autobiography**. Prepare an autobiography of yourself as a multilingual reader and writer. The purpose of this paper is to introduce yourself as a multilingual reader and writer to the professor. Talk about how you learned to read and write in your home language (the language you learned as a baby on the laps of your parents and family members) and in Urdu and English: how easy or hard was reading and writing for you; at what age did you begin to read; at what age did you begin to write; in what language did you first learn

to read and to write; if this was not Urdu or English, when did you learn to read and write in English; how well did you like reading and writing as a child?

Talk about yourself as a reader today: in what language(s) do you continue to read and write as an adult; for what purposes do you read and write (work, pleasure, study, religion, family connections, other); how often do you read for these purposes; what types of materials do you read (books, magazines, newspapers, etc.); what are your favorite books; what is easy or hard for you?

Talk about yourself as a reader to others: to whom do you read (such as your children, your nephews and nieces, your students, the elderly); in what language(s) do you read to others; how often do you read to others; what do you read to others; under what circumstances do you read to others; how enjoyable is it and why or why not?
The paper must be three pages in length.

Assignment 2. **Oral Tradition**. Collect an oral story from someone in your family, community, or friend. Write or record the story. Think about how this story could be used in a classroom to stimulate students' storytelling and writing in a classroom. In a two-page paper, summarize the story and explain how you would use it with students. Remember to attach the story you collect to the paper.

Assignment 3. **Model of Print Rich Environment**. Working together in a group the students will develop a model of a print rich environment, complete with word wall and classroom charts on reading. Select a topic that is understudy in the classroom. It can be a science, social studies, literature, or math topic. In a two-page paper describe the environment. A map of the classroom with labels may be helpful and should be attached to the two page paper.

Assignment 4. **Prepare a Guided Reading Lesson.** Design a Guided Reading lesson to be taught to a small group or individual student. Based on previous knowledge of the student's reading level, choose an appropriate book and complete the Guided Reading Lesson Plan. Conduct the lesson and reflect on it. Prepare a paper three page paper in which you answer the following:

1. **Student(s):** Who are the student(s) you worked with? Include a description of their ages, grade levels, and language backgrounds.
2. **Book/Materials:** What book/materials did you choose? Explain why you chose these materials.
3. **Evaluation of Lesson:** Did you follow your plan as written or did you have to adapt the plan? Describe what the student(s) did during the lesson? In what ways was it successful? In what areas did you experience difficulty? What would you do differently next time?

Remember to attach the Guided Reading Lesson Plan Template to your paper.

COURSE GRADING POLICY
The course grading policy will be determined by the university and its affiliated colleges. That policy will be shared with the students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by in-course work and assignments carried out by the students (prospective teachers).

EDUC-5209 Arts Crafts and Calligraphy (Content) 3(3+0)

COURSE DESCRIPTION:

The Art, Crafts, and Calligraphy course will help prepare Student Teachers to teach these subjects in the elementary grades. It provides Student Teachers with an opportunity to develop their knowledge and understanding of art, crafts, and calligraphy (with a focus on Pakistani artists, calligraphers, and craftsmen and women) and to practice making their own works using a variety of techniques. Given that this is a teacher education course, Student Teachers also examine the role of art in child development; the importance of art, craft, and calligraphy in the curriculum; and the links between art, crafts, and calligraphy and other subjects such as science, math, and social studies. Student Teachers will have learned about lesson planning, classroom assessment, and classroom management in other courses; in this course they will focus on these three skills as they apply to teaching and learning art, crafts, and calligraphy in the elementary grades. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.

COURSE OUTCOMES

By the end of the semester participants will be able to:

- Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
- Use tools and materials in art more skillfully
- Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
- Recognize and appreciate artists, art styles, and artwork
- Reflect and participate in art critiques as a critic and as an artist
- Initiate independent projects that allow personal interpretation and self-expression
- Identify links between art and other school subjects

LEARNING AND TEACHING APPROACHES

Participants will engage in instructional activities using a greater variety of materials and/or combination of materials. It will provide opportunities for participants to explore their abilities to transmit forceful and meaningful ideas in a variety of media to a two- dimensional surface based on their previous experiences. Participants would be encouraged to use sketch books to note information and develop ideas, make use of a good variety of media to illustrate art history lessons, e.g. teacher can explore and experiment with different mediums to illustrate her ideas, she

can develop a time line mural, explore low cost materials for making cave arts etc develop skills in note-making when viewing reproductions of the work of artists and designers; set regular assignments for homework which require personal research. Variety of teaching and learning approaches would be used e.g. the museum visit/ report and the research project, glossary, handouts.

EXAMPLE ASSIGNMENTS

These are examples of the types of assignments you might be given. Your instructor will tell you more about course assignments.

- Visit an art gallery or museum. Ask students to select three pieces of work. If possible, they should photograph the work and then write about why they like the piece.

- Work with a group of children in elementary grades to make simple puppets. Help them prepare and stage a short puppet show.

- Prepare a variety of objects for use in an elementary grade classroom using junk or recycle- able materials. Explain how they might be used.

- Plan an art activity for children in elementary grades. Try out the activity at school and ask one of your peers to observe and give feedback at the end of the lesson. Write a reflection about your experience teaching the lesson – including observations from your peers.

- As part of learning about a particular school of painting, prepare an art work 'in the style of' that school.

- Interview a local artisan e.g. a weaver, a potter, a wood carver to find out more about their work. Prepare a video, a photo display or poster about their work, with a commentary.

COURSE GRADING POLICY

Multiple variety of assessment will be used in the course. By using multiple forms of assessment, the instructor will have many windows on the knowledge, skills and dispositions of prospective teachers. The total grade determined by examinations will not exceed 20% of the course grade. Prospective teachers are expected to be present in class, engage with activities and discussion and complete course assignments. The course instructor will tell you how the course will be graded and which assignments will be graded.

COURSE OUTLINE

Unit 1: Introduction to Arts, Crafts & Calligraphy (2 Weeks)	
Week 1	□ What are Arts, Crafts and Calligraphy? □ The role of the teacher in teaching art □ Influence of the arts in children's development
Week 2	□ Calligraphy- The emergence of Islamic calligraphy □ Ceramics and Sculpture □ Puppetry in Pakistan

Unit 2: History and Culture	
Week 3	Indus Civilizations Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
Week 4	Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy) Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul- Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal) Review of this unit
Unit 3: History and Culture	
Week 5	Introduction to the Cubism Understand the Cubism Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
Week 6	Intro about Realism Pakistani Artist's work in Realism (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
Week 7	Abstraction Origin and History of Abstract art Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali) Hands-on activities
Week 8	Indigenous art Pottery, ceramics, textile etc. Hands-on activities
Week 9	Art Across the curriculum Ideas to integrate art with languages, science, social studies, mathematics etc. Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages Hands on activities and conclusion
Week 10	**Unit 4: Elements of Art & Principle of Design** • Understanding elements of art (line, Shapes, color, texture, and space and volume) • The importance of lines and its use in art work • Kinds of lines • Use of color (Color wheels, tints, tones and shade)
	Use of Space and value in 2D and 3D art Texture
Week 11	Use of Space and value in 2D and 3D art Texture (Natural and man- made) Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)

Week 12	Drawing/ technique of rendering Still life Painting
Week 13	Printing Pattern making Shapes- organic and geometrical shapes
Week 14	Sculpture Landscape Stick Drawing and conclusion and review of the unit
Week 15	What is assessment in art curriculum? How and why we assess creativity? Review the recommendations proposed in the national curriculum grades
Week 16	Design rubric/checklist for portfolio Set criteria for presentation/display/ peer and self-assessment etc. Conclusion and review of whole unit

Recommended Texts

1. Razzak, A. (2018). *Children and Art- Status of art education in Pakistan.* Germany: VDM.

Suggested Readings

1. Craig Roland, C. (2016). *Young in art: A developmental look at child art*. Retrieved from www.artjunction.org
2. Menzer, M. (2015). *The arts in early childhood: social and emotional benefits of arts participation. national endowment for the arts.* Retrieved from https://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf

نصاب اردو
SYLLABUS URDU

نصاب برائے تدریسِ اردو (فنکشنل/عملی)

- کورس کا تعارف: (COURSE DESCRIPTION)
- حاصلاتِ تعلم: (COURSE OUTCOMES)
- تعلّمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)
- یونٹ (UNIT)

۱۔ نظریہ و زبان

۲۔ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

۳۔ عملی تدریسی طریقے (پڑھنا اور لکھنا)

۴ ۔ جائزہ و آزمائش

- حوالہ جات (REFERENCES)
- اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- کورس سے متعلق لازمی معلومات
- اردو سے متعلق غلط فہمیوں کا اِزالہ
- یونٹ نمبر ا سے متعلق سبقی اشارے
- تفصیلی سبقی خاکے
- دیگر یونٹس سے متعلق اہم سبقی اقدامات

EDUC-5210 **Teaching of Urdu (Professional)** **3(3+0)**

نصاب برائے تدریسِ اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ:۳

پیش لازمہ: (PREREQUISITES)

تدریسِ اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سمیسٹر اول میں اردو کورس کامیابی سے مکمل کر چکے ہوں۔

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیرِ تربیت اساتذہ نظریہ آموزشِ زبان (The Theoryof Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE -RICH ENVIRONMENT) کے حوالے سے تدریسِ زبان کو سمجھیں گے۔ ماہرینِ زبان کا کہنا ہے کہ زبان کا فطری سافٹ وئیر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔ بچے اپنی معصوم عمر ہی میں ہم سے اچھے زبان کے معلم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطانی جماعتوں کی درجہ بندی کی گئی ہے۔ لسانی مہارتوں کو جماعت بندی کے تحت عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہ نظر سے آڈیو لنگوئل اور ٹوٹل فزیکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پیمائش اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشاراتِ سبق کامیاب تدریسی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں ایلیمینٹری اساتذہ جماعت اول تا ہشتم جدید سبقی اشارات نا صرف خود تیار کریں گے بلکہ ایلیمینٹری مدارس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سبقی اشارات کی تیاری اور عملی مشق کورس کا آخری پوئنٹ نہیں بلکہ دورانِ کورس جاری رہے گی۔

حاصلاتِ کورس: COURSE OUTCOMES

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- نظریہ آموزشِ زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر عبور حاصل کر سکیں۔
- سن کر لہجے، تلفظ کی ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- بڑھ کر جملہ سازی کی تحریری مشق کر سکیں۔
- پڑھ کر زندگی سے متعلق مختلف موضوعات پر عمدہ تحریریں پیش کر سکیں۔
- جائزہ و آزمائش کے جدید ترین انداز سبقی اشارات میں بتا سکیں۔
- طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر سمعی بصری معاونات و سبقی اشارات تیار کر سکیں۔

تعلّمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

نظریہء آموزشِ زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سننا شروع کر دیتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچتے، پرکھتے اور معیار استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلّمی رسائی زیرِ تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزشی قالب تیار کرنا ہے۔ جو معیارِ زبان کے اصولوں پر پرکھے جا سکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیرِ تربیت اساتذہ کو اپنی تعلّمی ذمے داری بڑھانے کا موقع فراہم کرنا ہے۔

یونٹ ۱

نظریہءزبان

(THEORY OF LANGUAGE)

تعارف:

زبان کے متنوع ماحول میں بچے کے لیے کثرت سے ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے جو والدین، عزیز و اقارب اور اساتذہ کی جانب سے میسر آتا ہے۔ اس یونٹ میں زیرِ تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات EATURES OF A LANGUAGE -RICH ENVIRONMENT کو سمجھتے ہوئے آموزشِ زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمتِ عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، اردگرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منظوم و نثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، متنی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیرِ تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سبقی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

- نظریہءزبان (THEORY OF LANGUAGE)
- آموزشِ زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)
- اردو زبان کا متنوع ماحول

دوسرا ہفتہ

- اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، متنی)
- اردو سے متعلق غلط فہمیوں کا ازالہ
- اردو کی تدریسی تدابیر

تیسرا ہفتہ

- جدید سبقی ڈیزائن

- تدریسی تکنیک
- سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیش تر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیرِ نگرانی اپنی حکمتِ عملی طے کریں گے۔

یونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے اردگرد مبہم آوازیں اس کے لیے جلد از جلد زبان ازبر کرنے میں مددگار ثابت ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریسِ زبان میں بھی پہلی مہارت سننا سکھانا یا تدریسِ سماعت ہے۔ جماعت اول تا ہشتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۷۵۶ آیات میں مطالعہ کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شئے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بہ ذریعہ سماعت تدریس کیسے کی جائے۔ اوصافِ خوش خوانی تدریسِ نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیرِ تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فنکشنل، آڈیو لنگوئل اور ٹوٹل فزیکل) کو جدید سبقی اشارات میں دورانِ عملی تدریس استعمال کریں گے۔ زیرِ تربیت اساتذہ کی تدریس دورانِ کورس جاری رہے گی۔ اس لیے ایک ہفتہ سبقی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیرِ تربیت اساتذہ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور مطالعہ بہ ذریعہ سماعت تدریس کا گر سیکھ سکیں۔

چوتھا ہفتہ

- اوصافِ خوش خوانی/کرداری مقاصد (تلفظ، روانی، تاکید، لب ولہجہ، تفصیل)
- بنیادی لسانی عادات/مہارتیں تعارف (بولنا، سننا، سمجھنا)
- بولنا اور سننا (فنکشنل، آڈیو لنگوئل اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

- بہ ذریعہ قصہ/کہانی (تمثیل، ڈراما، قصہ گوئی)
- بہ ذریعہ کھیل (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)
- بہ ذریعہ مطالعہ (ٹی وی، ریڈیو، کمپیوٹر، مطالعہ کائنات)

چھٹا ہفتہ

- پرائمری سطح پر تدریسِ نظم
- مڈل سطح پر تدریسِ نظم
- فی البدیہہ نظم گوئی

ساتواں ہفتہ

- سبقی اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- سبقی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمتِ عملی نظم ونثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیرِ تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تحلیلی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشاراتِ سبق کی تیاری میں خوب کرسکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطانی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے بولنے کی مشق کروانا جو ہر سطح پر کی جاسکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، استحسان و استدلال مدِ نظر رکھ سبقی اشارات تیار کیے جائیں گے۔ کیوں کہ اشاراتِ سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیرِ تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

- طریقہ ہائے تدریس کا تعارف (ابتدائی و وسطانی سطح کے مطابق)
- الف بائی، مخلوطی، تحلیلی طریقے
- فنکشنل/عملی اردو

نواں ہفتہ

- زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- تدریسِ قواعد (بہ ذریعہ نظم)
- تدریسِ قواعد (بہ ذریعہ اقتباس)

دسواں ہفتہ

- رول پلے، بازرسی (FEED BACK)
- فنکشنل/عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

گیارہواں ہفتہ

- منظومات پر مبنی اسباق کی منصوبہ بندی — جماعت اول تا سوم
- نثر پر مبنی اسباق کی منصوبہ بندی — جماعت اول تا سوم
- نثر پر مبنی اسباق کی منصوبہ بندی — جماعت چہارم تا ششم

یونٹ ۴

جائزہ وآزمائش

تعارف:

تدریسی عمل کا جائزہ اور اس پر تنقید کرنا مدرّس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرّس کے اشارات، سبق کی خوبی اس کے موقف کی موزونیت، اس کی تدابیر، توضیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے سائنٹفک قالب تیار کرنا اس یونٹ کا کارآمد پہلو ہے۔ ایلیمنٹری اساتذہ جماعت اول تا ہشتم ہر درجے میں شامل نصاب پرچے پیمانے تیار کرسکیں گے۔

بارھواں ہفتہ

- جائزہ وآزمائش تعارف
- سوالات کی تکنیک، مشق
- کلوز ٹیسٹ، کثیر انتخابی
- آزمائش (TEST)

تیرھواں ہفتہ

- سوالنامے
- پرچہ جات
- اسائنمنٹ

چودھواں ہفتہ

- ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- وسطانی سطح کے سانچے (جماعت چہارم تا ششم)
- مڈل/ وسطانی سطح کے سانچے (جماعت ہفتم وہشتم)

پندرھواں ہفتہ

- منظومات پر مبنی اسباق (جماعت چہارم تا ششم)
- نثر پر مبنی اسباق (جماعت ہفتم وہشتم)
- منظومات پر مبنی اسباق (جماعت ہفتم وہشتم)
- نثر پر مبنی اسباق (جماعت ہفتم وہشتم)

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ماڈل اسائنمنٹ: (ASSIGNMENTS)

۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار رنگا رنگ، بامعنی اور جدید ہوں۔

۲۔ رموزِ اوقاف پر اس انداز سے سبقی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموزِ اوقاف پڑھا دیے جائیں۔ کم از کم تین دن میں سبقی خاکہ جمع کروائیں۔

۳۔ دو گروپوں میں سننے/بولنے اور پڑھنے/لکھنے کی مہارتیں تقسیم کی جائیں گی دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں ایک ہفتے میں جمع کروائیں گے۔

۴۔ جماعت اول اور ہشتم سے دو اسباق پر سانحتفک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

یہ ہمارا روزمرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچہ اپنے ماحول میں بولی جانے والی زبان خود بہ خود ایک مختصر عرصے میں بولنا شروع کر دیتا ہے۔ اس عام مشاہدے کی غور طلب بات یہ ہے کہ ایک چھوٹا بچہ جس کی ذہنی صلاحیتیں ابھی نشوونما کے مراحل سے گزر رہی ہیں، زبان جیسی پیچیدہ

چیز خود بہ خود کیسے سیکھ لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیوٹر نے اُسے بتایا ہے کہ بولا کیسے جاتا ہے اور نہ والدین نے اسے بولی جانے والی زبان کے اسرار و رموز سمجھانے کی کوشش کی۔ کسی بیرونی دباؤ یا درس و تدریس کے بغیر پیدائش کے دو سالوں کے اندر اندر بچے کا زبان سیکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریس زبان کے اساتذہ کے لیے اس میں ایک عظیم سبق پنہاں ہے۔

زبان سیکھنے کے اس قدرتی عمل سے یہ بات اخذ کرنا مشکل نہیں ہے کہ زبان سیکھنا ایک فطری عمل اور بچہ یہ خداداد صلاحیت لے کر پیدا ہوتا ہے۔ بچہ کا ماحول اس خداداد صلاحیت کو پروان چڑھانے میں اہم کردار ادا کرتا ہے۔ ایک ایسا ماحول جہاں بچے کے لیے محبت، عزت اور آزادی ہو بچے کو سیکھنے کے عمل میں مدد کرتا ہے۔ Noam Chomsky کے نظریے کے مطابق دنیا میں آنے والا ہر بچہ اپنے ساتھ دماغ میں ایک خاص عضو لے کر آتا ہے جسے Language Acquistion Device کہتے ہیں۔ زبان سیکھنے کے بنیادی اصول و اجزا پیدائشی طور پر موجود ہوتے ہیں۔ پیدائش کے بعد جب بچہ اپنے ماحول میں بولی جانے والی زبان سنتا ہے تو اس کی زبان سیکھنے کی فطری صلاحیتیں متحرک ہو جاتی ہیں اور کچھ عرصے میں بچہ کا دماغ بولی جانے والی زبان کی پیچیدگی کو سمجھنے لگتا ہے اور بچہ زبان بولنا شروع کر دیتا ہے۔

سننا اور بولنا دو اہم لسانی مہارتیں ہیں۔ عام طور پر تدریس اُردو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزش زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا ردعمل بولنے کی صورت میں سامنے آتا ہے۔ اگرچہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشو و نما پاتی ہیں مگر انھیں بھی جلا دینے کی ضرورت ہے۔ سننا، سن کر سمجھنا، سمجھ کر مناسب ردعمل کا اظہار کرنا اور مناسب لب و لہجہ اختیار کرنا وغیرہ سننے اور بولنے کے مختلف مرحلے ہیں اور ان کے لیے مناسب تربیت بہت اہمیت رکھتی ہے۔ کیوں کہ

- سننے اور بولنے کی فطری صلاحیتوں کو جلا ملتی ہے۔
- غور سے سننے اور سننے کے عمل کو مؤثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- درست زبان میں اپنے دل کی بات سادہ اور قابل فہم انداز سے بیان کرنے کی اہلیت پیدا ہوتی ہے۔
- بلا جھجک، اعتماد اور روانی کے ساتھ گفتگو کی صلاحیت پیدا ہوتی ہے۔

یہ ہم سب کا مشاہدہ ہے کہ ایک ایسا ماحول جہاں بچے کو زبان بولنے کی آزادی ہو، جہاں اُس کو گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزت نفس کا احترام ہوتا ہو اُس کو زبان سیکھنے میں بہت مدد دیتا ہے۔ اُردو زبان کے اس کورس میں جہاں ان مہارتوں کے خاص پہلوؤں کی پر توجہ دی گئی ہے۔ وہیں ان مہارتوں کو پروان چڑھانے کے لیے ادبی/نصابی کتب سے مربوط کیا گیا ہے۔ لسانی مہارتوں کو مربوط پروگرام کے تحت

زیر تربیت اساتذہ کے لیے دیے گئے۔ اس کورس کے تمام یونٹوں کی اس طرح منصوبہ بندی کی گئی ہے کے چاروں لسانی مہارتیں یونٹ کا بنیادی مرکز رہیں۔ زیر تربیت اساتذہ تمام یونٹوں کی تدریس کے دوران اشارات سبق کی تیاری اور عملی مشق بھی سرانجام دیں گے۔ اور ایسی سرگرمیاں بچوں کے لیے تیار کریں گے جس سے بچے نہ صرف سرگرمی سے پڑھنے اور سمجھنے میں حصہ لیں بلکہ اُنھیں پڑھنے، لکھنے سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں اُردو کی نصابوں کتاب میں دیے گئے ہر سبق کا مقصد تدریس اُردو ادب کی مختلف اصناف سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نقطے کو خاطر میں نہیں لائیں گے تو اُردو پڑھانے کا حق ادا نہیں ہوگا۔ مثلاً چچا چھکن کا سبق اس لیے دیا گیا ہے کہ طلبہ کی توجہ کردار نگاری کی طرف دلائی جا سکے دوران تدریس اگر اساتذہ بچوں کو یہ غور کرنے میں مدد نہیں کریں گے کہ امتیاز علی تاج نے چچا چھکن کا کردار یا ٹوٹ بٹوٹ کیسے تراشا ہے، کس طرح اس کردار کو پیش کیا ہے وغیرہ تو اس سبق کو پڑھانے کا مقصد پورا نہیں ہوگا۔ اسی طرح یہ بات شخصیت نگاری، منظر نگاری، آپ بیتی اور سفر ناموں والے اسباق پر لاگو ہوتی ہے۔ اس لیے اس کورس میں اصناف ادب کو درج بالا جماعتوں کے مطابق درجہ بندی اور لسانی مہارتوں کے تحت شاملِ نصاب کیا گیا ہے۔

ہر استاد اپنی شخصیت، ذہانت اور قابلیت کے مطابق تعلیم دیتا ہے۔ تاہم یہ اندازہ لگانا کہ کس طرح کامیاب تدریس کی جائے، بہت اہم ہے بنیادی تدریسی تکنیک کے بغیر یہ ممکن نہیں کہ استاد اپنے مقصد میں کامیاب ہو جائے۔ اور یہ شعبہ ایسا ہے جس میں تبدیلی، چیلنج اور گنجائش ہر وقت موجود رہتی ہے اس لیے اس کورس میں جانچنے، پرکھنے اور معیار مقرر کرنے کے نئے پیمانے دورانِ تدریسی مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے فنکشنل/عملی اندازِ تدریس کی جانب ثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا ازالہ

اُستاد کا اُردو رسم الخط میں مہارت رکھنا خصوصاً ابتدائی جماعتوں میں از حد ضروری ہے۔ اردو کو آسان مضمون سمجھنے کی وجہ سے اردو پڑھانے والے اکثر اردو زبان کے استاد نہیں ہوتے اور اگر موجود بھی ہوں تو شاید ادب کے طالب علم تو ہوں مگر زبان کے استاد نہیں۔ گفتگو میں پہلا مرحلہ لب و لہجے کی درستی کا ہے۔ اس کے لیے صحیح تلفظ سکھانا ضروری ہے۔ تلفظ سے مراد یہ ہے کہ ہر حرف کی آواز اس کے صحیح مخرج کے ساتھ ادا کی جائے اور ہر لفظ نہ صرف درست طریقے پر بولا جائے بلکہ الفاظ کے درمیان مناسب ٹھہراؤ، فاصلے اور وقفوں کا تعین کیا جائے۔

حرکات و سکنات کا صحیح استعمال کیا جائے اور ادائیگی ٹھہر ٹھہر کر مناسب لہجے کے ساتھ کی جائے۔ تلفظ کی درستی کے لیے استاد کو اپنا نمونہ پیش کرنا چاہیے۔ نہ صرف یہ کہ وہ خود صحیح تلفظ ادا کرے بلکہ اس مقصد کے لیے صحیح زبان بولنے والوں کو سنے، ان کے ساتھ گفتگو کرے اور معیاری لغت استعمال کرے۔ موقع کی مناسبت سے صحیح تلفظ اور ادائیگی کے ساتھ الفاظ بولے۔ چھوٹی جماعتوں میں بول چال کے لیے اپنا نمونہ پیش کرے۔ لہجے کا جو فقدان آج ہے شاید کبھی نا تھا۔ اس طرح بچوں کو زبان سیکھنے کے درپیش مسائل کا حل بھی نکالا جا سکتا ہے۔

جدید تدریسی طریقوں سے واقفیت استاد کے پیشہ ورانہ اخلاق کا حصہ ہے اس عمل کو زبان آموزی کہتے ہیں۔ ثانوی زبانوں کی تدریس کے بہت سے طریقے رائج رہے ہیں۔ ان طریقوں کے نقائص دور کر کے انھیں بہتر بنانے کی کوشش کی جائے۔ اس طرح کئی نئے طریقے بھی وجود میں آتے ہیں۔ ہر زبان کا اپنا ایک مزاج ہوتا ہے اور ہر زبان کے اپنے تدریسی مسائل ہوتے ہیں۔ تدریسی مسائل کو سمجھتے ہوئے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں ہنر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے فنکشنل انداز اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈر اور ایسے صوتی آلات جو تدریسی اعانت کے طور پر استعمال ہوتے ہیں، سننا سکھانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے ''رہنمائے اساتذہ'' بھی شایع ہوتے ہیں۔ اُردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سمعی و بصری معاونات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اثاثہ دیگر زبانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ اسے اردش بنا رہے ہیں۔ اردو میں انگریزی الفاظ کا آنا درست مگر افعال کی تبدیلی زبان کے حسن کو ماند کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمے داری ہے۔

میں اکیلا ہی چلا تھا جانبِ منزل مگر
لوگ ساتھ آتے گئے اور قافلہ بنتا گیا

سفارش کردہ کتاب

1. Aziz-ur-REhman (2016). *Teach yourself Urdu in two month*. Idar Ishaat-e-Diniyat. Retrievved from https://archive.org/details/TeachYourselfUrduInTwoMonths/page/n2

تجویز کردہ کتب

1. Amanulla M.B. (2016). *Teaching of Urdu: Problems and Prospects*. Dept. of Arabic, Persian and Urdu, University of Madras, Chennai
2. Shah, A. (2016). *Teaching of Urdu: Problems and Prospects*.

EDUC-5211 Teaching of General Science (Professional) 3(3+0)

COURSE DESCRIPTION

This course will strengthen prospective elementary teachers' subject matter knowledge. It provides further opportunity to deepen the pedagogical science content knowledge required to effectively teach general science in elementary school. The course covers core concepts in physical science, life science, and earth science. It also covers teaching strategies and instructional approaches that best support the development of a conceptual understanding of science. The Instructor will adopt innovative teaching approaches dominated by the inquiry approach along with cooperative learning and problem-solving, which involve Student Teachers in the active learning process. In this syllabus, the use of inquiry-based pedagogy in the paradigm of the constructivist approach should help Student Teachers experience making meaning in science, and help them relate science learning with their daily experiences. courses are designed to prepare prospective elementary teachers to teach inquiry science in grades 1-5. Their (pedagogical) content knowledge is chosen accordingly. It is recommended that prospective science teachers who want to teach science in higher elementary grades (6-8) deepen their science knowledge further by attending additional science classes offered in Year 3 and Year 4 of the B.Ed. (Hons) program.

COURSE OUTCOMES

After completing this course, student teachers will be able to:

1. Describe forms and interactions of energy and matter, including energy transfer and transformations, as they apply to chemical and physical processes with an emphasis on events/phenomena in everyday life.
2. Begin to see that complex interactions between the atmosphere, the hydrosphere, and the lithosphere in Earth's systems undergo constant change. Understand the theory of plate tectonics as it relates to Pakistan's mountain formations and earthquakes. Provide examples of advances in technologies that have made it possible to more accurately predict natural disasters and provide life-saving warnings (for floods, hurricanes, etc.). Explain how human activities influence air and water quality, ecosystems, and climate across the globe.
3. Begin to understand the vastness and age of the universe, and be able to discuss the characteristics and differences of objects within our Solar System.
4. Describe the flow of matter and energy in living systems, and apply it to the human body to explain, for instance, the circulatory and digestive system.
5. Be able to understand the purpose of scientific models and tools, and use them appropriately. Examples are the periodic table, classification tables, maps, and models of particle theory and the atom. In addition, be able to demonstrate and teach data collection, recording, and graphing to present conclusions of investigations.

Teaching-Learning Framework

Throughout this course, pedagogy is interwoven with the content development. Faculty will model inquiry teaching to student teachers in order for them to experience the learning and teaching of science in an inquiry way. Thoughtful discussions will follow such hands-on experiences to clarify the applied methods and expected learning. These reflections are essential because it is through these discussions that prospective teachers will gain essential transfer and pedagogical content knowledge needed for after graduation when they enter the field and teach science to elementary students. Therefore, it is critical to give prospective teachers the opportunity to reflect on what they are experiencing as learners as well as opportunities to practice their role as teachers. Teachers can thus develop meaningful activities around core concepts that will enable their students to gain deeper conceptual understanding and allow them to modify these activities to best meet the needs of their individual classrooms.

This course is also designed to help students develop science thinking and process skills in addition to content and pedagogical content knowledge.

After completing this course, student teachers will be able to:

1. Apply inquiry to the teaching of science at the elementary level.
2. Identify, adapt, and modify investigations that lead to conceptual understanding.
3. Design science investigations around core concepts.
4. Understand the need for learning progressions.
5. Recognize common misconceptions and be able to respond with appropriate remedies.
6. Use open-ended questions to assess students' conceptual understanding.
7. Provide their students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.
8. Reflect on their teaching to develop a personal approach to the teaching of science.

SEMESTER II OUTLINE

Unit 1: Course Overview

Week	Topics/Themes
1	Overview of course content (science and teaching) Life of scientists and the role of science in society Nature of science and its application for teaching Introduction to independent course project, possible topics, and criteria

During this unit, prospective teachers will:

- Understand that science reflects its history and is an ongoing, changing enterprise.
- Read and reflect about the nature of science, and apply it to their own learning and teaching.
- Distinguish between observation and inference.
- Read about famous scientists and their lives, and relate their scientific quest to their own lives.
- Investigate and present a science topic of their choice, applying their science and teaching of science knowledge following specific criteria (research component, science explanations, conclusions, transfer to teaching in elementary school grades).

Unit 2: Energy Transfer, Transformations, and Conservation

Week	Topics/Themes
2	Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.) Investigating light
3	Energy transfer and transformation - Concept of conduction, convection, and radiation Law of conservation of mass and energy
4	Teaching "Energy transfer, transformation, and conservation" in elementary grades

During this unit, prospective teachers will:

- Distinguish among different forms of energy (kinetic, potential) and demonstrate that energy can be transferred and transformed.
- Provide examples of kinetic energy being transformed into potential energy and vice versa.
- Recognize that heat can spread from one place to another in predictable ways.
- Provide examples of the transfer of energy from hotter to cooler objects by conduction, radiation, or convection.
- Explain that energy can be transferred (e.g., by collisions and radiation) but never destroyed (conservation of energy).
- Differentiate the states of matter based on their energy state (e.g., the structure of molecules and atoms in these different states varies from rigid in solids to independent motion in a gas).
- View thermal energy (i.e., heat) in terms of atomic and molecular motion (i.e., the higher the temperature, the greater the atomic or molecular motion).[1]
- Compare the transmission, reflection, refraction, and absorption of light using different materials.
- Listen for student misconceptions about properties and particle theory, and try to correct them.
- Identify the underlying core science concepts in this unit for elementary students
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

[1] These objectives will be continued and deepened in Unit3, Energy and Matter where the focus of energy transfers will be on the microscopic level (between and within atoms)—for instance, understanding chemical reactions (exothermic and endothermic) and radioactivity.

Unit 3: Interactions of Energy and Matter

Week	Topics/Themes
5	Review of physical and chemical properties and physical change Solutions and solubility Conservation of mass in solutions
6	Introduction to chemical reactions Difference between chemical and physical reactions The role of energy in explaining bonds Applications of electrolysis
7	Teaching "Interactions of Energy and Matter" in elementary grades

During this unit, prospective teachers will:

- Differentiate between physical and chemical properties, and physical and chemical change.
- Gain an understanding that mass is conserved even when materials are dissolved.
- Investigate how some common materials interact to form new materials.
- Explain how in physical change properties of substances remain the same.
- Provide examples of how the properties of a product of a chemical change are different than the products of the reactants.
- Provide examples of the natural world in which energy is released (or needed) in chemical reactions (e.g., burning fossil fuels, photosynthesis).
- Be able to identify some of the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.
- Be aware of misconceptions about energy and matter, and learn what to do about them.

Unit 4: Earth's Systems Undergoing Constant Change

Week	Topics/Themes
8	Water, carbon, and rock cycle Theory of plate tectonics - Living in the shadow of the big mountains
9	Climate change
10	Teaching "Earth's Systems Undergoing Constant Change" in elementary grades

During this unit, prospective teachers will:

- See the Earth as a system consisting of major interacting components that consistently undergo change. Identify physical, chemical, and biological processes act within and among them on a wide range of scales.
- Begin to see that there are complex interactions between the atmosphere, the hydrosphere, and the lithosphere.
- Apply the theory of plate tectonics to explain the formation of Pakistan's mountain ranges and the threat of earthquakes.
- Recognize how the movement of Earth's lithospheric plates causes slow changes in Earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).
- Give examples of advances in technology that have made it possible to more accurately predict natural disasters.
- Understand how human activities influence air and water quality, ecosystems, and climate across the globe.
- Identify the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 5: Solar System and the Universe

Week	Topics/Themes
11	Characteristics of our Solar System Earth and Sun compared to other objects in the sky Working with and understanding large distances
12	Origin and evolution of Earth (and the Solar System)
13	Teaching "Our Solar System and the Universe" in elementary grades

During this unit, prospective teachers will:

- Differentiate groups of objects in the Solar System—including the Sun; the planets and their moons and rings; and smaller objects, such as asteroids and comets—by their size, composition, and position in the Solar System.
- Compare and contrast the properties and characteristics of Earth with those of the other planets in our Solar System.
- Explain, based on the naked eye and telescopic observation, how objects in the Solar System change position against the background of stars.
- Begin to understand the scale of time and distance involved in deep space.
- Describe how the early Earth was very different from the planet we live on today.
- Identify the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 6: Human Body as a System

Week	Topics/Themes
14	Flow of matter and energy in living systems Circulatory and digestive system Structure, function, and organization of different cells
15	Cell processes Cellular respiration
16	Teaching "Human Body as a System" in elementary grades

During this unit, prospective teachers will:

- Connect an organism's need for food with cells' need for food.
- Explain how multiple body systems work together to meet cell energy needs.
- Examine and describe the flow of matter and energy in living systems.
- Demonstrate through investigations that food is a source of energy (fuel) and building materials for cells.
- Relate cellular respiration to the functions of body systems (e.g., how body systems function to provide cells with the necessary raw materials).

Recommended Texts

1. Obe, W. H. (2018). *The teaching of science in primary schools*. UK: Routledge.
2. Terry, J. (2019). *Oxford secondary science teaching guide 1*. Oxford: Oxford University Press

Suggested Readings

1. Yeung, Y. Y. (2015). *General Science Teacher Education*. DOI: https://doi.org/10.1007/978-94-007-2150-0_219
2. Eikenberry, W. L. (2008). *The teaching of general science.* Chicago: The University of Chicago Press. Retrieved from https://elearn.gov.pk/books/techersGuide/6th7th8th/index.html

COURSE ASSIGNMENTS

Suggested assignments are included in the Unit Guides of the course. Some are short-term assignments and some take several weeks to complete. A mix of individual and group assignments is also provided.

These assignments are designed to deepen students' learning and allow them to research and apply their knowledge to topics of personal interest. All the assignments count toward the final grade.

Assignments are similar to those conducted in Science I but are more complex and self-directed:
a) Conduct an investigation on a science topic, and present your findings and conclusions.
b) Develop an investigation around a core science concept for an elementary grade.
c) Write an editorial for a local newspaper on a relevant science topic stating an opinion supported by evidence.
d) Using the inquiry approach, plan and teach a science activity in a local elementary school.

In addition, as part of Science II, prospective teachers will conduct an independent research project during the course that will mirror a real-life context and investigation.
Examples of such topics could be:

- Design a model to explain the greenhouse effect.
- Research how Pakistan generates its electricity and provide a report on how some of it could be supplemented by using renewable energy.
- Waste management and recycling
- Natural resources in Pakistan
- Natural disasters in Pakistan
- Infectious diseases

GRADING POLICY

The course grading policy should be determined by the university and its affiliated colleges. The policy should be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade is determined by course work completed by prospective teachers. Course work may include work completed in assignments in or outside the classroom.

EDUC-5212 Information and Communication Technology in Education 2(2+0)

COURSE DESCRIPTION

Information and Communication Technologies (ICTs) in Education is a broad and constantly changing subject. This course will prepare teachers to understand, use and apply a range of technologies and platforms in teaching and learning, in line with international standards. With the changing face of technologies and related application, this course will primarily focus on using technologies for learning 'how to learn' to cope with change. It will provide opportunities to prospective teachers to collaborate with students, educators, peers, parents, and global community using digital tools and resources to support learning, success and innovation. Course topics include supporting policies and guidelines for ICTs integration, computer- mediated learning, telecommunications and multimedia resources, online teaching and learning, problems of classroom integration, and computer support for professional development and administration. Teachers-in-training will engage with the design and creation of exciting intellectually challenging and authentic learning environments in which ICT changes not only what students learn but also how they learn, as we move forward in the 21st century. Trainees in this course will examine how ICT might be used to both enhance and transform learning.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

1. develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice.
2. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
3. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
4. participate in local and global learning communities to explore creative applications of technology to improve student learning
5. promote student reflection using collaborative tools to reveal and clarify students' understanding and thinking, planning and creative processes
6. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
7. develop confidence, skill and an attitude to use a range of technologies (radio, video, computer, digital and online tools, digital accessories, etc.) for instruction and generating new knowledge for life-long learning

LEARNING AND TEACHING APPROACHES

Teachers-in-training and instructors should integrate this course with other courses and with their theses or projects; adapt the course to personal interest, knowledge, experience, and responsibility; and design assignments with sufficient depth and breadth to be useful in other courses and later work.

Trainees will combine the exploration of educational software and other ICT resources with the discussion of its application with a critical examination of educational issues that surface with computer and other ICTs use - issues such as empowerment, the shaping of modes of thinking, access, control, ownership, role of student and teacher, classroom and school organization, and professional development.

Throughout the course, electronic mail (email), Google applications, and other tools that support collaboration will be used to provide continuity of discourse, to increase the coherence of work, to share information, to discuss issues, and to articulate thoughts about ICTs in education.
The course facilitators will model the use of ICTs to support professional interaction and learning. The prospective teachers need to be "immersed" in a technology-rich instruction experience and practice so as to progress on various levels of ICT integration in education.
Peer-teaching or peer-instruction would be used regularly as a learning strategy as the participants of this course specifically, are expected to benefit from it much more than lecturing or other strategies when it comes to using technologies. Other active-learning strategies such as discussions, pair and group work, etc. are suggested to be used rigorously throughout the course.
The sessions are designed in a way that they use content to teach skills. The instructors would observe that the first half of most of the sessions in Unit-2 is about using content from different subjects. The second half focuses on analysis of how use of technology enhanced and/or supported teaching of skills by using particular content. It should be noted that none of these halves or session sections should be treated as 'optional'.

Who should teach this course?

The Methods of Teaching instructor is recommended to take this course, however, team-teaching is highly recommended. As the course teaches skills using content from different subjects, team-teaching is expected to have a multiplier effect to enhance learner achievement. Instructors' collaboration is also expected to set an example for the trainees to collaborate.
The instructors are encouraged to co-plan the sessions and use a variety of team-teaching techniques. Some possible options are where:

- two or more teachers teach the same group at the same time;
- team members meet to share ideas and resources but generally function independently;
- teams of teachers share a common resource centre;
- a team shares a common group of students, shares planning for instruction but team members teach different sub-groups within the whole group;
- planning is shared, but teachers each teach their own specialism or their own skills area to the whole group;
- teams plan and develop teaching resource materials for a large group of students but may or may not teach them in a classroom situation.

A commonly observed misconception is that a computer science expert or a computer literacy instructor should teach such ICT-integration courses.
However, at a teacher-education level where the purpose is to integrate available ICT resources and tools, and to develop local content to be used in classrooms, any subject-expert or a methods teacher is the best person to implement this course. The computer teacher is expected to support the 'technical' and operational issues (like working with a multimedia projector, copying files on computer from a digital device, etc.) but s/he wouldn't be a better judge than a Child Development instructor to assess the 'value-addition' that the use of a video-resource brought to the understanding of the subject topic (for example, learning disabilities in children). The bottom-line is 'it is about education' and NOT 'technology'!

Note: It is essential that this course is taught in a computer-lab with broadband Internet connectivity. As this course is heavily-dependent on 'functioning ICTs' for using video and other resources, head phones and other audio-video and projection equipment need to be available and functioning ALL the time.

The trainee-practice and study time needs to be organized in the computer lab or computer-equipped classrooms or other such facilities with Internet connection.

COURSE OUTLINE

Unit-1:

Introduction to ICTs, Policy and Other Guidelines for Use of ICTs in Education (1 week / 2 hours)

Unit Overview

The first unit aims at providing prospective teachers an understanding of ICTs in Education and the driving forces - i.e., supporting policies and the need. The trainees will get an overview of National Education Policy for Pakistan and the National Professional Standards (NTSTP) for ICTs in Education. The trainees would discuss and analyze the objectives for integrating ICTs in Education to live, learn and work successfully.

Intended Learning Outcomes:

After going through this unit and the suggested assignments, the trainees would

- develop an initial understanding of different types and formats of technologies that can be used in education
- discuss and analyze the way needed teaching and work skills keep changing with the demand of the day
- compare and contrast the conventional teaching practices with technology-supplemented and enhanced instructional and learning opportunities

Week 1: (2 sessions/2 hours)	**Introduction and Guidelines** a. Introduction to the course – ICTs in Education b. Pre-assessment for the course c. 21st Century Skills – the need of the day d. What are ICTs? e. Highlights - National ICTs Strategy for Education in Pakistan, National Education Policy 2009
Week 2: (2 sessions/2 hours)	**ICTs Integration, Standards and Competencies for Teachers** a. ICTs Integration – Why and What it means; objectives; misconceptions b. ICT competencies for Teachers c. Highlights - National Professional Standards (NTSTP) for ICTs in Education d. Introduction to electronic Portfolios – setting up for the course

Unit 2:

ICTs Integrated into Curriculum and Instruction– (9 weeks / 18 hours)

Unit Overview

This unit provides extensive technology-rich and enhanced instruction experience to the prospective teachers by giving essential knowledge and allocating several hours of practice sessions on ICT applications, discussions and analysis of situations how ICTs are exploited to maximize learning experiences and outcomes. With an understanding of these requirements and benefits of *multi-channel learning*, the prospective teachers could develop sufficient confidence and skills to design ICT-supplemented instruction, using alternatives as needed.

Training teachers how to implement technology-enhanced instruction can fail. One of the reasons is that teachers experience "Information Overload" very easily when it comes to technology, and they shut down. This unit breaks the 'tasks' into small "chunks" (sessions by technology) coupled with hands-on practice which is expected to lead to success!

Intended Learning Outcomes:
The trainees will:

- go through technology-rich experiences throughout all aspects of the training and understand ICTs-integration for a variety of content and pedagogical themes
- develop an understanding of providing video-enhanced learning experiences to their students
- practice utilizing technology effectively to enhance teaching through lesson-planning
- analyze, experience and get supported through peer-teaching
- compare and contrast the conventional teaching practices with technology-supplemented and enhanced instructional and learning opportunities
- develop a technology plan for practicum school and classroom after thorough analysis of situation

Week 3: (2 sessions/2 hours)	**Learning through custom-designed/ready-made applications** (available on DVDs/CDs – Story of Pakistan, tutorials, multimedia encyclopedias, etc.) a. Exploring the custom-designed multimedia resources b. Instruction using available applications for teaching of Pakistan Studies/History, Functional English, Methods of Teaching, etc.) c. Lesson planning and review
Week 4: (2 sessions/2 hours)	**Audio, Radio Broadcast and Interactive Radio Instruction (IRI)** a. Power of audio/radio in education b. Using audio/radio/IRI resources for teaching of different subjects (Functional English, Pakistan Studies/Islamic Studies, Early Childhood Education, etc.) c. Case-studies for extended reading
Week 5: (2 sessions/2 hours)	**Video, animations, movies and television broadcast** (Examples for different content/subject and pedagogy areas - Child Development, Early Childhood Education, Communication, Geography, Science, etc.) - Using recorded-classroom videos (Examples for different subject and pedagogy areas - Child Development, Early Childhood Education etc.) - Using video prompts in classroom - Lesson Planning using video resources

Week 6: (2 sessions/2 hours)	**(Continued) Video, animations, movies and television broadcast** - Using movies in education - Using video commercials in education - Using split-video technique in classroom
	- Documentaries and discussions - Exploiting the potential of television broadcast in education - Case-studies for extended reading - Lesson Planning using video resources - Lesson Demo and Presentations
Week 7: (2 sessions/2 hours)	**Learning through Internet (applications, etc.)** (Examples for different content/subject and pedagogy areas – Teaching of Science, language-development, improving communication skills, etc.) a. Concept of globalization –'Global Teacher Community' b. Online tutorials c. Browsing for a purpose - Seeking and filtering information d. Online tools for communication and collaboration e. Introduction to Digital Libraries, archives and eBooks
Week 8: (2 sessions/2 hours)	**Learning through Internet /Videos in Education – Revisited** a. Interactive Online applications (Google Earth and Google Maps) b. Online video resources and video channels (TeacherTube, YouTube, etc.) c. Sketchcasting technique and animation in education (Case Study: The Khan Academy)
Week 9: (2 sessions/2 hours)	**Using Digital Camera in Education** (Examples for different content/subject and pedagogy areas - Methods of Teaching, Child Development, Classroom Management, Practicum, etc.) a. Power of Pictures/photographs b. Developing local content using digital camera c. 'Shoot and share' - Sharing experiences
Week 10: (2 sessions/2 hours)	**Interactive Games and Puzzles** a. Exploring resources and applications, subject-wise (language, Science, Mathematics, etc.) b. Digital Applications - From Toys to Learning Tools Trainees to design a storyboard of an educational game; Or design a puzzle online
Week 11: (2 sessions/2 hours)	**Planning for ICTs Integration** a. Planning for ICTs Integration (SWOT analysis, building support networks, etc.) b. Developing a Technology Plan for Classroom and School c. Barriers for effective ICT use in schools and suggestions

Unit-3:
Collaborative Learning using ICTs (2 weeks – 4 hours)

Unit Overview

ICTs has undoubtedly offered numerous practical advantages by allowing users to overcome restrictions of time and place, transcending barriers of textbooks and classroom walls, providing up-to-date resources for teachers and students, supporting a range of individual learning styles, providing authentic contexts for students and broadening the curriculum. One of the most promising ways the Internet is being utilised in schools is to participate in global or collaborative Internet projects and assignments. These projects often involve students in using the Internet and WWW for research, publishing of Web pages and communication using chat and e-mail. These project-based learning contexts are motivating students and providing real life contexts for successful collaborative learning. In this unit, students will experience working on collaborative projects and assignments. It is encouraged that trainees establish contacts with trainees from other institutions in and outside of the country – as, with technology, there are no boundaries to learning!

Week 12: (2 sessions/2 hours)	**Enhancing Opportunities for Collaborative Learning** a. Collaborative projects (using email, Google Docs/presentations, etc.) – folk tales/cultural stereotypes, learning about communities, and other iEARN projects) o Pakistan Studies o English/Urdu – Using email or Google Docs to write a collaborative "Rotating Story" (Project) o Civics, etc. b. Using Wikis and Blogs – an introduction

Unit-4:
ICTs for Life-long Learning and Teacher Professional Development (2 weeks – 4 hours)

Unit Overview

This unit will provide some orientation to the prospective-teachers and teacher educators about the need for continuous professional development specifically in this age of ever-changing circumstances – technologically, socially, culturally and economically. This unit emphasizes the need of life-long-learning as opposed to learning in the initial part of professional life. Moreover, this unit focuses on supporting life-long-learning with ICTs. The prospective-teachers will learn to connect and 'connect' to learn!

Week 13: (2 sessions/2 hours)	**ICTs for life-long learning and teacher professional development** d. Why life-long learning? e. Planning – an information resource (TL resources on WWW, Wikipedia, National curriculum, etc.) f. Learning content and methods g. ICT/Collaborative Tools for Teachers (Emails, discussion groups, chat, mailing lists, professional forum, etc.) h. Teaching-learning and assessment tools (templates, lesson plans, worksheets, online tests-IELTS, etc.) i. Video/teleconferencing (Skype)
	j. eLearning and Blended Learning (Introduction)
Week 14: (2 sessions/2 hours)	Continued - ICTs for life-long learning and teacher professional development

Unit-5: **Evaluating ICT Tools and Resources for Use** (1 week - 2 hours)	
Unit Overview This unit emphasizes the purposeful and judicious selection of digital resources. As a teacher would consider different factors while referencing a book, same is the case with using and referencing any ICT resource, be it a website, a video clip, radio program or an online puzzle. Prospective teachers will evaluate resources based on several factors (purposefulness, need, time, cost, presentation quality, instructional value-addition, usability, context, etc.). Due to time constraints, the types of evaluation for technology interventions in education (like IRI programs, interactive video, etc.) is not covered in this unit (for example, formative and summative evaluation, integrative evaluation, etc.)	
Week 15 (2 sessions/2 hours)	**Evaluating ICT tools and resources** (1 week - 2 hours) a. Making decisions on identifying ICT resources: Assessing quality and usability of ICT resources with the help of rubrics b. Assessing quality of websites and other Internet applications, educational games, etc. (Gathering and analyzing information)
Week 16 (2 sessions/2 hours)	a. Review b. Post-assessment

Course Extension Ideas

- Emerging trends (Virtual schools, Online Universities, eTutoring, etc.)
- Assistive Technologies (Case Study – Pakistan Foundation for Blinds; Technologies to assist Special Education)
- Technologies in other domains of education - Life Skills, health education, vocational training, preparing-for-work, etc.)
- Professional Associations online
- Digital Libraries
- Using Wikis and Blogs
- Tools and applications to support distance education (Moodle, Whiteboards, Elluminate, etc.)
- Cell phones in education
- Concept-mapping (MindMap)

Recommended Texts

1. Huang, R. J., Spector, M., & Yang, J. (2019). *Educational technology*. Singapore: PTE Ltd. DOI: https://doi.org/10.1007/978-981-13-6643-7
2. Abdelkaf, H. N. (2018). *Understanding ICT standardization: Principles and practice*. ETSI 2018. Retrieved from https://www.etsi.org/images/files/Education/Understanding_ICT_Standardization_LoResPrint_20190125.pdf

Suggested Readings

1. Panigrahi, M. R. (2016). *Resource book on ICT integrated teacher education*. New Delhi: Commonwealth Educational Media Centre for Asia.
2. Lim C.P., Oakley G. (2013). *Information and communication technologies (ICT) in primary education.* In: TAY L.Y., LIM C.P. (eds) Creating Holistic Technology-Enhanced Learning Experiences. Sense Publishers, Rotterdam. DOI: https://doi.org/10.1007/978-94-6209-086-6_1
3. Joyce, B., Weil, M., Calhoun, E. (2014). *Models of teaching (9th Ed.).* Upper Saddle River NJ: Pearson Education. ISBN 0133749304

RESOURCES

Geography

- Google Earth free download: http://www.google.com/earth/download/ge/agree.html
- Google Earth tutorial: http://earth.google.com/outreach/tutorial_annotate.html
- Google Maps: http://maps.google.com/
- National Geographic Channel: http://maps.google.com/
- Videos – National Geographic: http://video.nationalgeographic.com/video/player/national-geographic-channel/

Science, History, News, etc. - Discovery Channel

- Videos – Discovery Channel
  http://dsc.discovery.com

Mathematics, Physics, etc.

Videos – The Khan Academy
http://www.khanacademy.org/

English:

English Grammar software free download
http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/

GRADING POLICY

A variety of assessments will be used in the course, including mid-term, lesson planning and demonstration, collaborative semester project and final examination.

EDUC-5213 Teaching Practice (Short Term) 3(3+0)

*The Practicum is a 3 credit course. One credit requires three course hours.

Thus, the total number of hours required in the semester for this course is 3 credits x 3 hours x 16 weeks equals 144 hours. It is recommended that Student Teachers spend around 120 hours in the classroom and the rest of the hours will be spent in seminar meetings and working on assignments.

NOTE: Student Teachers are expected to make regular visits to schools throughout their program, starting in the first few weeks of Semester 1.The Semester 3 Developmental Practicum is an extension of these visits and should not be the first time students are at school.

COURSE DESCRIPTION

This course includes two important parts:

a. **A school placement in an elementary school.**
b. **A seminar that meets regularly.**

A. **School Placement:** The developmental practicum experience in Semester 3 provides elementary grade Student Teachers with carefully sequenced and supervised field experiences in all areas of the elementary curriculum. Opportunities to work with children at two different grade levels, one in an upper and one a lower elementary school classroom are provided. As a Student Teacher, you will work with children from a variety of backgrounds, and with different capabilities. Initially you will conduct formal observations and complete a variety of school based assignments, but you are expected to gradually take a more active role, with increased responsibilities in each classroom. During this developmental practicum, you are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have opportunities to employ various classroom management techniques, and a variety of formative and summative evaluation techniques (including authentic assessment).[2] Collaboration with other Student Teachers and professionals in the school setting is encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four Student Teachers are placed in each school. Opportunities for peer coaching as well as coaching by the Cooperating Teacher and College/University Supervisor are provided. You are encouraged to take advantage of any opportunities to interact with parents and to develop skills for communicating with parents under the guidance of the Cooperating Teacher.

[2] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

B. **Seminar**: The seminar which accompanies your fieldwork, will be facilitated by your College/University Supervisor and is designed to link pre-service program content to classroom practice. You will have an opportunity to clarify and revise your teaching goals and your beliefs about a wide range of educational issues. The primary focus of this seminar is the inducting of Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems.

Student Teachers will be expected to complete a variety of seminar assignments during this semester. . Most, but not all, of these assignments will be directly linked in some way to your classroom experiences. For example:

- Present an analysis of your own or a peer's teaching
- Conduct observations focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose

All of the assigned tasks are flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student Teachers will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and College/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.Ed. Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

COURSE OUTLINE

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
    - The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
    - Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
    - Assist the Cooperating Teacher as requested with any tasks such as:
        - Small administrative tasks
        - Helping individual children or small groups of children
    - Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:

- Complete school based assignments which will provide you with tools to use to learn to know more about:
    - Your Cooperating Teacher and his/her educational philosophy;
    - A small group of children or an individual child.
- Complete classroom observations:
    - Small group engagement;
    - Individual child engagement.
- Assist the Cooperating Teacher as requested:
    - Work with children who need extra help;
    - Work with a small group of children to carry out the teacher's plans;
    - Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

- Complete school based assignments:
    - Learn about how your Cooperating Teacher manages their classroom;
    - Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
    - Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
    - Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
    - Continue with all the previous tasks in the classroom;
    - Work with your Cooperating Teacher to co-plan a few lessons;
    - Take over routines such as taking children for recess, taking the register, or reading a story to the class
    - Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

- Complete school based assignments:
    - Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:
    - Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;
    - Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
    - Continue with all the previous tasks in the classroom;
    - Co-teach a few lessons with your Cooperating Teacher.
    - Work with children who need extra help
    - Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.

- Complete school based assignments:
    - Complete any school based assignments that might be outstanding;
    - Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
    - Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
    - Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
    - Plan and teach lesson in at least ONE subject area this week.
    - Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..

- Reflect on your learning this week

Week 6: Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

- Complete school based assignments:
    - Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:
    - If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
    - Plan and teach lesson in at least TWO subject areas this week.
    - Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the Cooperating Teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Developmental Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the Student Teacher, 2) the Cooperating Teacher and 3) the College/College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester (Keep track of these meetings using the Triad Meeting sheet in your handbook):

1. At the beginning when roles and relationships are discussed,
2. At mid-point when performance is discussed;
3. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the College/College/University Supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:
1) His or her activities in the classroom, school and community;
2) Participation in the weekly Practicum Seminar; and
3) Continued reflection and the creation of a developmental portfolio housing the documentation as evidence of professional growth .

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Completing school-based assignments
- Completing school-based observations
- Assisting individual students
- Working with small groups
- Taking responsibility for co-planning and co-teaching
- Assisting the Cooperating Teacher with planning and teaching
- Teaching selected lessons under the Cooperating Teacher's guidance (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.
- Use the Cover Sheet for Formal Observation and prepare all the materials required for Prepare for 6 formal observations (2 by your Cooperating Teacher and 4 by your Supervisor)

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behaviour.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with the Student Teacher and College/University Supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating Teachers may also want to require written plans in addition to those required by the supervisor, for example, for small group instruction.
- Formally and informally observe and provide verbal and written feedback to the Student Teacher on: lesson planning and teaching.
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the College/University Supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE COLLEGE/UNIVERSITY SUPERVISOR

The College/University Supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as

the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Provide feedback on at least 2 lesson plans
- Make at least three one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, Cooperating Teacher, and College/University Supervisor. The focus of these visits will depend on the needs of individual Student Teachers. (When possible, prior to making a supervisory visit, supervisors should meet with Student Teachers to discuss plans, questions, expectations and the like.)
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

EDUC-5214 Classroom Assessment (Foundation) 3(3+0)

COURSE DESCRIPTION

The emphasis in this course is on interactions between instruction, assessment, and learning. Assessment plays a vital role promoting educational activities. Same is the case with educational measurement and evaluation of students' achievement and progress. It is an essential part of teaching learning process and without it all educational process is meaningless. It is because without doing this we cannot judge the degree or extent to which we have been successful in teaching learning process. This course is intended to introduce students with various techniques, instruments, and approaches to measure and evaluate students' achievement in classroom. The goal of the course is to persuade you that integrating assessment activities into lesson plans improves learning. You will practice writing assessment criteria and assessment methods into lesson plans. You will study and critique links between assessment and instruction. This will enable the students to know how to develop relevant educational assessment, describe fundamental aspects on the quality of assessment procedures, evaluate tests and items using statistical and qualitative methods, incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures and use the results of standardized tests to help make decisions about students and educational systems.

COURSE OUTCOMES

After completing this course, you will be able to:

- explain and defend the claim that professional judgment is the essence of classroom assessment
- explain error in assessment, identify potential sources of error, and describe how teachers can compensate for error in assessment
- create classroom scenarios that illustrate links between instruction, assessment, and learning.
- explain the difference between formative and summative assessments
- list the characteristics of constructive written feedback accompanied by an example produced by you on an elementary school student's achievement test
- explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

TEACHING AND LEARNING FRAMEWORK

This course introduces prospective elementary school teachers to two complex practices that characterize effective teaching: 1) constructing a test, using it, scoring it, interpreting the scores, and providing feedback to students: and 2) integrating assessment into lesson plans through establishing criteria for judging if learning objectives have been attained and selecting appropriate assessment tools.

Notions of Assessments are learned through practice, coaching, feedback and reflection in a classroom. Since these are complex teaching practices, rather than expecting you, the student teacher, to practice the finished act you will practice component parts which can be integrated as you achieve proficiency. You will have models to guide you and access to cued practice. Most of this practice can take place in college and university classrooms with peers providing feedback to

each other. The learning framework for the course is guided practice and reflection. You will work in pairs and small groups. Class discussions will aim at identifying indicators of quality in the work done by you and your colleagues.

COURSE OUTLINE

UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT: CONCEPTS AND CONTEXT (3 weeks, 9 hours)

The Unit will begin with begin by pushing you to explore your personal experiences with assessment as a way to orienting you to the broader forms and functions of assessment as a tool that measures, and also facilitates, learning. You will review research that explains the positive role of teacher feedback on learning and also look at assessment in the light of broader curriculum. In exploring concepts of assessment, you will learn how tests may be used formatively or summatively and how they may be checked for reliability and validity. Finally, you will evaluate how a culture of testing differs from a culture of authentic assessment and all that this entails.

By the end of this unit you can expect to:

- Know what research reveals about teacher feedback before, during and after assessment.
- Differentiate between the formative and summative uses of assessment.
- Understand the concepts of validity and reliability as they apply to assessments conducted in the classroom.
- Compare and contrast a culture of testing versus a culture of assessment

Week 1: Overview of course and ideas

Session 1 and 2

- Overview of course
- Revisit Assessment practices in schools in Pakistan
- Personal experience with tests in school
- The distinction between assessment *of* learning and assessment *for* learning

Session 3

- Review of research on the positive effects of continuous assessment
- Possible causes of those effects: motivation; feelings toward self; improved instruction
- Review of research on the effects of a teacher's feedback on learning

Week 2: Assessment concepts and underpinnings

Session 1

- Curriculum: goals, objectives, standards, targets
- Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

Session 2

- Formative and summative Assessments
- Distinguishing between the two through real examples

Session 3

- Assessments concepts: The relationship between reliability and validity

Week 3: Cultures of testing and assessment

Session 1

- Shift from a culture of testing in schools to a culture of assessment

Session 2

- Assessment practices and policies in elementary schools in Pakistan

Session 3

- How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING
(5 Weeks/ 15 hours)

This unit will give you the chance to develop a valid and reliable test based on 4 to 6 lesson units in a subject of their choice. You will work with peers, either in pairs or triads, developing lessons that incorporate assessment. These assessment tasks can be a combination of Selected-Response items (multiple choice, true-false and matching) and Constructed-Response items (completion and short-answer). The test will have to be balanced not only among these types of test items but also across the mental demands of knowing, understanding and reasoning. You will have a chance to practice each step in test construction, using models to guide you (a model learning unit, model table of test specifications, and model test).

By the end of this unit, you will be able to:

- Describe both objective and subjective item types used in assessment.
- Write Selected-Response and Constructed-Response test items following the rules and produce good examples of those test items.
- Prepare a test specification table showing proportional representation among content topics and among different mental demands.
- Prove that test items map onto lesson objectives.
- Compile items into a test in accordance with the distribution on the table of text specifications.
- Write clear instructions for a test.

Week 4: Constructing the Unit upon which the test will be based

This week you will work with your partner(s) to construct the 4 to 6 lessons unit upon which your test will be based. Between Sessions 1 & 2 write the learning objectives for your content outline. Again, check the National Curriculum and textbook to be sure your objectives are consistent with these sources.

Session 1

- Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)
- Outline the content for your unit with your partner(s)

- Check your content outline with the National Curriculum content for your subject, topic and grade level

Session 2

- Write the first lesson for your unit with your partners

Session 3

- Groups exchange their unit , read each other's lessons and give feedback

- Write lessons 2 and 3 for your unit.

Week 5: Principles and rules for writing Selected-Response and Constructed-Response objective test questions

Session 1

- Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

Session 2

- Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)

Session 3

- Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

Week 6: Assembling your test

Session 1

- Writing and constructing answers to sentence completion and short answer questions

Session 2

- Writing and constructing answers to true-false, alternate-choice and matching questions

Session 3

- Writing and constructing answers to multiple questions
- Writing directions for the test

Week 7: Assembling your test

Session 1

- Building a Table of Specifications I

Session 2

- Finishing a Table of Specifications II

Session 3

- Checking for balance in the coverage of learning objectives
- Determining the length of the test

Week 8: Essays - One way to assess complex learning and achievement

Session 1

- Forms and uses of essay questions
- Restricted-Response essay questions
- Extended-Response essay questions

Session 2

- Scoring rubrics for Restricted and Extended-Response essays

Session 3

- Advantages and limitations of essays
- Suggestions for constructing essays

Week 9: Making sense of the test items

By now you and you and your partner(s) will have gained enough experience on how to write a good test and connect it with SLO's. You can now analyze the type of test items that you see in textbooks for the same unit or a teacher made test.

Session 1

- Item analysis of the test.
- Report on the results of the item analysis
- Decide which items to eliminate/improve.

Session 2 and 3

- Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS (3 weeks, 9 hours)

You have been in school for 13 years, at least. During those years you were given feedback about your academic performance but you may not be fully aware of the influence that feedback had on your attitude and motivation toward learning and your feelings about yourself as a student. This unit will introduce you to the importance of feedback and the types of feedback that have the most positive effects on learning and motivation. Motivation has been included in two previous courses you have taken, i.e. *Methods of Teaching* and *Classroom Management*. This unit will reinforce what you already know about motivation while showing you the critical role that teacher feedback plays in this.

Feedback is a term that educators borrowed from biologists and electrical engineers. Used by teachers, feedback means giving information to a student in response to an action on the part of the student. You will learn in this unit there is more than one type of feedback. To be useful to a student, feedback must make him or her think.

In this unit you will work with partner(s) on the test you created in the previous unit, share it with a cooperating teacher in a school and with his/her support, administer it to a group of students. You will provide two or three rounds of feedback to students based on their performance in this test and evaluate the effects that your feedback had on their next performance.

Unit Outcomes

By the end of this unit you will:

- Know what makes feedback particularly effective.
- Be able to provide feedback that enables learning.
- Appreciate parents' need for information about their child's performance on tests and other assessments and give it to them effectively.

Week 10: Characteristics of effective and ineffective feedback

Session 1

- What is feedback?
- What are some ways in which teachers provide conscious and unconscious feedback to students? How might these affect learning?
- Conclusions from research on feedback in the classroom

Session 2

- Characteristics of effective feedback
- Consequences for students from effective feedback on assessments
- Examples of effective feedback
- Characteristics of ineffective feedback
- Examples of ineffective feedback

Session 3

- Guidelines for writing effective feedback
- Ways to avoid ineffective feedback statements
- The role of feedback in increasing students' learning and confidence

Develop a mock conference with a student in which you provide feedback on his/her recent assignment. Peers will critique each others' feedback strategy.

Week 11: Sharing assessment results with others

Session 1

- How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home
- Develop a mock parent teacher conference, keeping cultural considerations in mind.
- Role-play various parent teacher conference scenarios

Session 2 and 3
Develop a mock teacher student session following points to be considered

- Sharing assessment results with students
- Integrate test performance with classroom performance.
- Develop some feedback statements that you would give students on their assignments

Week 12: Practice - Feedback to students and assessment results to parents
This week follows the practical administering of a test to students in a lab school. Bring the test results including transcripts of any oral or written feedback you provided.

Session 1
- Half the class presents their feedback.
- Members of the class critique the feedback presentations

Session 2
- The other half of the class presents their feedback.
- Members of the class critique the feedback presentations

Session 3
- Feedback Framework: Medal, Mission and Goals
- review the feedback received in different courses against this framework

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS (4 weeks/12 hours)
Teachers are assessing their students all the time but such assessment is often neither systematic nor recorded and the teacher may or may not remember what s/he learned about a particular student or a group of students. In this unit alternate forms of assessment will be discussed, you will receive information about the variety of assessment tasks that are available to you in addition to tests. At the end of the Unit your will review your understanding of assessment and how this course has helped you in constructing new knowledge regarding assessment. You will further enhance your knowledge of assessment testing and evaluation when you will study a second course ion Year 3 of the 4 year B.Ed. Hons.

Week 13 Informal Performance Assessment
- Anecdotes in teacher journals.
- Homework
- Written work produced in class
- Informal behavioral observation with check lists and rating scales
- Class discussions.
- Academic Tasks (Running Oral Reading Records, for example)

Weeks 14 Restricted and Extended Performance Assessment
- Essays, Experiments, Projects, Demonstrations, Performances
- The Best Apple: an example of a Restricted Performance Assessment
- The Green Bean Race: an example of an Extended Performance
- Rubrics
- Learning objectives for Performance Assessments
- Strengths and weaknesses of Performance Assessments

Weeks 15 Portfolios

- Purpose of Portfolio Assessment
- Supply content
- Evaluation of Structure
- Evaluation of Content
- Illustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Week 16 Review

- You know more about assessment now than you knew 15 weeks ago when you had the discussion about a shift from a culture of testing in schools to a culture of assessment. Go back to that discussion now. Do you believe such a cultural shift can take place in classrooms in Pakistan? How?
- Though the topic was not covered in this course, there is some evidence that students earn higher scores on a test if they write test questions and answer them before taking the test prepared by the teacher. This is a good course in which to try this out. See if you can devise an assessment task for the course that you are taking and share it with your professor.

Practice Exercises

This course was developed around a series paper and pencil exercises designed to help you acquire the knowledge and skill to conduct classroom assessment. We recommend to your teachers that you do these exercises in class. We also recommend that you exchange with partners and use your partner's work to practice giving constructive feedback.

Appendix A of the instructor's guide for this course contains a set of materials (learning objectives for a unit on the solar system; the 8 lesson unit; a table of specifications for the test; an answer key; and a spread sheet with 32 students' answers keyed to whether the answer was correct or incorrect.) You will be given a copy of these materials when you receive this syllabus. You will use these materials throughout the semester to learn about relationships between assessment and instruction as well as the process of test construction. The materials were developed for this course by two teachers.

Course Assignments

Assignments will be listed on a separate handout. These assignments will count toward your grade.

Examples of assignments are:

- Interviews with school officials about assessment practices at the district and provincial levels
- Designing alternate assessments to those in students textbooks
- An information sheet for parents explaining the difference between formative and summative assessment
- Creation and administration of a test
- Providing informative feedback to students on the test they have taken that you developed

- Creating formative assessments for lessons in the unit you developed and used to create a summative assessment

Grading Policy

The university and its affiliated colleges will determine the course grading policy which will be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by course work carried out by students preparing to be teachers. Course work may include assignments completed in schools

Recommended Texts

1. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2018). *Assessment for learning: Putting it into practice.* Berkshire, UK: Open University Press.

Suggested Readings

1. McMillan, J. H. (2016). *Classroom assessment: Principles and practice for effective standards-based instruction (5th Ed).* Boston: Pearson.
2. Broich , G. and Kubiszun , T. (2003).*Education testing & measurement* . Singapore: John Wiley and Sons.
3. Miller, M.D., Linn, R.L., & Gronlund, N.E. (2015). *Measurement and assessment in teaching (10th Ed).* Upper Saddle River, NJ: Pearson.
4. Arends, R. I. (2004). *Learning to teach.* Boston: McGraw Hill.

EDUC-5215 Teaching of English (Professional) 3(3+0)

COURSE DESCRIPTION

The course aims to be comprehensive in its coverage and depth so that, on its completion, participants will have gained both a theoretical understanding of the basic principles of Second Language Acquisition and the practical knowledge of how to apply these principles effectively in the language classroom. The course focuses on ways of teaching young learners the four skills of listening, reading, speaking and writing to enable them to reach a basic level of communicative competence in both spoken and written English. In addition to learning how to teach and integrate the four skills in an interactive, learner-centered manner, participants will gain an understanding of how grammar awareness raising and vocabulary acquisition can be incorporated into a communicative teaching approach. Finally, student teachers will learn how to design and develop their own teaching materials and activities, and how to assess and test their students' language proficiency and progress. By the end of the course, student teachers should be in a position to select the methods, strategies and techniques which are most relevant and appropriate for teaching their students to communicate successfully in speech and writing.

COURSE OUTCOMES

On completing the course, student teachers are expected to:

a. have gained a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-lingualism, the natural approach, communicative language teaching.

b. be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.

c. be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.

d. be able to assess their students' language performance and progress using their own self-designed assessment procedures.

e. know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach.

f. be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

LEARNING AND TEACHING APPROACHES

The communicative approach to language learning and teaching (CLT) has as its goal the acquisition of communicative competence by second language learners, and proposes a communicative syllabus and methodology as the way to achieve this goal. Since its inception in the 1980s, CLT has continued to evolve and develop, and current communicative language teaching theory and practice now draw on a number of different educational traditions and methods. As a result of this blend of teaching practices, CLT today refers not to a strict methodology but to a set of generally agreed principles that can be applied in various ways depending upon the cultural context, the level and age of the learners, and the proposed learning outcomes. This course, *Teaching English*, aims to equip prospective teachers with the effective methods and strategies they can use to help their students attain a basic level of communicative competence in English. Some traditional methods such as jazz chants and grammar consciousness-raising will be introduced to the participants as well as more authentic CLT-based methods such as task-based learning and problem solving. By the end of the course, student teachers should be in a position to select the methods, strategies and techniques which are most relevant and appropriate for teaching their students to communicate successfully in speech and writing.

COURSE OUTLINE FOR THE COURSE (6 units / 16 weeks)

Unit One: Introduction to Second Language Acquisition (2 weeks / 6 hours)
This unit will cover the first six sessions (two weeks) of the course. The objective is to give the course participants the background they will need for understanding how human beings acquire languages and the most influential ESL teaching methods and approaches that have been used in recent years.

Week One

Week 1	Introduction to the Course *Teaching English* Introduction to Unit One and Initial Activity: Exploring course participants' views of how languages are learned. What do people need to know to speak a foreign language well? Four influential ESL approaches The Grammar-Translation method and its limitations Behaviourism and the Audio-Lingual Method The Natural Approach
Week 2	The Interactionist Approach Practical teaching activities using the Interactionist Approach Criticism of the Interactionist Approach A quiz to review the four approaches to SLA Implications of the Post-Methods Era Factors Affecting Second Language Learning: Investigating learner differences and learning styles What is Communicative Language Teaching (CLT)?

Unit Two: Receptive Skills (Listening & Reading) (4 weeks / 12 hours)

Listening
The listening component of this unit will show the course participants ways of helping young learners to improve their listening skills by offering them a combination of extensive and intensive learning material. This component will also outline the different types of listening activities that have been used in the communicative classroom (including pre-, mid- and post-listening activities). In addition, it will highlight some of the problems learners face in real-life listening and suggest ways of overcoming these problems.

Reading
The reading component of this unit will begin by making the course participants more aware of what is involved in the reading process in the beginning stages (e.g. perceiving and decoding letters in order to read words, gathering meaning from the words in a written text, etc.). It will then go on to examine how teachers can help learners to develop their reading skills so that they are able to deal with more complex texts and become efficient readers who get genuine pleasure out of reading.

Week 3 **Listening**	□ What are listening skills? □ Listening as a skill: some listening theories □ How do children learn to listen? □ Some suggestions for classroom listening □ What does real-life listening involve? □ Extensive and Intensive Listening
Week 4 **Listening**	□ Techniques and Activities for Teaching Listening Skills communicatively in the classroom □ Pre-Listening, While-Listening, and Post-Listening activities □ Designing effective listening materials and activities for the language classroom □ Practical microteaching of **listening** skills in the classroom
Week 5 **Reading**	□ What is reading? □ What is the purpose of reading inside and outside the classroom? □ The power of reading □ Reading comprehension skills □ Some suggestions for reading activities □ Factors affecting learning to read in a second language □ The role of the teacher in extensive and intensive reading
Week 6 **Reading**	□ Techniques and activities for teaching reading communicatively □ Pre-Reading, While-Reading, and Post-Reading activities □ Designing and developing effective reading activities for the language classroom □ Practical microteaching of **reading** skills in the classroom

Unit Three: Productive Skills - Speaking and Writing (4 weeks / 12 hours)

Speaking
The aim of this component of the unit is to present student teachers with a principled approach to the teaching of speaking skills so that their students can develop a basic level of communicative competence in English. The unit outlines different types of tasks and activities that can be used by the teacher to help young learners develop fluency and accuracy in their speech.

Writing
This component of the unit will examine some of the approaches to writing that have been used in ESL teaching (controlled writing, guided writing, genre-based writing, the product approach, the process approach) and outline practical activities and tasks that can be used to help young learners develop their writing skills.

Week 7 Speaking	What are Speaking Skills? Helping learners to improve their pronunciation through the use of simple exercises and tasks How to introduce learners to the sound system of English – Use of varied drills Ways of helping learners to improve their pronunciation through practical classroom exercises (jazz chants, songs, rhymes, etc.) Teaching Basic Communication Strategies – relating functions to appropriate language forms
Week 8 Speaking	Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I o Using songs to encourage speaking o Asking and Answering simple questions o A discussion game 'Shipwrecked' Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom II o Using pictures in a speaking exercise o Using a story for acting and developing speaking Assessing CLT activities – a questionnaire Practical microteaching of speaking skills in the classroom and evaluation
Week 9 Writing	Key concepts in teaching second language writing : controlled writing, guided writing, genre-based writing, the product approach, the process approach Types of writing tasks that have been used effectively in Communicative Language Teaching Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.

Week 10 Writing	• How to help students by giving them language scaffolding • Giving useful feedback to learners on their writing. • Designing writing materials and activities for the language classroom • Practical microteaching of writing skills by groups in the classroom and evaluation of the presentations

Unit Four: **Teaching Grammar Communicatively** (2 weeks / 6 hours)

This unit is intended to show course participants how they can teach grammar in a creative, entertaining and communicative manner to help learners improve both their fluency and accuracy in speech and writing. It begins by reviewing some basic grammatical structures in English (such as subject-verb agreement, formation of questions and negatives, etc.) so that student teachers have a clear understanding of how to form and use these structures accurately themselves before they go on to teach this basic grammar to their young students. The unit then suggests ways of presenting grammar in a fun, enjoyable and meaningful way to children.

Week 11	A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences. Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors. The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers
Week Twelve	What is a communicative approach to teaching grammar? Teaching techniques and activities to support communicative-based grammar learning Designing and evaluating communicative grammar materials for the language classroom Preparation by student teachers of their own activities for teaching grammar Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.

Unit Five: Teaching Vocabulary Effectively (2 weeks / 6 hours)
One aim of this unit is to show the course participants how vocabulary can be divided into function words vs. lexical words, and high frequency words vs. low frequency words. The main focus of the unit, however, is to give student teachers some practical ideas for designing their own activities and tasks for vocabulary teaching/learning.

Week 13	□ Function words vs. lexical words □ High frequency vs. low frequency words □ Discussion of which English words young learners will need to know to be able to speak and write at a basic level. How should these items be presented to the learners? □ Student teachers do web searches to choose 50 words they would like to teach to their students. Discussion in class on how and why the 50 words were selected. □ Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?
Week 14	□ Practical activities for teaching and reviewing vocabulary □ Evaluating vocabulary activities □ Student teachers prepare 15-minute vocabulary teaching activities in groups □ Micro-teaching by the student teachers in groups of the activities prepared in the previous session

Unit Six: Assessing Language Performance (2 weeks / 6 hours)

This unit introduces the participants to some key concepts in assessment theory and to some practical ways of testing the language skills of young learners. It also outlines the kinds of tests the prospective teachers can develop themselves in order to measure how successfully their course learning objectives have been achieved.

Week 15	□ Some basic principles and key concepts in assessment □ Basic principles for assessing children's language learning □ Why do we test students? □ Tips and special considerations for Testing Young Learners □ Conflicts between classroom learning and classroom testing and ways of reducing these conflicts □ Ways of Marking Language Tests and Giving Feedback □ Designing Language Tests for Young Learners
Week 16	□ Samples of test types that can be used to test young learners □ In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation □ Micro-teaching in groups and evaluation of the testing materials by the class

Recommended Texts

1. Goh, C. M. (2017) *Teaching speaking in the language classroom*. Singapore: SEAMEO-RELC.

Suggested Readings

1. Cameron, L. (2015) *Teaching languages to young learners*. Cambridge: CUP.
2. Richards, J.C. (2015) *Communicative language teaching today*. Singapore: RELC.
3. Swan, M. (2005) Practical English sage. Oxford: OUP.

COURSE ASSIGNMENTS AND GRADING POLICY

Course participants will be required to submit one short assignment and take a short quiz after completing each unit of the course. Details of these assignments and tests will be shared by the course instructor. It is suggested that course work count for at least 50% of the final grade. In addition to course work, there will be mid and end-of-semester examinations.

EDUC-5216 Teaching of Mathematics (Professional) 3(3+0)

COURSE DESCRIPTION

Prospective teachers will become familiar with Pakistan's National Mathematics Curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan mathematics lessons and activities, and engage in practice teaching of math. This course will equip prospective teachers with knowledge and skills to teach math to grades I through VIII. They will become familiar with the math curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan math lessons and activities and practice teaching math with peers. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials like AV-adis. They will also understand the concept and need of Mathematics Laboratory and its essentials and use in teaching of mathematics.

COURSE OBJECTIVES

Students will:

- Deepen their understanding of key mathematical concepts in Pakistan's 1-8 National Mathematics Curriculum.
- Identify and assess areas of youngster's understanding and misconception to inform their teaching practices.
- Acquire the pedagogical skills and competencies required to teach Pakistan's 1-8 National Mathematics Curriculum.
- Describe the nature, history, and development of grade 1-8 mathematics education both in Pakistan and internationally.

Course Structure

Each three-session week will focus on three aspects of Math education: Mathematical Content, Learning the Math Content, and Teaching the Math Content. These will be combined to form an integrated instructional model that addresses the above learning outcomes.

4. **Mathematics Content:** The first session of the week will begin working on at least one math problem. Prospective teachers will engage in solving and discussing the problem and sharing approaches and solutions. The content will be developed so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units of the National Curriculum: Number & Operations, Algebra & Algebraic Thinking, Geometry & Geometric Measurement, and Information Handling.

5. **Learning & Pedagogy:** The week will continue with an emphasis on children's learning and teachers' instructional practices. Class participants will continue to do mathematics in order to experience approaches to teaching and learning that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem (and in some instances more than one correct answer). The instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further: by themselves, with their classmates, or in local schools.

The course will examine how children learn and develop mathematical understanding and skills and how the way children think should influence the teaching of mathematics in the primary, elementary, and middle grades.

6. **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers' content knowledge so that they learn more about teaching math. Assignments will take many forms including independently solving math problems and school-based tasks.

In summary, the Teaching Mathematics is a comprehensive effort so that pre-service teachers will:

1. Build and deepen their math content knowledge
2. Study ways in which young students learn mathematics
3. Learn about and use high-quality instructional practice

COURSE OUTLINE

Week #	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 1			
1	□ Prime & Composite Numbers □ Factors & Multiples	• Anticipated Student Misconceptions	• Setting Goals for: ○ The Program ○ Teaching ○ Learning
2	□ Division of Whole Numbers	• Emergent Mathematical Thinking	• Lesson Design Model ○ Launch ○ Explore ○ Summarize
3	□ Greatest Common Factor □ Least Common Multiple □ Prime Factorization	• The Value of Student Errors	• Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking
Unit 2			
4	□ Operations with Fractions (1)	• Learning Mathematics with Manipulatives & Visual Aids	• Using Application Problems to Develop Algorithms
5	□ Operations with Fractions (2)	• Mathematical Problem Solving Strategies	• Physical Set-up of a Student-Centered Classroom
6	□ Fractions-Decimals-Percents	• Mathematical Discourse: Learning by Talking	• Designing & Managing Cooperative Group Work
7	□ Pie Charts	• Seeing Connections between Units of the National Curriculum	• Timing of Lessons, Pacing of Units

Unit 3			
8	Geometric Ratios	• Cognitive Demand of Mathematical Tasks	• Selecting Worthwhile Mathematical Tasks
9	Rates & Linear Functions	• The Balance Between Concepts & Skills, The Role of Drill & Practice	• Bloom's Taxonomy of Learning applied to Mathematics
10	Systems of Linear Equations	• Multiple Representations for a Single Mathematical Idea	• Comparing Models of Teaching ○ Deductive-Analytic ○ Inductive-Synthetic
11	Symmetry	• Mathematical Learning Styles and Modalities, Mathematics & Multiple Intelligence Theory	• Comparing Models of Teaching ○ Heuristic ○ Interactive ○ Hands-on
12	Volume & Surface Area	• Learning Mathematics by Writing	• Comparing Models of Teaching ○ Problem-based Learning ○ Project-based Learning
13	Measurement & Precision	• Precision in Mathematical Vocabulary and Syntax	• Differentiating Assignments

Unit 4			
14	Data: Estimation & Large Numbers	• Learning Mathematics with Available Technology	• Differentiating Assessments
15	• Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education		
16	• Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education		

Recommended Texts

1. *Basserear, T. (2017). Mathematics for elementary school teachers.* Belmont, CA: Brooks/ Cole

Suggested Readings

1. Haylock, D. (2016). *Mathematics explained for primary teachers*, 4th ed. Thousand Oaks, CA: SAGE Publications.
2. Thong, H.S. and Hong, K.N. (2015). *New additional mathematics (for O' level).* Karachi: paramount publishing Enterprise.

3. Bennett–Jr., A.B. and Nelson. L.T. (2014). *Mathematics for elementary teachers: A conceptual approach. (6th Ed.)*. Boston: McGrew-Hill.

These resources provide additional information about math education and the mathematical topics addressed during the course.

NCTM *Illuminations*: http://illuminations.nctm.org/

New Zealand's Maths Currriculum: http://nzmaths.co.nz/

UK's N-Rich Maths site: http://nrich.maths.org/public/

How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:
http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf

Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.

Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

EDUC-5217 School, Community and Teacher 3(2+1)

COURSE DESCRIPTION

The purpose of this course is to provide prospective teachers with a strong foundation for understanding the relationship between and among teachers, the school and the families and community that support the school. Basic conceptualizations of institutions that educate and the role of the teacher in relating to these institutions will be considered. Students will also explore how cultural, social, and historical forces have shaped understanding of the relationship teachers have with schools, communities and families in Pakistan. The course will explore the social context of schooling, examining how the work of teachers is nested within school and community. It will provide orientation to the process of socialization in schools and how social factors affect education. Practical application of the course will be emphasized as students explore the teaching and learning within both school and community. They will identify strategies, practices, and relationships that have proven fruitful within the contexts with which they are familiar and learn how to identify and respond to challenges in school, community and teacher relationships. Students will identify how culture, gender, special needs, equity and equality and collaborative working conditions affect the school and community.

COURSE OUTCOMES

Prospective teachers will be able to:

- Analyze and describe relationships between teachers, the school and the families and community that support the school.
- Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.
- Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.
- List the social factors affecting education and how it can support the development of education in the country in general and community in particular.
- Explain his/her role as a role model for their students in school and in the community in general.

LEARNING AND TEACHING APPROACHES

The teaching and learning in this course is based on the principles of reflective practice, participatory process, and on critical analysis. Short introductory presentations will be made by the instructor and/or invited guests, but much of the class time will be spent in discussion and in group activities; such as role play, presentations, aimed at consolidating understandings and exploring issues in more depth.

Students will be provided course reading pack and they will be directed to certain readings including on-line materials. As ready-made material on topics relevant to the course context; i.e., Pakistani schools and communities, may not be presently available, the students will also be expected to generate their own readings to share with others. As all students will come to this

course having attended high schools they will be expected to reflect on their own experiences of school life especially their roles and relationships as students. Against this familiar backdrop of their student life they will be expected to project their unfamiliar role as a teacher in both social and professional context.

COURSE OUTLINE

Unit 1: Society, Community and Education

One of the basic purposes of the course is to understand the nested relationships between school and community and how to capitalize on these relationships for enhancing student achievement. The prospective teachers need to be introduced to the basic building blocks of these institutions in order to understand the nature of interaction between and among these institutions.

Week 1:	Introduction and overview of the course Introduction of society, community and education Structures and Functions of community and schools in Pakistan
Week 2:	Impact of education on Society Role of education in strengthening Pakistani communities Review of Unit 1

These apparently general topics will be grounded in the personal experiences of the prospective teachers. Prospective teachers will be asked to draw on examples from their own regions of birth/ residence. This will help in identifying the social factors affecting education. It will also bring out the contextual role of schools in supporting the development of education in the country in general and community in particular.

Unit 2: Understanding Social Interaction in Schools and Communities

It is important for the prospective teachers to understand group dynamics to be able to appreciate the nature of the nested relationships between school and community for enhancing student achievement. This theme will expose students to the theoretical bases and practical importance of communication and interaction between and among stakeholders.

Week 1:	Meaning of Social Interaction and socialization Levels of social interaction Elements of social interaction o Social contacts o Communication o Social attitudes and values
Week 2:	Types of social Interaction o Cooperation o Competition o Conflict

	○ Accommodation ○ Assimilation • Meaning/types of social Groups • Individual / group behavior •
Week 3:	• Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities. • Review of Unit 2

Prospective teachers and Instructor/s will be invited to bring in local/ regional examples of working harmoniously with different stakeholders in a diverse cultural, traditional and religious landscape. The unit will highlight the importance of teachers being able to assess the learning needs of their students in school as well as in their community.

Unit 3: School and Culture

This theme is meant to expose prospective teachers to the concepts of culture 'within' school and 'outside' school (in the community) and the interaction of these two cultures as they impact the relationships between and among stakeholders. The students will be able to identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities. The major topics to be covered under this theme could include the following:

Week 6:	• Main characteristics of culture • Elementary concepts of culture ○ Cultural trait ○ Cultural complex ○ Cultural pattern ○ Cultural lag • Cultural diversity
Week 7:	• Culture and cultural elements of Pakistani communities • Role of education and school in protection and transmission of culture
Week 8:	• Impact of media on school and culture • Impact of technology on school and culture • Review of Unit 3

Opportunity will be provided to revisit earlier concepts (from themes 1 & 2) to intertwine, for instance, structures of schools and communities where patterns of social interactions can create competitive or cooperative and accommodating climate in schools for marginalized groups. Similarly gender issues and the culture of inclusion/exclusion will also be considered while discussing structures of both school and community and emphasizing the role of schools in creating cultural change. The prospective teacher's role as a role model for their students in school and in the community in general will be highlighted.

Unit 4: Relationships between School and Community

This theme is important for re-conceptualising the place of school in relation to community. Prospective teachers need to understand the multi-dimensional identity of school as a social institution which is more than just a place for learning three basic Rs-reading, writing and

arithmetic.

Week 9:	School as a social, cultural and Community Institution o Effects of school on communities o Effects of communities on school
Week 10:	School as a hub for community services A critical analysis of effective role of school and teachers in Pakistani communities Review of Unit 4

Discussion will be grounded in students own experiences of schools and their observations of communities. Students can contribute case studies as discussion material for this unit.

Unit 5: Social Institutions

This unit is important for grounding the theoretical and practical aspects of social institutions into local realities which students are familiar with. Students will be exposed to the interrelated and interdependent nature of the beliefs and practices that tie schools, families and religious institutions.

Week 11:	Definition and Types of social institutions The family Educational Institutions Religious institutions
Week 12:	Critical analysis of the role of Social Institutions in Pakistani school. Review of Unit 5

Discussion will be grounded in students own experiences of their daily lives.
The unit may be covered in 1.5 weeks

Unit 6: Teacher's Role in School and Community

This is the most important unit of this course where students will identify pre-requisites for promoting collaborative working conditions in order to promote a culture of inclusion in schools as well as community. Through conceptualizing their own role as change agent they will be able to recognize and identify how culture, gender, special needs, equity and equality issues affect the school and community.

Week 13:	Teacher as an integral part of community Teacher as a change agent in o Community o School
Week 14:	Teacher as role models through their participation in community activities Effects of teachers and schools on individual and group behavior Review of Unit 6

Students will be invited to consider future aspirations while at the same time grounding their discussion in experience of school life, especially their recollections of 'good' teachers or their role models.

Unit 7: Working Context of Pakistani Teacher

The focus of this unit will be on the non-traditional roles of Pakistani teachers within their real working context.

Week 15:	Teacher as a social activist Teacher's leadership roles within and outside schools.
Week 16:	Teacher's role in establishing linkage among stakeholders. Review of Unit 7

The instructors of this theme need to distinguish traditional roles of teachers (within the classroom only) from non-traditional roles that go beyond the classroom, e.g., teacher as a community mobilizer, or social activist as well as the formal and informal leadership roles that teachers could perform.

Unit 8: Practical Experience

The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor**.**

Recommended Texts

1. Marshall, L & Rowland, F. (2019). *A guide to learning independently, (4th Ed.).*French Forest, NSW: Pearson Longman

Suggested Readings

1. Bashiruddin, A. & Retallick, J, (eds), (2018). *Becoming teacher educators* Institute of Educational Development, Karachi: Aga Khan University.
2. Shaaban, M. & Qureshi, R. (2017). *Teacher leaders: Experiences of Pakistani teachers in leading school improvement activities*. Quality in Education: Teaching and Leadership in Challenging Times. Vol. 2, 558.

COURSE ASSIGNMENTS

Details of assignments will be listed on a separate handout to be provided by your instructor at the beginning of the course. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. IT is recommended that at least 50% of the course grade be determined by course work.

EDUC-5218 Teaching of Social Studies (Professional) 2(2+0)

COURSE DESCRIPTION

This course will acquaint teachers with an understanding of the key concepts of the various disciplines comprising the Social Studies. This will broaden their understanding of recurring social issues; help them to understand the controversies (current and persistent local, national and global issues). This will help promote students' growth as individuals and as citizens of Pakistan and of an increasingly interdependent world. This course will encourage prospective teachers to further develop their instructional repertoire and assessment practices in order to improve the teaching and assessment of concepts, skills, values and social actions. This course will prepare prospective teachers to provide for their students' activity-rich opportunities for inquiry, cooperative learning, discussion, role play, etc. It will equip prospective teachers with strategies to deal with controversial issues in their classrooms. Hence, this course combines content with different teaching strategies to make the teaching and learning of social studies a valuable and interesting educational experience for both teachers and students.

COURSE OUTCOMES

Students will be able to:

- Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship
- Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases
- Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice
- Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills

LEARNING AND TEACHING APPROACHES

The course combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments. The use of a variety of teaching strategies, like active/effective lecturing, discussion, role play, and cooperative learning not only help in the development of a number of skills and values but also facilitates the learning of students with different interests, abilities and styles of learning. It also helps prospective teachers to develop and/or expand their repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes. A variety of skills are also embedded throughout meaningful social studies lessons.

This course is made more meaningful and challenging for prospective teachers through the use of strategies and activities that:

- Engage students
- Facilitate them to connect what they are learning to their prior knowledge and to current issues
- Encourage them to inquire
- Provide them the opportunities to think critically and creatively about what they are learning, and to apply that learning to authentic situations

The old adage "if all you have is a hammer, everything looks like a nail" is equally true of teaching strategies. If the only classroom teaching strategy one knows is traditional lecturing, that's the teaching tool that one is likely to use for all classroom situations. If, on the other hand, a teacher has more tools in his/her toolbox, then he/she will have the opportunity to choose the most appropriate tool for the task at hand. In this course, prospective teachers will explore various teaching strategies in which most students are active rather than passive in the classroom and in which the focus is less on the teacher presenting and more on the student learning.

COURSE OUTLINE

Unit 1: Citizenship and Human Rights Education

This unit will introduce prospective teachers to the concept of Citizenship education and equip them with pedagogical strategies and skills required to educate for informed, responsible and active democratic citizenship. It will also help them to understand the concept of Human Rights.

Unit Outcomes
By the end of this unit the students will be able to:

- Define Citizenship and describe its key concepts
- Understand and appreciate the kind of behaviors necessary for the functioning and maintenance of a democratic society
- Become familiar with the use of active learning pedagogies such as role play, debate discussion, group work and presentations in their classrooms
- develop and demonstrate the skills to teach controversial issues in their classrooms
- discuss how different subject areas can be used for engaging with Citizenship ideas
- understand and explain the concept of Human Rights
- Develop a respect for human rights including those of individuals and of minorities
- Recognize the value of reviewing their own practice
- Reflect on their practice, using evidence from classroom, other research and through dialogue with colleagues

Week 1	Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship • Key Concepts of Citizenship education • Controversial Issues—What, Why and How to teach them
Week 2	Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues • Links with other subject areas • Citizenship rights

Week 3	The Evolution of the concept of Human Rights • Rights and Responsibilities, Defining Human Rights • Civil, Political, Social, Economic and Cultural Rights
Week 4	Women's rights, Children's rights, Interdependence • Human dignity, Justice, Equality, Freedom, • Universality, Indivisibility—Are human rights universal? • Reflection and Review

Unit 2: History - People, Past Events and Societies

Through the study of time, continuity and change, this unit enables students to recognize and evaluate different perspectives and biases in historical writing. Capacities like critical thinking, issue analysis and an examination of perspectives are developed in prospective teachers to enable them to improve the teaching and learning of History.

Unit Outcomes
By the end of this unit the students will be able to:

- develop an understanding of the reasons for teaching and learning history and of the relationships between past and the present
- develop an awareness of the ways in which we learn about the past, and the methods and tools of the historian
- understand the meaning of Time and Chronology and the reasons for Change and Continuity
- analyze the sometimes complex cause-and-effect relationships, and multiple perspectives of ideas and events, also recognizing the effects of the 'accidental' and 'irrational' on history
- recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
- discuss how history can be used as a vehicle for processes, knowledge and understanding of Citizenship education

Week 5	Definition, Rationale and Methods of History • Key concepts: Time and Chronology • Change and Continuity
Week 6	Cause and Effect • Multiple causation • Multiple perspectives, Interpretation of history • Reflection and Review

Unit 3: Geography - People, Place and Environment

This unit examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The skills required for teaching and learning geography are also included in this unit.

Unit Outcomes

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

- explain human and environmental interaction
- compare world regions and their historical, cultural, economic and political characteristics
- evaluate various perspectives on any issue

Week 7	Definition and Rationale for teaching and learning Geography Key Concepts/Themes of Geography: Location, Place, Human-environmental Interactions, Movement, Regions Skills required for teaching and learning Geography
Week 8	Global Warming—exploring the issue • Global Warming—a myth or reality? • Controversy about the theory of, and responses to Global Warming • Reflection and Review

Unit 4 Culture and Diversity

This unit gives the teachers an understanding of culture, diversity, and world view— the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. It also includes an understanding of the interdependent relationship among individuals, societies and the environment –locally, nationally, and globally—and the implications for a sustainable future. Peace concepts, the skills and dispositions for prevention, management and resolution of conflict to build more peaceful societies are also included in this unit.

Unit Outcomes

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

- understand the concept of culture and how it is transmitted
- develop an appreciation for the rich complexity of a society's culture and an understanding of how the parts of a culture interrelate
- recognize the special strategies required to allow the different elements within a pluralistic society to live together amicably
- recognize and appreciate the multicultural and multiethnic dimensions of a society and the contributions made by various groups
- appreciate the similarities and differences that exist among societies of different times and places
- develop an understanding and appreciation for the rational and peaceful resolution of conflicts and settlement of disputes

Week 9	Rationale for the study of Culture • The Dynamic Nature of Culture • Groups and Institutions
Week 10	Society, Socialization • Civilization • Cultural Adaptation

Week 11	Assimilation, Acculturation • Diffusion, Dissonance • Multiculturalism and its implications • Reflection and Review
Week 12	Interdependence

	• Peace and Sustainability • Understanding Peace and Conflict
Week 13:	Why 'Peace Education', Teaching children the skills to resolve conflicts • Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving • Communication and Negotiation • Reflection and Review

Unit 5 Power, Authority and Governance

This unit gives teachers an understanding of the various ideologies and forms of power; the origins, functions, and sources of government power and the roles played by individuals and groups.

Unit Outcomes

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

- develop an understanding of power and its forms and an appreciation for the balance of power established by the constitution between majority and minority, the individual and the state, and government 'by' and 'for' the people

Week 14	Power, Government Systems and Regimes • Institutions of Government, political processes and participation • Civil society—individuals, groups and institutions • Reflection and Review

Unit 6 Production, Distribution and Consumption

The study of economic concepts, principles, and systems in this unit enables students to understand how economic decisions affect their lives as individuals and as members of society. Unit Outcomes

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

- recognize and analyze the economic systems of various societies and their responses to the three basic economic questions: what to produce (value), how and how much to produce (allocation), and how to distribute (distribution)
- recognize and discuss the economic global interdependence of societies

Week 15	Definition of and Rationale for teaching and learning of Economics • Conflict between wants and resources, Choice, Scarcity • Opportunity cost

Week 16	Economic systems • Production and distribution of Wealth • Supply and demand • Reflection and Review

Recommended Texts

1. Anderson, L. H. (2018). *Chains.* New York: Atheneum Books for Young Readers.

Suggested Readings

1. Brophy, J. and Alleman, J. (2006). *Powerful social studies for elementary students.* Belmont, CA: Thomson Wadsworth.
2. Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report.* Springer.

The following websites will provide additional information.

www.proteacher.com
This website has teaching ideas and resources, lesson plans etc. for elementary school

www.moneyinstructor.com
This website has worksheets, lessons and activities for teaching money, business and life skills. The ideas could be useful for teaching economics topics

www.educationworld.com
Educational research blogs, templates, tutorials, worksheets, lesson plans are many other articles with very good ideas for teachers are available on this site

www.pbs.org
A variety of videos, on culture and society, history topics, science and nature, etc are available on this site

www.teachingideas.co.uk
Lesson ideas, plans, activities, resources which can be used by teachers in their classrooms are available on this site

www.learner.org
This site offers Teachers' professional development and classroom resources and activities across the curriculum

www.geography-site.co.uk
A comprehensive site exploring geography with online lessons, revision sheets and easy to read information about geography topics

www.teachervision.fen.com/diversity/teacher resources/33631.html
Teachers could use the resources on this site to teach students to respect differences among people in their community and around the world

www.salsa,net/peace/teach/teachers.html
Peace tools for teachers could be found on this site

COURSE ASSIGNMENTS
Graded course assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY
Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations.

EDUC-5219 **Teaching Practice** **3(0+3)**

The Practicum is a 3 credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/six weeks on the school placement in semester 4.
Student Teachers should aim to spend six weeks at school for the practicum in Semester 4.

COURSE DESCRIPTION

The Practicum consists of two important parts:

a. A school placement in an elementary school;
b. A seminar that meets regularly.

a. School Placement:
The practicum experience in Semester 4 should provide elementary grade student teachers with a practicum placement in an elementary classroom This teaching practice builds on experience in semester 3 when student teachers worked with children at two different grade levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4, and an additional class in week 5. So for the last two weeks you should assume full responsibility for at least 3 classes

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).[3] Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged

[3] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

to take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

b. The Seminar:
As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- Present an analysis of own or a peer's teaching;
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose;
- An interview with of a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

COURSE OUTLINE

a. School experiences

The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like

- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below.

  If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.

  Inventory of School Resources,
  Community/Co-curricular Engagement
  Discipline Procedures and Policies
  Cooperating Teacher Interview
  Interview a Child/Children
  Classroom Management

  If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook.

  Cooperating Teacher Interview
  Interview a Child/Children
  Classroom Management

- Log of Daily Activities
- Daily Reflections (see the forms provided in your handbook)

- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson
- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim)
  Working with small groups of children to carry out the teacher's plans
- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment – what strategies does the teacher use

Week 3 Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson

- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects

- Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

b. The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the student teacher, 2) the Cooperating Teacher and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

4. At the beginning when roles and relationships are discussed,
5. At mid-point when performance is discussed;
6. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the college/university supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:
1) His or her activities in the classroom, school and community;
2) Participation in the weekly Practicum seminar; and

3) Continued reflection and documentation of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
- Assisting the Cooperating Teacher with planning and teaching whole lessons
- Teaching selected lessons under the Cooperating Teacher's guidance and be open to receiving feedback. (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behavior.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with other members of the Practicum triad to set up a program for the Student Teacher's gradual assumption of all classroom responsibilities and building up to the student teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.
- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the college/university supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE UNIVERSITY SUPERVISOR

The college/university supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as
the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

The Practicum consists of two important parts:

a. A school placement in an elementary school;
b. A seminar that meets regularly.

Grading Policy

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

URCE-5103 Functional English–III (Technical Writing & Presentation Skills) 3(3+0)

COURSE DESCRIPTION

The course aims to be comprehensive in its coverage and depth so that, on its completion, participants will have gained both a theoretical understanding of the basic principles of Second Language Acquisition and the practical knowledge of how to apply these principles effectively in the language classroom. The course focuses on ways of teaching young learners the four skills of listening, reading, speaking and writing to enable them to reach a basic level of communicative competence in both spoken and written English. The students would be able to the content logically to add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Objectives

Enhance language skills and develop critical thinking

Course Contents

1. Presentation skills
2. Reading skills
3. Academic reading
4. Style, content, language, form, clarity, consistency
5. Technical report writing
6. Progress report writing
7. Essay writing
8. Academic writing
9. Paragraph and essay writing
10. Organization and structure of paragraph and essay
11. Logical reasoning
12. Transitional devices (word, phrase and expressions)
13. Development of ideas in writing
14. Styles of documentation (MLA and APA)
15. In-text citations
16. Plagiarism and strategies for avoiding it

Presentation skills Essay writing

Descriptive, narrative, discursive, argumentative

Academic writing

How to write a proposal for research paper/term paper
How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing

Progress report writing

Note: Extensive reading is required for vocabulary building

Recommended Texts

1. Ron White (2018). *Writing.* Advanced *Oxford supplementary skills*. ISBN 0194354073 (particularly suitable for discursive, descriptive, argumentative and report writing).

Suggested Readings

1. Langan, J. (2016). *College writing skills.* McGraw-Hill Higher Education.
2. Laurie G.Kirszner and Stephen R. (2018). *Patterns of college writing* (4th Ed.). Mandell: St. Martins Press.

EDUC-6220 Foundations of Education (Foundation) 3(3+0)

COURSE DESCRIPTION

The major focus will be on developing an understanding of the participants how different philosophical theories affect education. The course will also include historical development of education of the Pakistan. Emphasize will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our culture context. This course will also be used to develop the ability in prospective teachers to interpret knowledge within its historical, philosophical, ideological, and social contexts, which will lead to produce critical perspectives on education both within, and outside of, schools. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; social and moral values, the ethics of education; religious values in individual and social life.

COURSE OBJECTIVES

The students will be able to:

- Explain the important features of foundation of education
- Specify the role of educational thinkers in education
- Discuss the modes of education
- Discuss historical development of Pakistan
- Evaluate the issues and problems of education.

Course Outline

Unit 1 Ideological Foundation of Education

1.1 Islamic Foundations
1.2 Islamic concept of Peace
1.3 Other religions and Islam
1.4 Ideology and teachers

Unit 2 Philosophical Foundations of Education

2.1 Philosophy and Education
2.2 Main Philosophical Thoughts
2.3 Idealism
2.4 Realism
2.5 Pragmatism
2.6 Re-constructionism

Unit 3 Psychological Foundations of Education

3.1. Learning and Maturation

3.2. Individual Differences
3.3. Self Concept
3.4. Academic Aptitude
3.5. Instructional Strategies and Psychology

Unit 4 Socio-Economic Foundations of Education

4.1. Concept of Society and Culture
4.2. Social Conditions and Education
4.3. Economic Conditions and Education
4.4. Politics and Education

Unit 5 Historical Foundations of Education in Pakistan

5.1. Pre-Pakistan Period (712 A.D. to onward)
5.2. Period from 1947-1958
5.3. Period From 1959-1971
5.4. Period from 1972-1979
5.5. Period from 1980 -1991
5.6. Period from 1992 – to date

Unit 6 Aims of Education

6.1. Aims, Goals and Objectives
6.2. Taxonomies of Objectives
6.3. Aims and Objectives of Education in Pakistan

Unit 7 Problems and Issues in Education in Pakistan

7.1. Universalization of Primary Education
7.2. Literacy
7.3. Medium of Instruction
7.4. Diversification of Education
7.5. Environmental Education
7.6. Gender and Education
7.7. Islamiazation of Education
7.8. Special Education
7.9. Health Education / Drug Education
7.10. HIV / Aids, STIs, Hepatitis

Recommended Texts

1. Canestrari, A. (2019). *Foundations of education*. New York: Sage Publications.
2. Bartlett, S., & Burton, D. (2020). *Introduction to education studies*. California: SAGE Publications Limited.

Suggested Readings

1. Sadovnik, A. R., Cookson Jr, P. W., Semel, S. F., & Coughlan, R. W. (2017). *Exploring education: An introduction to the foundations of education*. New York: Routledge.
2. Ornstein, A. C., Levine, D. U., Gutek, G., & Vocke, D. E. (2016). *Foundations of education.* Nashville: Nelson Education.
3. Eugene, F.P. (2016). *Critical issues in education: Anthology of reading*. New York: Sage Publications.
4. Murphy, D. (2015). *Foundations/Introduction to teaching.* New York: Sage Publications.

EDUC-6221 Fundamentals of Language & Linguistics (Content Course – I) 3(3+0)

COURSE DESCRIPTION

This course will enable the student to understand the nature, structure, and use of language. It will provide skills and tools for the analysis of language structure. Students will be able to identify patterns and systems in language and develop tools of analysis with which to examine language. Student will grammatical systems and describe how language conveys meaning. The purpose of this course is to provide the awareness to the students about the origins of European languages, branches of Linguistics; their introduction and relationship of language with society and culture. This course is designed to introduce students to general concepts of language & linguistics. The course is organized in a 'bottom up' fashion from smallest to largest segments of language by starting with an Introductory to Language, moving through Sound, Word, and ending with Sentence. Aspects of language origin & design will be examined as well as cross-linguistic language typologies. This introductory language course is primarily designed to allow students to gain a sufficient amount of 'Explicit' (conscious) Knowledge of Language and Linguistics and to provide students with the tools necessary for understanding language structure

COURSE OUTCOMES:

Upon the successful completion of this course, students should be able to:

- enable the student to understand the nature, structure, and use of language.
- provide skills and tools for the analysis of language structure
- understand the purpose of linguistic study, including phonetics, phonology, morphology, syntax and semantics.
- identify patterns and systems in language and develop tools of analysis with which to examine language.
- comprehend sentence structure and describe how words combine to make sentences.
- comprehend grammatical systems and describe how language conveys meaning.

COURSE OUTLINE:

LANGUAGE

i. Meaning of language
ii. Nature of language
iii. Linguistic universals
iv. Functions of language
v. Classification of languages

PHONETICS

i. Speech Sounds Production
ii. Branches of phonetics
iii. Identifying and measuring speech sounds.
iv. Factors in Sound Production
v. Speech organs
vii. Classes of Speech Sounds
ix. Place and manner of articulation

xi. Production and Classification of Vowel sounds
xii. Organs used in vowel production

PHONOLOGY

i. Segmental phonology
ii. Meaning of phonology
iii. Phonemes
iv. Distinctive feature
v. Phonological rules

MORPHOLOGY

i. Meaning of morphology
ii. Morphemes and allophones
iv. Word formation
v. Word coining.

SYNTACTS

i. Definition of Syntax
ii. Syntactic categories
iii. Syntactic rules and sentence structure
iv. Syntactic categories
v. Word classes and word order.

SEMANTICS AND PRAGMATICS

i. Definition of semantics
ii. Semantic features
iii. Semantic properties
iv. Lexical relations
v. Lexical meaning
vi. Semantic meaning
vii. Semantic relationship.

LANGUAGE, SOCIETY AND CULTURE

i. Language and Language variation
ii. Regional and social dialects
iii. Slang and Jargon
iv. Taboos and Euphemism
v. Lingua Francas

SECOND LANGUAGE ACQUISTION

i. Meaning of second language acquisition
ii. Factors affecting second language acquisition
iii. Acquisition –Learning distinction

APPLIED LINGUISTICS

i. Definition of Applied linguistics
ii. Relationship between theoretical linguistics and Applied linguistics.
iii. Role of linguist in language teaching
iv. Various Teaching methods
v. Contrastive Analysis
vi. Language Transfer and language interference

Recommended Texts

1. Yule, G. (2016). *The study of language (6th Ed.).* Cambridge: Cambridge University Press.

Suggested Readings

1. O'Grady, W. & Archibald, J. (Ed). (2015). *An Introduction: Contemporary linguistic analysis. (8th Ed.).* Retrieved from https://www.amazon.com/Contemporary-Linguistic-Analysis-Introduction-8th/dp/0321836154
2. Routledge (2015). *English language and applied linguistics Textbooks*. Retrieved from www.routledge.com/representatives.
3. Barber, C. L. (2018). The Story of language. London: Pan.

EDUC-6222 **Physics (Content Course – I)** **3(3+0)**

COURSE DESCRIPTION

Physics is a very important natural science which deals, in a very broader sense, with the study of matter and energy as well as their interrelationship. It involves the study of simple electronics to the most complex nuclear reactions in modern physics. In this mechanical age, every machine from the simplest household appliances to super computer is based on principles of physics. It plays a vital role in the industrial as well as economic development and scientific advancement of a country. It is also a vital part of engineering science. Hence teaching of physics holds a pivotal position in science education. This course will make students aware of the basic concepts involved in Physics and able to apply the concepts of physics in daily life.

COURSE OUTCOMES

- Make students aware of the basic concepts involved in Physics.
- Make them able to apply the concepts of physics in daily life.

COURSE OUTLINE

1. Physical quantities and measurement
2. Kinematics
3. Dynamics
4. Turning effect of forces
5. Gravitation
6. Work and Energy
7. Properties of matter
8. Transfer of heat
9. Simple harmonic motion and waves
10. Sound
11. Geometrical optics
12. Electrostatics
13. Current electricity
14. Atomic and nuclear physics

Recommended Texts

1. Brown, R. G. (2018). *Introductory Physics I*. Duke University Physics Department Durham. Retrieved from https://webhome.phy.duke.edu/~rgb/Class/intro_physics_1/intro_physics_1.pdf

Suggested Readings

1. FHSST (2015). *The free high school science texts: A textbook for high school students studying physics*. Retrieved from http://savannah.nongnu.org/projects/fhsst
2. *Text books of grades 9, 10, 11, and 12*. Lahore: Punjab Textbook Board

EDUC-6223 Curriculum Development (Foundation) 3(3+0)

COURSE DESCRIPTION

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The career and technical and technical curriculum focus not only on the educational process but also on the tangible results of that process. This course focuses on curriculum within the context of career and technical education. This course also focuses primarily on content and areas related to it. It encompasses the macro or broadly-based activities that impact on a wide range of programs, courses, and student experiences. This course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan

COURSE OUTCOMES

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

- Elaborate the concept of curriculum
- Explain the Process of curriculum development in Pakistan
- Examine the components of curriculum development
- Differentiate between different types of curriculum
- Write curriculum objectives in behavioral terms
- State the critical issues, problems and trends in curriculum

COURSE OUTLINE

Unit 1 Introduction to Curriculum

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

Unit 2 Foundations of Curriculum

2.1. Philosophical
2.2. Psychological
2.3. Sociological

Unit 3 Curriculum: Aims, Goals and Objectives

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

Unit 4 Models of Curriculum

4.1. Tyler Model
4.2. Wheeler Model
4.3. Dynamic Model
4.4. Skel Beck Model

Unit 5 Designs of Curriculum

5.1. Subject-based
5.2. Activity-based

Unit 6 Process of Curriculum Development in Pakistan

6.1. Curriculum development at elementary and secondary level
6.2. Role of teacher in curriculum development process at various levels

Unit 7 Curriculum Change

7.1. Process of Curriculum Change
7.2. Various issues in Curriculum change

Recommended Texts

1. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: A practical guide.* New York: Routledge
2. Oliva, P.F. (2015). *Developing the curriculum. (4th ed.).* New York: Longman.

Suggested Readings

1. Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs.* Upper Saddle River, NJ: Pearson Prentice Hall.
2. Kelley A.V (2014). *The curriculum: theory and practice*. London: Paul Chapman.

EDUC-6224 Educational Psychology (Foundation) 3(3+0)

COURSE DESCRIPTION

The purpose of this course is to develop learner's insight. Its unique approach helps student 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. The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It provides the study of learners and learning contexts both within and beyond traditional classrooms and evaluates ways in which factors such as age, culture, gender, and physical and social environments influence human learning.

COURSE OUTCOMES

By the end of the course students should 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. Nature and function of educational Psychology
1.6. Four way teaching agenda of educational psychology

Unit 2 Fundamentals of Human Development

2.1. Overview of Growth and Development
2.2. General nature of growth and Development
2.3. Factors influencing Child Development

Unit 3 Learning

3.1. Definition of learning
3.2. Learning theories
3.3. Learning Process

Unit 4 Information Processing

4.1. What is Memory?
4.2. Parts of memory

4.3. What is forgetting?
4.4. Methods to improve memory

Unit 5 Intelligence

5.1. Concept of intelligence
5.2. Theories of intelligence
5.3. Individual difference
5.4. Intelligence Testing

Unit 6 Measurement and evaluation in educational Psychology

6.1. Test
6.2. Characteristics of Test
6.3. Reliability
6.4. Validity
6.5. Items Analysis

Recommended Texts

1. Ormrod, Jeane, (2019) *Educational psychology: Developing learner*. Upper Saddle River, NJ: Pearson.
2. Santrock, J. W. (2018). *Educational psychology*. Boston: McGraw –Hill.

Suggested Readings

1. Iqbal, M. Z., & Shahid, S. M. (2016). *Educational psychology & guidance*. Islamabad: AIOU.
2. Woolfolk, A. (2015). *Educational psychology, sixth canadian edition.* Upper Saddle River, NJ: Pearson Education.
3. Rashid, M. (comp.) (2016). *Allied material of educational guidance and counseling*. Islamabad: AIOU.

EDUC-6225 Contemporary Issues and Trends in Education 3(3+0)

COURSE DESCRIPTION

Competent teachers are usually knowledgeable in their respective content areas. With several educational options available to students today, newer trends are emerging in this field which has completely changed the traditional held perceptions about education. Several career options that were earlier not considered to be traditional have emerged as the most sought-after education and career options. Therefore, a course on contemporary issues and trends in education is considered significant to develop an insight among teachers. At the end of this course, the students will be able to: Argue on the positive and negative impact of the information explosion; Explore the gap between Madrassah and mainstream education and identify appropriate government responses; Identify barriers to the achievement of universal literacy and how these may be removed at the local level; Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences; Analyze the relationship between national curriculum structure and career opportunities; Consider how best environmental awareness can be enhanced through schools and Consider the consequence of the growing privatization of education.

COURSE OUTCOMES

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

- Argue on the positive and negative impact of the information explosion
- Explore the gap between madrassah and mainstream education and identify appropriate government responses
- Identify barriers to the achievement of universal literacy and how these may be removed at the local level
- Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- Analyze the relationship between national curriculum structure and career opportunities
- Consider how best environmental awareness can be enhanced through schools
- Consider the consequence of the growing privatization of education

COURSE OUTLINES

Unit 1 Education as a Complex Enterprise

1.1 Diversity of aims and approaches in education.
1.2 Variety of philosophical approaches to education.
1.3 Education in different periods and societies

Unit 2 Madrassah Education

2.1 Madrassah: origin, aims and objectives
2.2 Role of madrassah in 21st century
2.3 System of education in madrassah
2.4 Madrassah reforms in Pakistan

Unit 3 Universal Literacy

3.1 Literacy and individual rights
3.2 Factors affecting program for universal literacy: medium of instruction
3.3 Formal and Non formal education: Advantages and disadvantages

Unit 4 Gender Disparity

4.1 Concept of gender equality
4.2 Factors affecting the status and role of women
4.3 Steps towards reducing gender disparity.

Unit 5 Population Education:

5.1 Concept of Population Education.
5.2 Factors affecting Population Education.
5.3 Impact of Population Growth on National Development
5.4 Roles and responsibilities of family, school, mosque and community in population education.
5.5 Steps towards population planning and welfare.

Unit 6 Environmental Awareness

6.1 Types of pollution
6.2 Causes of pollution
6.3 Environmental education

Unit 7 Privatization of Education

7.1 Government resources and multiple demands
7.2 Need of private sector education
7.3 Challenges of quality education

Unit 8 Information in Education

8.1 New concept of information explosion
8.2 Expanding learning resources
8.3 Information and communication technology (ICT) literacy
8.4 Technology in education

Recommended Texts

1. Rao, V. K. (2018). *Population education.* New Delhi: Efficient Printer.
2. OECD (2019) *Trends shaping education 2019*. Paris: OECD Publishing. https://doi.org/10.1787/trends_edu-2019-en

Suggested Readings

1. Sylvester, C. (1994). *Feminist theory and international relation, in postmodern era*. Cambridge: Cambridge University Press.
2. Badran, M. (2018). *The gender of Islam*. Cairo: Al-Ahram.
3. Higher Education Commission (2012). *Contemporary issues and trends in education. islamabad.* Retrieved from file:///C:/Users/MuhammadSultan/Downloads/contemporary-issues-and-trends-in- education.pdf

EDUC-6226 Language Skills (Content Course – II) 2(2+0)

COURSE DESCRIPTION

This course will groom the students in all four communication skills (reading, listening, writing, and speaking) and also impart an understanding of the nature of the phenomenon of the four skills. It will enable the student to make a practical usage of these skills in real life. The purpose of this course is to develop the English language proficiency of prospective elementary school teachers, and to help them become confident in reading, writing, speaking and listening to the English language. Instead of teaching grammar in isolation and at sentence-level only, this course is based on developing language abilities among student teachers through an integrated approach that provides opportunities to develop their listening, speaking, reading and writing skills. With a focus on social interaction, the course draws specific attention to accurate use of structures, improved pronunciation and to developing active vocabulary in descriptive, narrative and instructional texts.

COURSE OUTCOMES

This course aims to:

- Groom the students in all four communication skills (reading, listening ,writing, and speaking).
- impart an understanding of the nature of the phenomenon of the four skills
- Enable the student to make a practical usage of these skills in real life.

COURSE OUTLINE

Receptive Skills (Reading and Listening) Unit 1: Reading

Skill

- What is reading?
- Types of reading (intensive reading, extensive reading, skimming, scanning, loud reading, silent reading)
- Techniques for reading
- Reading comprehension and summarizing
- Approaches to teaching reading
- Increasing Reading Speed (Slides and OHP)
- Faulty reading habits

Unit 2: Listening Skill

- What is listening?
- Types of listening
- Real Life listening (purpose and expectations, response, visibility of the speaker. environmental clues)
- Listening to EFL (hearing the sounds, understanding intonation and stress, coping with redundancy and noise, using visual and environmental clues)
- Techniques for Improving listening

Productive Skills (Writing and Speaking)

Unit 3: Writing Skill

- What is writing?
- Approaches to teaching writing
- Creative and Imaginative writing
- Paragraph writing and Essay writing
- CV writing and job application writing
- Writing a research Paper
- Report writing
- Brain storming
- Punctuation

Unit 4: Speaking skill

- What is speaking?
- Approaches to teaching speaking
- Techniques for improving speaking
- Giving Presentations
- Role play
- Dialogue
- Simulations
- Problem solving exercises

Recommended Texts

1. Donn, B. (2018). *Wall pictures for language practice: teacher's handbook*. NY: Longman Dictation
2. Carter, R. & Nunan, D. (eds.) (2017). *The Cambridge guide to teaching English to speakers of other languages.* Cambridge: Cambridge University Press.

Suggested Readings

1. Nuttall, C. (2006). *Teaching reading skills in a foreign language*. London: Heinemanan
2. Hill, L.E. (2009). *Sounds and spelling*. Oxford: OUP Teaching Vocabulary
3. McLaughlin, B. (2016). *Theories of second language learning*. London: Arnold.
4. Saville-Troike, M. (2018). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

EDUC-6227 Chemistry (Content Course – II) 3(3+0)

COURSE DESCRIPTION

The basic purpose of these courses on Chemistry is to enable prospective teachers to develop competency in the above-mentioned fields in both theoretical and practical aspects. Chemistry is the study of matter and the ways in which different forms of matter combine with each other. You study chemistry because it helps you to understand the world around you. Everything you touch or taste or smell is a chemical, and the interactions of these chemicals with each other define our universe. Chemistry forms the fundamental basis for biology and medicine. This course is very helpful to develop understanding of basic chemical reactions and processes in daily life. This course highlights the essential attributes of the teacher in making the teaching effective for the learners. It describes the importance and types of teacher planning practice related to different teaching methods for science subjects in classroom. It will also focus on how to relate facts, concepts, and theories to every day experience to develop highly knowledgeable, highly skilled teachers do make a difference in terms of student learning using low cost and no cost and traditional audio visual as well as digital technology tools in teaching learning process.

COURSE OUTCOMES

- Make students aware of the concepts involved in chemistry.
- Make students able to apply the concepts of chemistry in daily life.

COURSE OUTLINE

Unit 1. Introduction to Chemistry

1.1 What is chemistry?
1.2 A brief history of Chemistry
1.3 Chemistry & Society
1.4 Branches of Chemistry
1.5 The Scientific approach in Chemistry

Unit 2. Atomic Structure

3.1 Discovery of electron, proton & neutron
3.2 Fundamental particles of an atom
3.3 Rutherford's atomic model & Bohr's atomic model
3.4 Atomic number of elements, Isotopes
3.5 Arrangement of electrons in the 1st 20 elements

Unit 3. Periodicity of Elements

4.1 Periodic table
4.2 Main features of periodic table
4.3 Some periodic properties of atoms

Unit 4. Chemical Bonding

5.1 Formation of Chemical bond
5.2 Ionic bond
5.3 Covalent bond
5.4 Coordinate covalent bond
5.5 Metallic bond

Unit 5. Electrochemistry

8.1 Electrolyte & non-electrolyte
8.2 Electrolysis
8.3 Faraday's law of electrolysis
8.4 Uses of electrolysis

Unit 6. Acids, Bases and Salts

9.1 Acids & bases
9.2 Properties of Acids & Bases
9.3 Dissociation of acids and bases
9.4 Salts
9.5 pH
9.6 Acid, base titrations

Unit 7 Hydrocarbons
Unit 8 Water
Unit 9 Chemical industries

Recommended Texts

1. Milanovic, V., Trivic, D., & Tomasevic, B. (2019). *Secondary-school chemistry textbooks in the 19th century*. DOI: 10.2298/JSC140926052M.
2. *Text books of grades 9, 10, 11, and 12.* Lahore: Punjab Text Book Board

Suggested Readings

1. Poulsen, T. (2016). *Introduction to chemistry.* Retrieved from https://openedgroup.org/books/Chemistry.pdf
2. Siegel, J. A. (2015). *Forensic Chemistry: Fundamentals and applications*. DOI:10.1002/9781118897768

EDUC-6228 Comparative Education (Professional) 3(3+0)

COURSE DESCRIPTION

Education system in a country cannot be isolated from the education system of other countries. Keeping in view the requirement of equivalence in global world, it is important to compare the education system of Pakistan with other developing and developed countries. Knowledge about education system of various countries assist policy maker to reflect on the education in the context of competition and excellence. It is, therefore, important that the teacher are aware of the objective, curricula, teacher education, admission criteria and staff recruitment requirement o+f the education system of developed and developing countries.

COURSE OUTCOMES

After studying this course, the students will be able to:

- Describe the meaning and significance of comparative education
- Compare the education systems of selected developed countries
- Compare the education systems of selected developing countries
- Analyze critically the education system of Pakistan

COURSE OUTLINE

Unit 1 Introduction to Comparative Education

1.1 Concept of comparative education – meaning, need and scope
1.2 Purpose of comparative education
1.3 Methods & Comparative Education

Unit 2 Elements of Comparative Education (Both qualitative and quantitative dimensions)

2.1 Objectives
2.2 Curricula
2.3 Teaching methodology
2.4 Assessment and evaluation (student achievement, examination system)
2.5 Facilities
2.6 Educational structure
2.7 Administrative and financial set up
2.8 Teacher education

Unit 3 Comparative View of Systems of Education in Pakistan

3.1 Private and public
3.2 Madrassah and formal education
3.3 Formal vs. Distance and non-formal education

Unit 4 Comparative Education in Developed Countries

4.1 USA
4.2 UK
4.3 Japan
4.4 Singapore

Unit 5 Comparative Education in Developing Countries

5.1 India
5.2 China
5.3 Malaysia
5.4 Pakistan

Unit 6 Global Issues in Comparative Perspective(focusing developing countries)

6.1. Quality education
6.2. Education For All
6.3. Recruitment of teachers at elementary and secondary levels
6.4. Admission procedure at higher education level.

SUGGESTED BOOKS

Recommended Texts

1. Isani, and Virk, M.L. (2018) *Higher education in Pakistan.* Islamabad: National Book Foundation.
2. Noah, H. & Eckstein, M. (2015). *Doing comparative education: Three decades of collaboration.* Hong Kong: Comparative Education Research Centre, University of Hong Kong.

Suggested Readings

1. Abdulrahman, Y. (2018). *Studies in comparative education: Issues, processes and engagements*. Retrieved from https://sites.google.com/worldchampionshipwinners/worldchampionship-2018-in-education-research-contemporary-islamic
2. HEC (2012). *Comparative education.* Retrieved from https://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/CompEdu_Sept13.pdf

EDUC-6229 Introduction to Guidance and Counseling (Professional) 3(3+0)

COURSE DESCRIPTION

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counseling in education. It will enable students to identify areas of guidance and counseling at the elementary level. Through the knowledge and skills acquired from this course, they will be well equipped to explore the talents and potential of their students, while preparing them for life in the 21st century. The course will include both theoretical knowledge of guidance and counseling and the development of students' counseling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems. The course will also enable students to design school-wide guidance and counseling programs. This course demonstrates knowledge of the importance of guidance and counselling to teachers and students and critically analyses the concepts, scope, and theories that govern the process of guidance and counseling.

COURSE OUTCOMES

On successful completion of this course, learners will be able to:

- Demonstrate knowledge of the importance of guidance

And counselling to support the teacher"s role in the classroom

- Explain the role of various members of a guidance and counselling system in supporting learners in addressing their future choices and social challenges
- Demonstrate the skills of student advisement in making responsible social choices and decisions
- Assist students in making informed choices to solve personal, educational and social problems they confront
- Refer students to resources that can assist them in solving social and personal problems they encounter.

COURSE OUTLINE

Unit 1 Introduction to Guidance and Counseling

1.1. Define and differentiate Guidance and Counselling
1.2. Objectives of Guidance
1.3. Principles of Guidance
1.4. List the various members of a counselling team and explain their responsibilities

Unit 2 The role of guidance and counselling personnel

2.1. Teacher in guidance and counselling
2.2. Psychologist in student services
2.3. Administrator in guidance and counselling
2.4. Career counsellor
2.5. Librarian in guidance and counselling

Unit 3 Techniques of Guidance

3.1. How the teacher can assist the learner to make informed choices to guide their future
3.2.Assisting the learner in personal and social development
3.3.Developing guidance skills: questioning techniques, active listening

Unit 4 Basic skills of Counselling

4.1. Identifying elementary social problems the classroom teacher can resolve
4.2. Exercising basic counselling skills in a controlled situation
4.3. Evaluating basic counseling techniques among peers

Unit 5 Services of Guidance

5.1. Orientation service
5.2. Testing service
5.3. Educational and occupational services
5.4. Counselling services
5.5. Placement services
5.6. Follow up services
5.7. Research & evaluation services

Unit 6 Evaluation of the guidance program

6.1. Types of evaluation in guidance and counselling
6.2. Program evaluation

Unit 7 Cumulative Record Card

7.1. Nature and purpose of the Cumulative Record Card (CRC)
7.2. Advantages of the CRC
7.3. Design of CRC

ASSESMENT IN THE COURSE

- Written test to measure acquisition of theoretical knowledge
- Demonstrations of counselling skills
- Role plays for peer evaluation (guidance and counselling situations)

Recommended Texts

1. Chandra, S.S. (2019). *Philosophy of education.* New Delhi: ATLANTIC.
2. Rao, V.K. & Reddy, R.S. (2017). *Academic environment: advice, counsel and activities*. New Delhi: Ashish Publishing

Suggested Readings

1. Chandra, S. S. (2012). *Sociology of education.* New Delhi: ATLANTIC.
2. Semel, S. F. (2010). *Foundations of education: The Essentials text.* USA: Routledge

EDUC-6230 Introduction to Grammar & Error Analysis (Content Course III) 3(3+0)

COURSE DESCRIPTION

This course focuses on different approaches to teaching grammar in real class room situations. The students also learn the problems the students of English language may face and how these are to be tackled by applying certain remedial strategies. The main purpose of this course is to discuss the importance of error analysis in the teaching of English as a foreign language. Although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. For learners' error analysis is needed to show them in what aspect grammar is difficult for them whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching English. Keeping in view all the limitations and demands of the 21st century education, this course is designed to meet the challenges of new-millennium. This course deals with the methods techniques and approaches to English Language Teaching. This analysis aimed at showing the students the causes and kinds of the grammatical errors. The student will be familiarized with different kinds of grammar.

COURSE OUTCOME

The student will be familiarized with different kinds of grammar. This course also focuses on different approaches to teaching grammar in real class room situations. The students also learn the problems the students of English language may face and how these are to be tackled by applying certain remedial strategies.

COURSE OUTLINE

Methodology in ELT

1. Grammar translation method
2. The direct method
3. The audio lingual method
4. The natural approach
5. CLT
6. The humanistic
7. The learner centered method

Error analysis

1. Error and mistakes
2. Importance of error analysis in curriculum planning and evaluation
3. Approaches to error analysis
4. Types of error
5. Causes of errors
6. Common error in English usage
7. Remedial strategies
8. Extensive practice of error analysis

Place of Grammar in Language Teaching

Principles, approaches and their implication in relation to Pedagogical Grammar

Kinds of Grammar

1. Traditional grammar
2. Systemic grammar
3. Transformational generative grammar
4. Universal grammar
5. Notional-Functional Grammar

Approaches to grammar teaching

1. Inductive approach
2. Deductive approach
3. Communicative approach
4. Integrative approach

- **Common grammatical errors**
- **The placement of grammar in the classroom**
- **Grammar and Task- Based learning**
- **Grammar teaching and feed back**
- **Features of Good grammar**

Recommended Texts

1. Ouhalla, J. (2019). *Transformational generative grammar*. UK: Arnold

Suggested Readings

1. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge: Cambridge university press.
2. Broughton, G., Brumfit, C., Flavell, R. (2013). *English as a Foreign Language*. UK: Routledge Education Books

EDUC-6231 Introduction to Biology (Content Course – III) 3(3+0)

COURSE DESCRIPTION

Biology is an important natural science it deals with the study of living organisms both plants and animals. The science which we teach at elementary level consists mainly of the biological concepts. The basic purpose of this course on teaching of biology is to enable prospective teachers to develop competency in both theoretical and practical domains. Biology is an important natural science it deals with the study of living organisms both plants and animals. The science which we teach at elementary level consists mainly of the biological concepts. The basic purposes of these courses on the teaching of biology are to enable prospective teachers to develop competency in the above mentioned fields in both theoretical and practical aspects and comprehend and appreciate the concepts, principles, theories and laws of biology, describe and apply the basic concepts & principles of biology in daily life, develop scientific thinking & scientific attitude in themselves and in their students bring out creativity through solving problems as well as to analyze the biological problems of mankind and propose solutions to them.

COURSE OUTCOMES

- Students will be able to understand concepts involved in biology.
- Students will be able to apply the concepts in real life situations.

COURSE OUTLINE

1.Biological concepts
2. Gaseous exchange in plants
3. Homeostasis in plants
4. Coordination and control
5. Support and movement
6. Reproduction
7. Inheritance
8. Ecology
9. Pharmacology
10. Use of A.V-aids in teaching Biology
11. Different methods used in the teaching of Biology
12. New Trends in Biology Teaching
13. Lesson Planning in Biology.

Recommended Texts

1. Primack, R. B. (2019). *Essentials of conservation biology*. Sunderland: Singapore Associates.
2. Punjab Text Book Board. (2018). *Text book of biology*. Lahore: Punjab Text Book Board

Suggested Readings

1. Jones, M., Fosbery, R., Gregory, J., & Taylor, D. (2014). *Introduction to Biology*. Cambridge: Cambridge university press
2. Kampourakis, K., & Reiss, M. J. (Eds.). (2018). *Teaching Biology in schools: Global Research, Issues, and Trends*. UK: Routledge.

EDUC-6232 Methods of Teaching English (Pedagogy- I) 3(3+0)

COURSE DESCRIPTION

The course deals with the content, methods, techniques, and approaches to English Language Teaching. It focuses mainly on the latest methods & techniques of teaching English language by especial use of the modern software & simulations available in the market. The course is also designed to assist the prospective teachers to review the English Language syllabi of elementary & secondary level and understand the linguistic units in them. They will also be able to teach different units of the syllabi efficiently and effectively up to the secondary level by applying various language teaching strategies and to exhibit practical skills in teaching English language at secondary level through bringing into use the theoretical knowledge about language teaching as well as to develop the four communication skills of reading, writing, listening & speaking effectively & efficiently. They will also be able to perform error analysis. Students will also learn about developing their own lesson plans on different lesson planning formats.

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COURSE OUTCOMES

On the successful completion of this course the student teachers will be able to:

- Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
- Teach different units of the syllabi efficiently and effectively up to secondary level
- Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
- Develop the four communication skills of reading ,writing ,listening & speaking effectively & efficiently

COURSE OUTLINE

1. **Teaching Writing**
    - 1.1. Approaches to teaching writing at elementary & secondary level
    - 1.2. Simple sentence
    - 1.3. Complex sentence
    - 1.4. Paragraph writing
    - 1.5. Essay writing
    - 1.6. Report writing

1.7. Creative writing
1.8. Story writing
1.9. Letter writing
1.10. Application writing

2. Teaching Reading

2.1. Approaches to teaching reading
2.2. Loud reading
2.3. Silent reading
2.4. Reading strategies
2.5. Scanning
2.6. Skimming
2.7. Dealing with comprehension question
2.8. Reading poetry
2.9. Reading prose
2.10. Extensive reading
2.11. Intensive reading
2.12. Checking faulty reading: subvocalization, fingerpointing, regressions

3. Teaching Speaking

3.1. Approaches to teaching speaking
3.2. Teaching pronunciation
3.3. Dialogues (simulation)
3.4. Monologues (Presentations & paper reading)
3.5. Discussions
3.6. What is efficient and effective speaking?

4. Teaching Listening

4.1. Approaches to teaching listening
4.2. Listening words
4.3. Listening utterances
4.4. Using different clues for understanding
4.5. What is efficient and effective listening?

5. Teaching Vocabulary

5.1. Introducing new words and improving vocabulary
5.2. Vocabulary through reading
5.3. Guessing through contexts
5.4. Spellings

6. Teaching Grammar

6.1. What is grammar? Basic concepts
6.2. Parts of speech
6.3. Phrases
6.4. Clauses
6.5. Punctuation
6.6. Tenses
6.7. Change of voice
6.8. Change of narration
6.9. Common grammatical errors

7. English Language Teaching

7.1. Theoretical background to language teaching
7.2. Difference between first language, second language learning
7.3. Status of English in Pakistan
7.4. Why learn second language?

7.5. Theories of learning and their applications in language learning and teaching

8. Methodologies

8.1. The grammar translation method
8.2. The direct method
8.3. The audio-lingual method
8.4. The natural approach
8.5. The communicative language teaching
8.6. The eclectic approach

9. Error Analysis

9.1. What is error analysis?
9.2. Why do errors occur? (Causes or sources of errors)
9.2.1. Types of errors:
9.2.1.1. Interlingual errors (L I interference)
9.2.1.2. Intralingual errors
9.3. The different stages of Error Analysis: Recognition, interpretation, reconstruction classification and explanation.

Recommended Texts

1. Hall, G. (2017). *Exploring English language teaching: Language in action*. UK: Routledge.
2. Johnson, K. (2017). *An introduction to foreign language learning and teaching.* UK: Routledge.

Suggested Readings

1. Cheung, H., Chen, H. C., Lai, C. Y., Wong, O. C., & Hills, M. (2012). *The development of phonological awareness: Effects of spoken language experience and orthography*. *Cognition*, *81*(3), 227-241.
2. Susser, B., & Robb, T. N. (2017). *EFL extensive reading instruction: Research and procedure*. Jalt Journal, 12(2), 161-185.
3. Cook, V. (2016). *Second language learning and language teaching.* UK: Routledge.
White, R. V. (2017). *Teaching written English.* UK: Routledge.

EDUC-6233 Methods of Teaching- Science (Pedagogy – II) 3(3+0)

COURSE DESCRIPTION

The course is designed for the effective interactive ways of teaching science. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, and theories to every day experience. Teaching science subjects is complex and demanding work. It requires highly specialized skills and knowledge to impact significantly on student learning. Teachers must use this knowledge to continually refine their conceptual and pedagogical skills. This course highlights the essential attributes of the teacher in making the teaching effective for the learners. It describes the importance and types of teacher planning practice related to different teaching methods for science subjects in classroom. It will also focus on how to relate facts, concepts, and theories to every day experience to develop highly knowledgeable, highly skilled teachers do make a difference in terms of student learning using low cost and no cost and traditional audio visual as well as digital technology tools in teaching learning process.

COURSE OUTCOMES

The course will enable learners to;

- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principle of science education
- Apply appropriate methods and techniques for effective learning in Science

COURSE OUTLINE

1. Nature of Science

1.1. Definition of science
1.2. Science as a process: Scientific Method
1.3. Science as a product: Scientific Knowledge

2. Aims / Objectives Teaching General Sciences

2.1. History of Science Education
2.2. Aims / Objectives of teaching General Science at Elementary level

3. Methods of Teaching General Science

3.1. Demonstration cum-lecture method
3.2. Discovery method
3.3. Project method
3.4. Other innovative method
3.5. Planning lessons

4. Approaches of Teaching General Science

4.1. Teaching approach
4.1.1. Problem solving

4.1.2. Inquiry techniques
4.1.3. Exploration
4.1.4. Observation
4.1.5. Experiment

4.2. **Teaching Strategies**

4.2.1. Scope & purpose of practical activities
4.2.2. Science laboratory
4.2.3. Safety measure in laboratory

5. Teaching Aids

5.1. Need & importance of teaching aids
5.2. Types of teaching aids
5.3. Principles of using teaching aids
5.4. Using low cost teaching aids

6. Characteristics of effective Science Teaching

6.1. Characteristics of lesson planning
6.2. Characteristic qualities of science teache
6.3. Effective questioning

7. Evaluation

7.1. Designing a test
7.2. Administering & scoring a test
7.3. Interpreting test results

8. Content

8.1. Matter and Forces
8.2. Energy
8.3. Heat and Light
8.4. Structure of Cell
8.5. Human Systems
8.6. Metals And Non Metals

Recommended Texts

1. Lawson, A. E. (2019). *Science teaching and the development of thinking*. Belmont, CA: Wadsworth.
2. Terry. J. (2019). *Oxford secondary science teaching guide-1*. New York: Oxford University Press

Suggested Readings

1. Agha Khan University Examination Board (2012) *General Science IX- X (based on National Curriculum 2002).* Karachi: AGKEB.
2. Otero, V., & Meltzer, D. (2017). A discipline-specific approach to the history of US science education. *Journal of College Science Teaching*, *46*(3), 34-39.

EDUC-6234 Research Methods in Education 3(3+0)

COURSE DESCRIPTION

This course is designed for B. Ed honors candidates to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. The aims and objectives of this course are to introduce BS students to the basic concepts of language which have immediate relation to their ordinary as well as academic life. To sensitize students to the various shades and aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of research in linguistics will particularly be discussed. The students will further be taught and hand on practice will be given about the citation and on line research. The other objective of this course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Further, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. Some other objectives of the course are to develop an understanding of various research designs and techniques and to identify various sources of information for literature review and data collection. Lastly the aims of the course are to develop an understanding of the ethical dimensions of conducting applied research.

Specific Objectives

At the end of the course, the learners will be able to

- Discuss the meaning, nature & scope of research in education
- Situate themselves as researching professionals
- Conduct research in different educational settings
- Write research report and present it effectively

Course Outline

Unit 1 The Nature of Educational Research

1.1. Definitions of Educational Research
1.2. Scope and importance
1.3. Scientific method
1.4. Research problem and topic
1.5. Characteristics of research problem

Unit 2 The Researching professional

2.1. Qualities of a researcher
2.2. Teacher as researcher
2.3. Research ethics

Unit 3 Types of Educational Research

3.1. Descriptive Research
3.2. Experimental Research
3.3. Historical Research
3.4. Action Research

Unit 4 Techniques of Reviewing Literature

4.1. Primary sources
4.2. Secondary sources

Unit 5 Methodology

5.1. Population
5.2. Sampling
5.3. Instrument
5.4. Data collection procedure

Unit 6 Data Analysis

6.1. Descriptive
6.2. Inferential

Unit 7 Report Writing

7.1. Writing formats & Presentation
7.2. Referencing

Recommended Texts

1. Best, J. W., & Kahn, J. V. (2019). *Research in education*. India: Pearson Education.
2. Geoffrey E. Mills, L. R. Gay (2019). *Educational research: Competencies for analysis and applications. (12th Ed.).* NY: Merrill- Prentice Hall.

Suggested Readings

1. Crtswell, J. W (2019). *Research design.* London: Sage Publications.
2. HEC (2012). *Research methods in education*. Retrieved from https://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/ResearchMethods_Sept13.pdf
3. John W Creswell (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research, (6th Ed.).* Pearson Education. Retrieved from http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Creswell_2012.pdf

EDUC-6235 Teaching Practice (Short Term) 3(0+3)

The Practicum is a 3 credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/six weeks on the school placement in semester VII. Student Teachers should aim to spend six weeks at school for the practicum in Semester VII. The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester. Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

COURSE DESCRIPTION

The Practicum consists of two important parts:

a. A school placement in an elementary school;
b. A seminar that meets regularly.

a. School Placement:
The practicum experience in Semester 4 should provide elementary grade student teachers with a practicum placement in an elementary classroom This teaching practice builds on experience in semester 3 when student teachers worked with children at two different grade levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4, and an additional class in week 5. So for the last two weeks you should assume full responsibility for at least 3 classes

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).[3] Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged

[3] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

to take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

b. The Seminar:
As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- Present an analysis of own or a peer's teaching;
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose;
- An interview with of a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

COURSE OUTLINE

a. School experiences

The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like

- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below.

  If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.

  Inventory of School Resources,
  Community/Co-curricular Engagement
  Discipline Procedures and Policies
  Cooperating Teacher Interview
  Interview a Child/Children
  Classroom Management

  If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook.

  Cooperating Teacher Interview
  Interview a Child/Children
  Classroom Management

- Log of Daily Activities
- Daily Reflections (see the forms provided in your handbook)

- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson
- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim)
  Working with small groups of children to carry out the teacher's plans
- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment – what strategies does the teacher use

Week 3 Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson

- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects

- Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

b. The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the student teacher, 2) the Cooperating Teacher and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

4. At the beginning when roles and relationships are discussed,
5. At mid-point when performance is discussed;
6. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the college/university supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:
1) His or her activities in the classroom, school and community;
2) Participation in the weekly Practicum seminar; and

3) Continued reflection and documentation of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
- Assisting the Cooperating Teacher with planning and teaching whole lessons
- Teaching selected lessons under the Cooperating Teacher's guidance and be open to receiving feedback. (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behavior.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with other members of the Practicum triad to set up a program for the Student Teacher's gradual assumption of all classroom responsibilities and building up to the student teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.
- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the college/university supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE UNIVERSITY SUPERVISOR

The college/university supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as
the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

EDUC-6236 School Management (Professional) 3(3+0)

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. 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 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

Unit 2 Role of head teacher as manager

2.1 Head teacher and children
2.2 The head teacher and teachers
2.3 Working with parents
2.4 Head teacher and 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

Unit 4 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 Management structure

5.1 Management arrangement

5.2 Collective responsibility

5.3 A senior management team

5.4 The deputy heads

5.5 The art of delegation

5.6 Appraisal criteria

Unit 6 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 School Plant:

9.1 maintenance of building

9.2 maintenance of Library

9.3 maintenance of play ground

9.4 maintenance of horticulture

Recommended Texts

1. Burden, P. (2019) *Classroom management and discipline*. New York: Longman.

Suggested Readings

1. Hoy, W.K. & Miskel, G.C (2016). *Educational administration: Theory research and practice, (5th Ed.).* New York: McGraw Hill Inc.
2. Lunenburg, F., & Ornstein, A. (2011). *Educational administration: Concepts and practices*. New York: Nelson Education.

EDUC-6237 Test Development and Evaluation 3(3+0)

COURSE DESCRIPTION

This course is designed to develop prospective teachers towards adequate knowledge of the concept of evaluation and test construction during the course. The teacher will develop skills to construct classroom based tests to evaluate students learning outcomes. Test construction is a difficult chore. Besides technical knowledge, there it requires patience and hard work as necessary ingredients in the process. Constructing a good test asks for a good amount of responsibility on the part of the test constructor. The aim of this course is to provide students with the latest development in the area of assessment, evaluation and testing. Selecting the successful assessment techniques is required for efficacious preparation on the part of the student. It mainly covers: history of test development in international context; concept of standard setting; the standard setting methods, practical issues in standard setting on Computer Adaptive Tests, psychometric theory and the validation of performance standards, and challenges and future directions of the standard setting. The learner will also be able to report the result to different stake holders in a professional manner.

COURSE OUTCOMES

After the end of the course the prospective teachers will be able to:

- Understand the concept of evaluation and testing
- Determine the qualities of a good test.
- Plan and construct appropriate classroom test to evaluate student's Performance.
- Make report of the test results to different stake holders.

Course outline

Unit 1: Test, testing and evaluation

1.1 Meaning of test, testing and evaluation.
1.2 Purpose, Principles and scope of test and evaluation.
1.3 School Evaluation program.

Unit 2: Types of Evaluation

2.1 Placement Evaluation
2.2 Diagnostic Evaluation
2.3 Formative Evaluation
2.4 Summative Evaluation

Unit 3: Types of test

3.1 Essay type test
3.2 Objective type test
3.2.1 Recognition type items
3.2.2 Recall type items
3.3 Verbal tests

Unit 4: Test Construction

4.1 Planning the test
4.2 Preparing the test items
4.3 Assembling the test

Unit 5: Test Administration and analysis

5.1 Administration/conducting the test
5.2 Item analysis and modification

Unit 6: Qualities of a good test

6.1 Reliability
6.2 Validity
6.3 Adequacy
6.4 Objectivity
6.5 Differentiability

Unit 7: Interpretation of test scores

7.1 Percentage
7.2 Ordering and ranking
7.3 Frequency Distribution
7.4 Measure central tendency (Mean, Median and mode)
7.5 Pictorial forms (Graph, polygon, histogram)

Unit 8: Reporting the test results to:

8.1 Students
8.2 Parents
8.3 Administration

Unit 9: Counseling of students after reporting the results

Assessment criteria

Construction of tests of any school subjects	20	marks
Conducting and scoring of the tests	10	marks
Analysis and modification of the tests	20	
marks		
Final examination	50	
Marks		

Recommended Texts

1. Ebel, R. L. (2019). *Essentials of educational measurement*. Retrieved from https://pdfs.semanticscholar.org

Suggested Readings

1. Freeman, R., & Lewis, R. (2016). *Planning and implementing assessment*. UK: Routledge.
2. Swain, S. K., Pradhan, C., & Khatoi, P. K. (2015). *Educational measurement statistics and guidance*. New Delhi: Kalyani Publishers.

EDUC-6238 Teaching Practice (Long Term) 6(0+6)

The Practicum is a 6 credit course. As this is a practical course, 1 credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 60 days/12 weeks on the school placement in semester 8. Student Teachers should aim to spend six weeks at school for the practicum in Semester 8. Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

COURSE DESCRIPTION

The Practicum consists of two important parts:

a. A school placement in an elementary school;
b. A seminar that meets regularly.

a. School Placement:
The practicum experience in Semester 4 should provide elementary grade student teachers with a practicum placement in an elementary classroom This teaching practice builds on experience in semester 3 when student teachers worked with children at two different grade levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4, and an additional class in week 5. So for the last two weeks you should assume full responsibility for at least 3 classes

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).[3] Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged

[3] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

to take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

b. The Seminar:
As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- Present an analysis of own or a peer's teaching;
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose;
- An interview with of a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

COURSE OUTLINE

a. School experiences

The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like

- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below.

  If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.

  Inventory of School Resources,
  Community/Co-curricular Engagement
  Discipline Procedures and Policies
  Cooperating Teacher Interview
  Interview a Child/Children
  Classroom Management

  If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook.

  Cooperating Teacher Interview
  Interview a Child/Children
  Classroom Management

- Log of Daily Activities
- Daily Reflections (see the forms provided in your handbook)

- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson
- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim)
  Working with small groups of children to carry out the teacher's plans
- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment – what strategies does the teacher use

Week 3 Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson

- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects

- Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

b. The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the student teacher, 2) the Cooperating Teacher and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

4. At the beginning when roles and relationships are discussed,
5. At mid-point when performance is discussed;
6. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the college/university supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:
1) His or her activities in the classroom, school and community;
2) Participation in the weekly Practicum seminar; and

3) Continued reflection and documentation of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
- Assisting the Cooperating Teacher with planning and teaching whole lessons
- Teaching selected lessons under the Cooperating Teacher's guidance and be open to receiving feedback. (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behavior.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with other members of the Practicum triad to set up a program for the Student Teacher's gradual assumption of all classroom responsibilities and building up to the student teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.
- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the college/university supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE UNIVERSITY SUPERVISOR

The college/university supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

EDUC-6239 **Research Projects** **3(3+0)**

COURSE DESCRIPTION

Student will complete a Research Project / Thesis under the supervision of a teacher nominated by the Department of Education. The theory-oriented approach to the final thesis in higher education is still dominant at the Master as well as Bachelor level. However, that at the Bachelor level a practice-oriented approach would be more appropriate. Bachelor's thesis is claimed to be a bridge between education and the job market. The essential objective of the thesis is to contribute to theory building within a specific field of study through scientific research and thus it is predominantly theoretical in nature. The idea is that a qualified student teacher has to be capable of conducting scientific research on a modest scale. This approach aims to prepare students for the 'real world'. A dissertation or thesis is likely to be the longest and most difficult piece of work a student has ever completed. It can, however, also be a very rewarding piece of work since, unlike essays and other assignments. The student is able to pick a topic of special interest and work on their own initiative.

Steps:

1. Students are given choice to opt the thesis
2. Students are allocated supervisors
3. Research topic for thesis are discussed in research committee
4. Research committee also finalized the evaluators
5. After finalization of thesis, students work under the supervisor
6. On completion thesis is submitted after the approval of supervisor
7. After evaluation of thesis form evaluator, viva is conducted.

Recommended Text:

1. Halyna M., Kornuta, R., & Germaine, W. (2019). *A concise guide to writing a thesis or dissertation: educational research and beyond*. UK: Routledge. https://doi.org/10.4324/9780429056888

Suggested Readings:

1. MASANJA, N. M. (2019). *Practical handbook to dissertation and thesis writing: An easy-to-use guide to dissertation or thesis writing*. USA: NMM Printers.
2. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and theses from start to finish: psychology and related fields*. (3rd ed.). UK: Routledge. Retrieved from https://www.apa.org/pubs/books/4316188

Master of Arts in Education
(MA Education) Program
Semester System
Scheme of Studies
and
Course Outlines



2020

Department of Education
University of Sargodha

Vision

To produce research oriented educators with professional vision through the intensive study of new developments, trends and directions in the field of education keeping in view of the modern scientific and technical advancement

Mission

To render services in the field of education by preparing well-educated, trained, competent and effective teachers and teacher educators; making them independent learners and contributing members of society, providing a dynamic, creative and efficient learning environment in order to improve the quality of education in particular and standard of living in general as per 21century needs

Scheme of Studies of MA Education Program

The program of Masters of Arts in Education comprises of the following thirteen Core Courses, Two Elective Courses, Two Area Courses, Thesis or Two Optional courses and Teaching Practice.

Duration of the Program:

Course Work Four Semesters
(including Eight weeks Teaching Practice)

Credit Hours Distribution:

Courses	No. of courses	Credit Hours
1- Core Courses	13	40
2- Elective Courses	02	08
3-Area Courses	02	06
Thesis /Optional Courses	02	06
5- Teaching Practice		08
Total Credit Hours		**68**

A. Core Courses

S.#	Code	Course Title	Credit Hrs
01	EDUC-6301	Introduction to Education	3(3+0)
02	EDUC-6302	Communication Skills in English	3(3+0)
03	EDUC-6303	Educational Psychology	3(3+0)
04	EDUC-6304	Computer Applications in Education	3(3+0)
05	EDUC-6305	Education in Pakistan	3(3+0)
06	EDUC-6306	Sociology of Education	3(3+0)
07	EDUC-6307	Educational Assessment and Evaluation	3(3+0)
08	EDUC-6308	Teaching Strategies and Educational Technology	4(4+0)
09	EDUC-6309	Research Methods in Education	3(3+0)
10	EDUC-6311	Curriculum Development	3(3+0)
11	EDUC-6312	Educational Planning and Management	3(3+0)
12	EDUC-6316	Child Development and Learning	3(3+0)
13	EDUC-6317	Comparative Education	3(3+0)
14	URCC-5110	Citizenship Education and Community Engagement	Non Credit

B. Teaching Practice

N.B:

The duration of teaching practice will be eight weeks equal to 8 credit hours. Prior to the start of Teaching Practice, students will attend a one week mandatory orientation session held by the department.

15	EDUC-6318	Teaching Practice	08

C. Research Work

Research work in the form of a thesis will be optional. Students who do not want to take thesis will opt two alternate courses as in option II:

Option I

16	EDUC-6313	Thesis	6(6+0)
Option II			
17	EDUC-6314	Institutional Improvement	3(3+0)
18	EDUC-6315	Seminars on Trends and Issues in Education	3(3+0)

N.B: Students who will take the seminar as an alternate course are required to present and submit their research report**.** The presentation of the seminar will be evaluated by a panel of teachers.

Elective Courses in Areas of Teaching Specialization

(a) Compulsory Course:

Following course is compulsory for all students

01	EDUC-6310	Teaching of English Language	4(4+0)

(b) Elective Courses

Students will select ONE of the courses given below:

Teaching of Social Studies

01	EDUC-6319	Teaching of Social Studies	4(4+0)

Teaching of Mathematics

02	EDUC-6320	Teaching of Mathematics	4(4+0)

Teaching of General Science

03	EDUC-6321	Teaching of General Science	4(4+0)

Teaching of Physics

04	EDUC-6322	Teaching of Physics	4(4+0)

Teaching of Chemistry

05	EDUC-6323	Teaching of Chemistry	4(4+0)

Teaching of Biology

06	EDUC-6324	Teaching of Biology	4(4+0)

(D). Areas of Specialization in Education

N.B.

Students can select any ONE of the following areas of specialization. (Students will be offered any two courses from their respective areas of specialization depending on the availability of faculty and other contingencies).

Area-I: Educational Leadership and Management			
1	EDUC-6325	Organizational Behavior	3(3+0)
2	EDUC-6326	Economics & Financing of education	3(3+0)
3	EDUC-6327	Human Resource Management	3(3+0)
Area -II: Educational Research			
1	EDUC-6328	Qualitative Research Methods in Education	3(3+0)
2	EDUC-6329	Designing & Reporting Research in Education	3(3+0)
3	EDUC-6330	Analysis and Interpretation of Data	3(3+0)

Distribution of Courses (MA)

Semester I

Course Code	Course Title	Credit Hours
EDUC-6301	Introduction to Education	3(3+0)
EDUC-6302	Communication Skills in English	3(3+0)
EDUC-6303	Educational Psychology	3(3+0)
EDUC-6304	Computer Applications in Education	3(3+0)
EDUC-6305	Education in Pakistan	3(3+0)
EDUC-6306	Sociology of Education	3(3+0)

Semester II

EDUC-6307	Educational Assessment and Evaluation	3(3+0)
EDUC-6308	Teaching Strategies and Educational Technology	4(4+0)
EDUC-6309	Research Methods in Education	3(3+0)
EDUC-6310	Teaching of English Language (Elective course I compulsory)	4(4+0)
EDUC-6311	Curriculum Development	3(3+0)

Semester III

EDUC-6312	Educational Planning and Management	3(3+0)
EDUC-63xx	Elective course II (to be opted)	4(4+0)
EDUC-63xx	Area Course I (to be opted)	3(3+0)
EDUC-6313	Thesis (optional)	6(6+0)
(students who will not opt thesis will have to take the following two courses)		
EDUC-6314	Institutional Improvement	3(3+0)
EDUC-6315	Seminars on Trends and Issues in Education	3(3+0)

Semester IV

EDUC-6316	Child Development and Learning	3(3+0)
EDUC-6317	Comparative Education	3(3+0)
EDUC-63xx	Area course II (to be opted)	3(3+0)
EDUC-6318	Teaching Practice	8(0+8)

Elective Courses in Areas of Teaching Specialization

(a) Compulsory Course

Following course is compulsory for all students:

EDUC-6310	Teaching of English Language	4(4+0)

(b) Elective Courses

Students will select ONE of the courses given below:

EDUC-6319	Teaching of Social studies	4(4+0)
EDUC-6320	Teaching of Mathematics	4(4+0)
EDUC-6321	Teaching of General Science	4(4+0)
EDUC-6322	Teaching of Physics	4(4+0)
EDUC-6323	Teaching of Chemistry	4(4+0)
EDUC-6324	Teaching of Biology	4(4+0)

(c) Areas of Specialization in Education:

Area-I: Educational Leadership and Management		
EDUC-6325	Organizational Behavior	3(3+0)
EDUC-6326	Economics & Financing of Education	3(3+0)
EDUC-6327	Human Resource Management	3(3+0)
Area -II: Educational Research		
EDUC-6328	Qualitative Research Methods in Education	3(3+0)
EDUC-6329	Designing & Reporting Research in Education	3(3+0)
EDUC-6330	Analysis and Interpretation of Data	3(3+0)

EDUC-6301 Introduction to Education 3(3+0)

The course focuses on the introduction of basic concepts in education and the ideological, philosophical and psychological foundations of education along with developing an understanding of education and major terminologies. The course will also include guidance and counseling as an essential component of education so that effective educational process may be streamlined. Emphasis will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our cultural context. This course will also be used to develop the ability in prospective teachers to interpret knowledge with its historical, philosophical, ideological and social context, which will lead to produce critical aspects of education both within and outside the school. The basic objectives of the course are to define the basic concepts of education, to describe the important features of foundations of education and understand the role of education in society so that overall development of prospective teacher may be ensured which is the basic aim of education.

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

- Define the basic concepts and elements of education
- Describe the important features of foundations of Education
- Understand the role of education in society
- Summarize and identify aims of education, types of curriculum and general methods of curriculum delivery.
- Know the various philosophies of education and explain their application in education
- Compare and contrast different modes of education and evaluate the benefits and limitations of each
- Describe the role of guidance and counseling in school

Course Outline

1. **Introduction to Education**
   - **1.1.** Definition of Education
   - **1.2.** Education as a process and product
   - **1.3.** Functions of education
   - **1.4.** Elements of Education
   - **1.5.** Types and modes of Education
2. **Foundations of Education**
   - **2.1.** Islamic Education: Chronic reforms and teachings of Prophets
   - **2.2.** Philosophical foundations
   - **2.3.** Relationship between philosophy and education
   - **2.4.** Main philosophical thought
   - **2.5.** Contributions of Philosophy towards education
   - **2.6.** Sociological Foundations
     - **2.6.1.** Relationship between education and sociology
     - **2.6.2.** School and Society
   - **2.7.** Psychological foundations
     - **2.7.1.** Relationships between Education and Sociology
     - **2.7.2.** Contribution of Psychology towards Education

3. **Aims of Education and Curriculum**
   - **3.1.** Aims of Education (spiritual, Moral, Intellectual, Economic, Vocational, Social and cultural)
     - **3.1.1.** Curriculum
     - **3.1.2.** Definition
     - **3.1.3.** Difference between Curriculum and Syllabus
     - **3.1.4.** Components of Curriculum (Aims and Objectives, Context and content relations procedures, characteristics of good textbooks)
     - **3.1.5.** Methods of Teaching
     - **3.1.6.** Different methods of teaching-evaluation, What, Why, When, and how to access.
     - **3.1.7.** Characteristics of good curriculum
4. **Structure of Education**
   - **4.1.** Pre-primary
   - **4.2.** Primary
   - **4.3.** Secondary
   - **4.4.** Tertiary
5. **Modes of Education**
   - 5.1 Formal
   - 5.2 Non-Formal
   - 5.3 Informal
6. **Basic Educational Philosophies**
7. **Learning and Methods of Learning**
8. **Society, Community, and Education**
   - **8.1.** Meaning of Society and Community
   - **8.2.** Social functions of School
   - **8.3.** Interrelationship between Society and Education
   - **8.4.** Role of Education in Development of Society
9. **Guidance and Counseling**
   - **9.1.** Definition and Difference between Guidance and Counseling
   - **9.2.** Need of Educational Guidance
   - **9.3.** Role of Guidance in Schools
   - **9.4.** Forms of Guidance
   - **9.5.** Importance of Counseling in Schools
   - **9.6.** Methods of Counseling

Recommended Texts:

1. Bartlett, S., & Burton, D. (2016). *Introduction to Education Studies*. New York: Sage Publishing Inc.
2. Shahid, S.M. (2012). *Introduction to Education*. Lahore: Majeed Book Depot.

Suggested Readings:

1. O'Connor, D. J. (2016). *An Introduction to the Philosophy of Education*. London: Routledge
2. Sadovnik, A. R., Cookson Jr, P. W., Semel, S. F., & Coughlan, R. W. (2017). *Exploring Education: An Introduction to the Foundations of Education*. London: Routledge
3. Shami, P.A. (2010). *Education in Pakistan*. Islamabad: National Book Foundation

EDUC-6302 Communication Skills in English 3(3+0)

Communication skills are essentially important for teachers because all teaching after all is communicating knowledge skills and attitudes affectivity. Similarly language plays a pivotal role in improving ones communication skills. Hence a teacher must have mastery over various aspects of language and well developed communication skills for better teaching. At present, the medium of instruction in most of the disciplines is English at higher education level. Hence, fluency in speaking, creativity and innovation in writing, efficiency in listening and fluency in reading skills are well-appreciated and demanded from individuals. In order to improve these four communication skills of (reading, writing, listing & speaking) of our prospective teachers and teacher educators we have designed this course to fulfill these requirements. This course highlights numerous basic concepts to develop the oral and written expression as well as presentation skills of students. The basic objectives of the course are to enable students to read different academic & non-academic materials fluently & efficiently, to write clearly and effectively in the discourse of the discipline, to use these skills for meaningful communication and Listen with maximum comprehension.

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

- Communicate effectively orally, in writing and listen with maximum comprehension
- Read different academic & non-academic materials fluently & efficiently.
- Find, use, and evaluate primary academic writing associated with the communication discipline.
- Understand the importance of specifying audience and purpose and to select appropriate communication choices.
- Write a polished resume and cover letter and effectively prepare for and participate in interviews

Course Outline

Part - I

1. **Introduction:**
   - **1.1.** Communication: Meaning , nature, process & importance
   - **1.2.** Communication Skills: Need & importance
2. **Communication Skills for Teaching**
   - **2.1.** Basic concepts
   - **2.2.** Basic communication skills for teachers
   - **2.3.** Constructive assertiveness :
     - **2.3.1.**Stating the problems or concern
     - **2.3.2.**Body language and gestures
     - **2.3.3.**Obtaining appropriate behavior
   - **2.4.** Empathic responding
     - **2.4.1.**Listening skills
     - **2.4.2.**Processing skills
   - **2.5.** Problem-solving skills
   - **2.6.** Suggested activities
     - **2.6.1.**Developing assertive skills
     - **2.6.2.**Recognize listening responses
     - **2.6.3.**Problem-solving exercises

3. **Functional English**
   - **3.1.** Review of grammar
   - **3.2.** Tenses and common errors in usage

Part-II

Communication Skills (Reading & Writing)

4. **Reading Skills:**
   - **4.1.** Reading strategies
   - **4.2.** Skimming, Scanning, Intensive reading
   - **4.3.** Finding the main idea
   - **4.4.** Reading large texts
   - **4.5.** Concept making
   - **4.6.** Making notes from written texts
   - **4.7.** Using dictionary
5. **Writing Skills:**
   - **5.1.** Grammar skills & mechanics of writing
   - **5.2.** Sentence and parts of sentence
   - **5.3.** Paragraph writing
   - **5.4.** Essay writing
   - **5.5.** Notes taking
   - **5.6.** Letter writing
   - **5.7.** CV writing and Job application
   - **5.8.** Report writing

Part- III:

Communication Skills- II (Listening and Speaking)

6. **Listening Skills:**
   - **6.1.** Listening to recognize basic speech sounds in English
   - **6.2.** Listening of native and non-native discourses
   - **6.3.** Real-life listening
   - **6.4.** Using visual and aural environmental clues
   - **6.5.** Intensive listening and Extensive listening
7. **Speaking Skills:**
   - **7.1.** Pronunciation
   - **7.2.** Stress and intonation patterns
   - **7.3.** Real life dialogues
   - **7.4.** Role-play
   - **7.5.** Presentation skills
   - **7.6.** Seminar skills
   - **7.7.** Group discussions
   - **7.8.** Interview techniques
8. **Writing essay, CV, application**
9. **Presentation, interview techniques**

Recommended Texts:

1. Delamain, C., & Spring, J. (2017).*Developing baseline communication skills*. London: Routledge
2. Kumar, V., Raj, B., Kapurthala, & Jalandhar. (2017). *Comprehension and Communication Skills in English*. New Delhi. Kalyani Publishers

Suggested Readings:

1. Michael, J. M. (2014). *7L: The Seven Levels of Communication: Go From Relationships to Referrals*. Texas: BenBella Books
2. Owen, H. (2018). *The Handbook of Communication Skills.* London: Routledge
3. Reed, M., & Levis, J. (2018).*The Handbook of English Pronunciation*. New Jersey: John Wiley & Sons.

EDUC–6303 Educational Psychology 3(3+0)

The main purpose of the course is to make students aware of psychological aspects of human development and use of psychological principles in field of education. This subject will help bridge the gap between theory and practice. This subject will help prospective teachers to understand individual differences so that they may be able to identify needs of every student individually. In other words, how students can use various concepts of educational psychology to improve their learning and teaching skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instructions. They will also be trained in how these theories can be applied in the classroom teaching to produce positive learning environment. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It will also provide them with the tools needed to be a better teacher, counselor and guide.

Learning Outcomes:

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

- Understand the need and importance of psychology in education
- Comprehend the scope, methodology, and usefulness of educational psychology in effective teaching
- Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications
- Develop skills to understand and identify the individual differences among the students to improve their teaching by adopting appropriate strategies
- Know the way to creating a learning community in a classroom.
- Discuss how different forms of reinforcement affect behavior and performance

Course Outline

1. **Introduction**
   - 1.1. Meaning and nature of psychology
   - 1.2. Meaning and nature of educational psychology
   - 1.3. Educational psychology: Some basic problems to solve simultaneously
   - 1.4. Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology
   - 1.5. Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology
2. **Learning and Instruction**
   - 2.1. Educational psychology and teaching
   - 2.2. Objectives for learning
   - 2.3. Mastery learning
   - 2.4. Direct instruction
   - 2.5. Expository learning &teaching
   - 2.6. Constructivist & situated learning
   - 2.7. Inquiry & problem –based learning
   - 2.8. Group work & cooperation in learning
3. **Motivation: Theory and Practice**
   - 3.1. Concept of motivation.
   - 3.2. Theories of motivation.

3.3. Strategies for motivation

4. Creating Learning Environments

4.1. The ecology of classroom
4.2. Creating a possible learning environment
4.3. Maintaining a good learning environment
4.4. Special programs for classroom management to create a better learning
4.5. Environment
4.6. The need for better communication
4.7. Some guidelines

5. Teaching for Learning (i.e. Effective Teaching)

5.1. Planning for effective teaching
5.2. Teaching large & small groups effectively
5.3. Characteristics of effective teachers
5.4. Matching methods to goals

6. Individual Differences / Variations

6.1. Nature, types causes and measurement of individual differences(Individual differences in intelligence, creativity, cognitive and learning styles& students with learning challenges or disorders)
6.2. Handling with individual differences in the classroom

7. Intelligence and Personality Theories

7.1. Intelligence: Meaning, nature, and theories of intelligence
7.2. Personality: Meaning, nature, and theories of personality

8. Behavioral Learning Theory

8.1. A Brief History of behaviorism
8.2. Classical Conditioning and Emotional Responses
8.2.1.Pavlov: Classical Conditioning
8.3 Watson and Behaviorism
8.4 Skinner and Reinforcement

9. Applied Behavior Analysis

9.1. Antecedents and behavioral change
9.2. Methods for encouraging behaviors
9.3. Coping with undesirable behavior
9.4. Self-regulation and cognitive behavior modification.
9.5. Problems and issues
9.6. Evaluation of behavioral methods: Contribution & Criticism

Recommended Texts:

1. Duchesne, S., & McMaugh, A. (2018).*Educational Psychology for Learning and Teaching*. Boston. Cengage Publishers
2. Slavin, R. E. (2019).*Educational Psychology: Theory and Practice*: New York. Pearson Education, Inc.

Suggested Readings:

1. Evans, E. G. S. (2017). *Modern Educational Psychology: A Historical Introduction*. London. Routledge.
2. Santrock, J. W. (2017). *Educational Psychology*. New York: McGraw-Hill.
3. Woolfolk, A. (2018). Educational Psychology (14th ed.). New York: Pearson Education, Inc.

EDUC-6304 Computer Applications in Education 3(3+0)

Computer is nowadays being used in almost all academic disciplines. It is the latest and most advanced technology of the present era. Education too is not an exception. Computer technology is being applied as a major AV- aid in instruction as well as planning. Moreover, numerous soft wares have been developed that are used in research (for data analyses and data presentation) and teaching. This course is intended to introduce the students with recent developments and applications of computer technology in the field of education. It will enable the students to equip themselves with the use of modern technologies in the classroom. It also enables them to use these technologies in school management. Information technology plays a vital role in the development of every organization, whether, business organization or social organization like school. This course focuses on the recent developments and applications of computer technology in the field of education. The course has following objectives for the students, understand computer systems and information technology differentiate among different work environments of computer systems, exhibit capabilities of using computer in education and develop and maintain database of an educational institute.

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

- Understand computer systems and information technology
- Differentiate among different work environments of computer systems
- Exhibit capabilities of using computer in education
- Develop and maintain a database of an educational institute
- Design classroom presentations and plan their lessons
- Use the internet, e-mail, and intranet for educational purposes
- Equip themselves with computer skills according to the market demands
- Develop practical capabilities required in using computers

Course Outline

1. **Fundamentals of Computer**
   - **1.1.** Introduction to computer system and data processing
   - **1.2.** Types of computer
   - **1.3.** Classification of computer
   - **1.4.** Hardware configuration
   - **1.5.** Central processing unit
   - **1.6.** Computer software
   - **1.7.** Uses of computer in education
2. **Disk Operating System**
   - **2.1.** Definition of disk operating system.
   - **2.2.** Features of DOS
   - **2.3.** What is a file? And how to create, save, edit, and reopen a file.
   - **2.4.** Types of commands in MS-DOS.
   - **2.5.** Some important commands: CD, MD, RD, CLS, COPY, XCOPY, DATE, TIME, DEL, DIR, DOSKEY, AUTOEXEC.BAT & CONFIG.SYS files FORMAT, LABEL, PATH, UNDEL, REN, SYS, VER, TREE,
3. **Windows operating system**
   - **3.1.** Introduction to graphical user interface
   - **3.2.** Features of windows
   - **3.3.** Desktop: Icons for my computer, explorer, recycle bin

3.4. Working in windows
3.5. Managing files: Moving and copying file, creating new files and folders
3.6. Using explorer: Collapsing/expanding levels to view folders and files; properties of files and folders
3.7. creating a folder, finding a file with various options
3.8. System tools, calculator, address book, paint, word pad, etc.

4. **Word Processor**
   4.1. Typing and formatting of any document e.g. notes, applications, and letters.
   4.2. Formatting of articles, term papers, and theses(according to APA style)
   4.3. Mail merge E-mail.
   4.4. Address book management.
5. **Spread Sheet**
   5.1. Entering and maintaining data in worksheets.
   5.2. Formula entry and data analysis.
   5.3. Graphical presentation of data
   5.4. Preparing and presenting students reports
6. **Designing Presentations**
   6.1. Audio and video effects
   6.2. Advance features
7. **Data Base Management**
   7.1. Other data base management programs e.g. Oracle, Internet data bases etc.
   7.2. Introduction to MS- Access
   7.3. Developing data base in Access
8. **Scheduling and Maintaining Personal Information**
   8.1. MS-Outlook Express
   8.2. Address book
   8.3. E-Mail
   8.4. Diary
   8.5. Scheduling classroom activities
9. **Computer in Education**
   9.1. Using different types of programs for delivering lessons in classrooms
   9.2. Lesson planning by using Roblyer's data base of strategies and lesson plans
   9.3. Management of student related information
   9.4. Preparing result cards and reports
10. **Searching for Information**
    10.1. Introduction to internet
    10.2. Searching and browsing
    10.3. Downloading and uploading information

Recommended Texts:

1. Cox, J. & Preppernau, J. (2017). *Step by Step Microsoft office word 2007*. Washington: Microsoft Press
2. Steinberg, E. R. (2018).*Teaching computers to teach*. London: Psychology Press.

Suggested Readings:

1. Ahmad, J., Ahmad, S., & Khan, A. (2016). *Computer Application in Education.* Hyderabad, India: Neelkamal Publisher
2. Comer, D. E. (2018). *The Internet book: Everything you need to know about computer Networking and how the Internet works*. London: Chapman and Hall.
3. Parsons, J. J., Oja, D., Beskeen, D. W., Cram, C. M., & Duffy, J. (2015). *Enhanced Computer concepts and Microsoft office 2013 illustrated*. New York. Cengage Learning.

EDUC-6305 Education in Pakistan 3(3+0)

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education i.e. pre -primary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied with reference to formal, non-formal and informal modes of education. Teacher educator will ensure that different components of education like management, leadership etc. and major issues and challenges in education sector are also taken into consideration. The basic objectives of the course are to understand schooling structure at different levels in Pakistan, to decipher the nature and purpose of education in the pre and post-independence period and delineate the historic roots and subsequent development of pre service teacher education in Pakistan. Moreover this subject will develop awareness among prospective teachers about statistical facts regarding education in Pakistan.

Learning Outcomes:

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

- Understand schooling structure at different levels in Pakistan
- Decipher the nature and purpose of education in the pre and post-independence period
- Delineate the historic roots and subsequent development of pre-service teacher education in Pakistan
- Evaluate education in Pakistan in the light of current educational policy
- Critically analyze educational development at different levels of education i.e. pre-primary education, primary education, and secondary education.
- Evaluate the issues and challenges in higher education.

Course Outline

1. **Structure of Education**
   - 1.1. Preschool education
   - 1.2. Elementary education
   - 1.3. Secondary education
   - 1.4. Higher Secondary Education
   - 1.5. Tertiary education
   - 1.6. Religious education
   - 1.7. Technical and vocational education
2. **Administration of Education and Decentralization**
   - 2.1. Federal Administrative Structure of Education
   - 2.2. Provincial Administrative Structure of Education
   - 2.3. District Administrative Structure of Education
3. **Management**
   - 3.1. Curriculum wing
   - 3.2. Ministry of education
   - 3.3. Provincial curriculum bureaus
   - 3.4. Textbook boards
   - 3.5. Staff development centers
   - 3.6. Examinations (BISE, board of technical education)
   - 3.7. Schools management committees
   - 3.8. Models of Curriculum in Pakistan

4. **Education in Pakistan: Pre and Post Independence**
   - 4.1. Pre-independence
   - 4.2. Post-independence
   - 4.3. National Education Policies
5. **Policy Formulation in Pakistan**
   - 5.1. Major objectives and progress of education with reference to current national education policy
6. **Technical and Vocational Education in Pakistan**
   - 6.1. Status
   - 6.2. Key Issues and Challenges
7. **Pre-Service Teacher Education in Pakistan**
   - 7.1. Policy perspectives from 1947 to recent
   - 7.2. Teacher training institutions and programs
   - 7.3. New trends in teacher education in Pakistan
   - 7.4. Major issues and challenges
8. **Statistical Overview of Education in Pakistan**
   - 8.1. Primary
   - 8.2. Secondary
   - 8.3. Tertiary
   - 8.4. Gender Parity
   - 8.5. Quality and expenditures
9. **Major Issues and Challenges**
   - 9.1. Globalization
   - 9.2. Low enrollments and dropouts
   - 9.3. Illiteracy
   - 9.4. Female Education
   - 9.5. Physical Conditions of Social Educational Institutions
   - 9.6. Quality of Education
   - 9.7. Investment of Education

Recommended Texts:

1. Bashiruddin, Y,. Bana, Z., & Afridi, A. K. (2012). *Education in Pakistan*. Karachi: Oxford University Press
2. Siddiqui, S. (2016). *Rethinking Education in Pakistan Perceptions, Practices and Possibilities*. Lahore: Paramount Books (Pvt.) Ltd.

Suggested Readings:

1. Burki, S. J. (2018).Pakistan: fifty years of nationhood. London: Routledge.
2. Siddiqui, S. (2016). *Education policies in Pakistan: Politics, projections, and practices.* Karachi: Oxford University Press.
3. Shah, S. (2015). *Education, leadership, and Islam: Theories, discourses, and practices from an Islamic perspective*. London: Routledge.

EDUC-6306 Sociology of Education 3(3+0)

The course provides students with the sociological insight of education so that they may be able to correlate sociology and education. Core concepts, levels, educational institutions, theories, educational policies and reforms with reference to sociological aspect of education will be studied in this course. Relationship of education with socio-economic development will also be discussed so that role of education can be highlighted to reduce gap between institutions and society and demands for theory and practices may be fulfilled. The course highlights the role of education in the development of sociology. The basic objectives of the course are to discuss relation between school and community. It is base to understand and develop linkage among the school, community and teacher for effective education. It will enable students to identify the social factors affecting education and how these can support the development of education. It will highlight the role of teachers and school in socialization of students and development of society.

Learning Outcomes:
After completion of the course, the students will be expected to:

- Describe the basic concepts and approaches of sociology
- Discuss the relationship between school and community
- Know the process of linkage between the school community and teachers for effective education
- Describe the way of placing students in small and large groups
- Identify the social factors affecting education and how it can support the development of education
- Know the role of teachers and school in the socialization of students and development of society
- Contribute to community work, health promotion activities, and endorsement of healthy environment.
- Explicate the technological change and its impact on society

Course Outline

1. **Introduction- Theory and approaches**
2. **Society, Community, and Culture**
   - **2.1.** Definition
   - **2.2.** Individual status and his/her role in the society
   - **2.3.** societal interaction
   - **2.4.** cultural diversity
   - **2.5.** cultural and cultural elements of the Pakistani community
   - **2.6.** role of education in strengthening Pakistan
3. **Group and Group Dynamics**
   - **3.1.** Meaning OF A Group
   - **3.2.** Group dynamics
   - **3.3.** Types of Social Groups
   - **3.4.** Individual Behavior and group behavior
   - **3.5.** Role of School teacher in molding individual and group behavior
4. **Socialization**
   - **4.1.** Meaning and aims of socialization
   - **4.2.** Agencies of socialization
   - **4.3.** Stages of social development

4.4. Role of school in socialization
4.5. Teachers as role model, participating in community and health activities

5. **Social Institutions**
   5.1. Definition
   5.2. Types of social institutions
   5.3. The family
   5.4. Economic institutions
   5.5. Religious institutions
   5.6. Educational institutions
   5.7. Play and recreational institutions
6. **School and Community**
   6.1. Relationship between school and community
   6.2. Effects of school on community
   6.3. Effects of community on schools
   6.4. A critical analysis of the effective role of schools and teachers in the Pakistani community
7. **Social Control**
   7.1. Definition
   7.2. Social deviation, peace, harmony, and tolerance
   7.3. Methods of social control
   7.4. Role of community, school, and teacher in peace development, harmony, and tolerance
8. **Teacher, School, and Students**
   8.1. Are teachers born or made
   8.2. Effective and reflective teaching
   8.3. creative and critical teaching
   8.4. teacher effectiveness
   8.5. Academic Learning Time(ALT)
   8.6. Classroom Management
   8.7. Co-Curricular activities
   8.8. Reflection or productive feedback
9. **Technological Change**
   9.1. Technological change and its impact
   9.2. Sources/forces of technological change
   9.3. Technology and Jobs
   9.4. Technology and Ethical Values
   9.5. Utilitarian view of technology

Recommended Texts:

1. Hallinian, M.T. (2016). *Handbook of the Sociology of Education*. New York: Springer
2. Musgrave, P. W. (2017). *The Sociology of Education*. London: Routledge

Suggested Readings:

1. Ballantine, J. H., Hammack, F. M., & Stuber, J. (2017). *The Sociology of Education: A Systematic Analysis.* London: Routledge
2. Becker, R. (2019). *Research Handbook on the Sociology of Education*. Cheltenham, UK: Edward Elgar Publishing
3. Chaudhry, M. I. (2014). *A Textbook of General Sociology*. Lahore: Aziz Publishers

EDUC-6307 Educational Assessment and Evaluation 3(3+0)

Assessment plays a vital role in promoting educational activities and reporting results. Same is the case with educational test, measurement and evaluation of students' achievement and progress. It is an essential part of teaching learning process and without it all educational process is meaningless. It is because without doing this we cannot judge the degree or extent to which we have been successful in teaching learning process. This course is intended to introduce students with various techniques, instruments (assessment tools) and approaches to measure and evaluate students' achievement in classroom. The basic objectives of the course are to comprehend and apply various tools and techniques of measuring student's progress. It will develop to understanding about importance of educational assessment and action research in educational decision making. Moreover it will help students to construct, administer, organize and analyze various types of test items. Hence students will be able to identify, understand and elaborate main characteristics of a good test and criteria for its development.

Learning Outcomes:

After studying this course the students will be able to:

- Comprehend and apply various tools and techniques for measuring student's progress.
- Understand the importance of educational assessment and action research in educational decision making
- Construct and analyze various types of test items.
- Construct and validate various types of classroom tests in accordance with the course objectives and nature of content for different school subjects
- Understand and apply different statistical techniques to interpret student's scores in different fields.
- Report the students' results, scores or grades according to principles of measurement and evaluation in education
- Understand and elaborate on the main characteristics of a good test.

Course Outline

1. **Introduction**
   - 1.1. Understanding of basic concepts: Testing, measurement, assessment, evaluation, and accountability, etc.
   - 1.2. Role of assessment in teaching and learning process
   - 1.3. Types of assessment procedures
   - 1.4. General principles of assessment
   - 1.5. Assessment and instructional process
2. **Instructional objectives**
   - 2.1. Criterion for selecting appropriate objectives
   - 2.2. Stating educational objectives: Various methods & approaches
   - 2.3. Taxonomies of educational objectives and their use in the assessment
3. **Types of Test**
   - 3.1 Objective type tests
   - 3.2 Subjective type test
4. **Planning and Developing Classroom Tests and assessment**
   - 4.1. The purpose of classroom testing
   - 4.2. Development of table of specification
   - 4.3. Selecting appropriate test items

4.4. Preparing relevant test items
4.5. Objective test items
4.6. Essay questions
4.7. Interpretive exercise
4.8. Measuring complex achievement
4.9. Performance based assessment

5. Test construction and Qualities of good tests
5.1. Test construction
5.2. Planning, organizing, administrating and scoring a test
5.3. Item analysis
5.4. Standardization of tests
5.5. Reliability and Validity
5.6. Adequacy and Objectivity
5.7. Differentiability and Usability

6. Evaluating Typical Behavior / Affective Domain
6.1. Observation: Anecdotal record, checklists, rating scales, socio-metrics
6.2. Self-reports and peer appraisal

7. Analysis and interpretation of Test Results / Scores
7.1. Scores and types of scores
7.2. Graphic representation of scores
7.3. Frequency distribution
7.4. Measures of central tendency
7.5. Measures of variability
7.6. Correlation

8. Reporting and Grading of Results
8.1. Functions of grading and reporting systems
8.2. Types of grading and reporting system
8.3. Reporting the grades to students parents and administrators of schools
8.4. Counseling of students after reporting the grade.

9. Practical work
9.1. Development of tests
9.2. Preparing tests and finding out its reliability and validity

Recommended Texts:

1. Gipps, C. (2011). *Beyond Testing: Towards a theory of Educational Assessment*. London: Routledge.
2. Pidgeon, D., & Yates, A. (2018).*An introduction to Educational Measurement*. London: Routledge.

Suggested Readings:

1. Blalock, H. M. (2017). *Measurement in the Social Sciences*. London: Routledge.
2. Dorans, N.J., & Cook, L.L. (2016). *Fairness in Educational Assessment and Measurement*. NY :Routledge
3. Wells, C. S., & Faulkner-Bond, M. (Eds.). (2016). *Educational Measurement: From Foundations to the Future*. New York: Guilford Publications.

EDUC-6308 Teaching Strategies and Educational Technology 4(4+0)

Technology is the application of scientific knowledge for the welfare and progress of humanity. If we use this scientific knowledge for the welfare of students and teachers (for better teaching and learning purposes) it becomes educational technology. Many new technologies have emerged with the passage of time. Each technology brings new challenges and opportunities. Sometimes this revolutionize the world e.g. as computer technology has revolutionized the 20th & 21st centuries. Now it is mandatory for educational institutions to use latest technologies to compete in global village. The course highlights the teaching strategies and technologies in classrooms because educational technology improves knowledge retention, encourage individual learning and collaboration. The course has objectives for the students to understand the applications of different technologies in teaching learning process, evaluate the role and importance of technologies in teaching- learning process and plan lessons identifying appropriate technologies and methods to deliver those lessons effectively.

Learning Outcomes:

After the successful completion of this course the trainee teachers will be able to:

- Understand the applications of different technologies in the teaching learning process
- Evaluate the role and importance of technologies in teaching learning process
- Select a suitable technology for transmitting information relevant to a particular topic of a particular subject
- Plan lessons identifying appropriate technologies and methods to deliver those lessons effectively
- Understand and apply different methods and techniques of teaching
- Develop and exhibit better pedagogical skills (teaching skills)
- Comprehend recent trends, problems, and issues in the use of modern technologies and teaching methods in our local context

Course Outline

Part- I

1. **Teaching**
   - **1.1.** Concept of teaching: structure and features
   - **1.2.** Professionalism in teaching
   - **1.3.** Teaching as an art or science
   - **1.4.** Teaching competence
   - **1.5.** Effective teaching or effective teacher
2. **Methods and Techniques of Teaching**
   - **2.1.** Introduction: What are the methods, approaches, and techniques of teaching?
   - **2.2.** Lecture method and Expository teaching method
   - **2.3.** Discussion method
   - **2.4.** Demonstration method
   - **2.5.** Micro-teaching method
   - **2.6.** Programmed instruction
   - **2.7.** Role play method, Simulations, and games
   - **2.8.** Discovery and inquiry methods
   - **2.9.** Team teaching method
   - **2.10.** Project method, Activity and play way method
   - **2.11.** Problem solving method
   - **2.12.** Advance organizer

2.13. Brain Storming
2.14. Super Learning

3. **Lesson Planning as a Teaching Tool**
   3.1. Meaning and importance of lesson planning
   3.2. Types of lesson planning
   3.3. Approaches to lesson planning
   3.4. Elements of lesson planning
   3.5. Different Formats of Lesson Plans
   3.6. Using a lesson plan in teaching (Herbartian approach, John Dewey and Kilpatrick approach)
4. **Practical Work**

Part- II (Educational Technology)

5. **Introduction**
   5.1. Meaning and definition of educational technology
   5.2. Origin of educational technology
   5.3. History of educational technology
   5.4. Types of educational technology
   5.5. Components of educational technology
   5.6. Classification Of AV-aids
   5.7. Merits and demerits of educational technology in the field of education
6. **Types of Educational Technologies, Media and Their Uses in Learning Process**
   6.1. Introduction: Basic concepts
   6.2. Radio, Tape-Recorder,
   6.3. Television and video, Educational telecasting
   6.4. Videotext and electronic mail
   6.5. Interactive video
   6.6. Projectors: types and uses
   6.7. Computer, Internet, and intranet
   6.8. Multimedia
   6.9. Language laboratories
   6.10. Models and modeling
   6.11. Board work: Bulletin and Fallen boards
   6.12. Use of locally available low cost material of educational technology
   6.13. Use of Mass Media in Education
7. **Current types of educational technology systems and their application**
   7.1. Computer-based educational technology
   7.2. Interactive video and Teleconferencing
   7.3. Personal digital assistants (PDAs)
8. **Integrating Technology into the Curriculum and Instruction**
   8.1. Technology in science and mathematics instruction
   8.2. Technology in social science instruction
   8.3. Technology in language arts and foreign language instruction
   8.4. Issues and trends related to technology use in instruction
9. **Practical Work**

Recommended Texts:

1. Rushby, N., & Surry, D. (2016). *The Wiley Handbook of Learning Technology.* New Jersey: John Wiley & Sons
2. Spector, J. M. (2015). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives.* London: Routledge

Suggested Readings:

1. Cullingford, C., & Haq, N. (2016). *Computers, schools, and students: The effects of Technology.* London: Routledge
2. Keengwe, J. (2015). *Handbook of Research on Educational Technology Integration and Active Learning.* Pennsylvania: IGI Global.
3. Orlich, D. C., Harder, R.J., Callahan, R.C., Trevisan, M.S., & Brown, A.H. (2012). *Teaching Strategies: A Guide to Effective Instruction*. Boston: Cengage Learning Publishing

EDUC-6309 Research Methods in Education 3(3+0)

Educational research is the formal and systematic application of the scientific method to the study of educational problems. The purpose of this course is to make students familiar with research, and to enable the students to acquire the body of knowledge and competencies for application and analysis related to research. The overall strategy of this course is to promote attainment of a level of expertise in research through the acquisition of skills and by involving students in the research process. It is due to the fact that all professional teachers and researchers should be familiar with the methods of research and the analysis of data so that they can find out the valid solutions of their educational problems. This course addresses the research, its types and importance in the field of teacher education. The basic objectives of the course are to enable students for critical analysis of different research work and relate it to national and local context. To engage with the research literature and to establish how different researchers techniques help improve the overall classroom situation and to conduct research in different educational settings and Write research report and present it effectively.

Learning Outcomes:
At the end of the course, the learners will be able to

- Discuss the meaning, nature & scope of research in education
- Explain the nature of the different types of research paradigms/methods in education
- Identify the various research designs and explain their application in education settings
- Perform literature reviews using print and online databases
- Demonstrate their ability to conduct research, think critically, and articulate their findings in formal compositions
- Identify, explain, compare, and prepare the key elements of a research proposal/report

Course Outline

1. **The Nature of Educational Research**
   - **1.1.** Definitions of Educational Research
   - **1.2.** Scope and importance
   - **1.3.** Scientific method
   - **1.4.** Research problem and topic
   - **1.5.** Characteristics of the research problem
2. **Concepts, Constructs, and Variables**
   - **2.1.** Concepts and constructs: Definition and examples
   - **2.2.** Operationally defining a construct.
   - **2.3.** Variables: Definition, types and control Variables, Independent, dependent, moderating, intervening, categorical, continuous, active, attributive
3. **Hypotheses and Research Questions**
   - **3.1.** Hypothesis and Types of hypotheses
   - **3.2.** Testing the Hypothesis
   - **3.3.** Objectives and hypotheses
   - **3.4.** Research questions
4. **Data Collection Tools**
   - **4.1.** Development of Research tools: Questionnaire, observation schedule, interview, and rating scales

- **4.2.** Validity and Reliability
- **4.3.** Data collection procedure
- **4.4.** Pilot testing

5. **Types of Educational Research**
   - **5.1.** Types of Research: Qualitative and quantitative
   - **5.2.** Descriptive Research
   - **5.3.** Correlation Research
   - **5.4.** Experimental Research
   - **5.5.** Historical Research
   - **5.6.** Action Research
6. **Literature Review**
   - **6.1.** Need and Importance
   - **6.2.** Primary sources
   - **6.3.** Secondary sources
7. **Methodology**
   - **7.1.** Population
   - **7.2.** Sampling and its Types
   - **7.3.** Instrument
   - **7.4.** Data collection procedure
8. **Data Analysis**
   - **8.1.** Descriptive
   - **8.2.** Inferential
9. **Preparing a Research Proposal**
10. **Report Writing**
    - **10.1.** Writing formats & Presentation
    - **10.2.** Referencing

Recommended Texts:

1. Gay, L. R. (2010). *Educational Research: Competencies for Analysis and Application*. NY: Pearson Education
2. Walliman, N. (2017). *Research Methods: The basics*. London: Routledge.

Suggested Readings:

1. Fraenkel, J. R. &Wallen, N. E. (2015). *How to Design and Evaluate Research in Education.* NY: McGraw Hill.
2. Patten, M. L., & Newhart, M. (2017).*Understanding Research Methods: An overview of the Essentials*. London: Routledge.
3. Wiersma, W., & Jurs, S.G. (2009). *Research Methods in Education: An Introduction (9th ed)*. London: Pearson Education

EDUC- 6311 Curriculum Development 3(3+0)

This course highlights the theory and historical development in the field of curriculum. Curriculum development is a problem solving process and it involves the consideration of the needs and problems for the improvement of the programs and the implementation of solutions and alternatives for learners and their contexts The major objectives of the course are to understand basic concepts of curriculum and instruction, to comprehend and evaluate the process of curriculum development and change in general and in Pakistani context in particular. It presents essential knowledge of curriculum theories and models. It also focuses to review and evaluate the curriculum reforms that have taken place in Pakistan so far. Curriculum is a reflection and a product of the society and can contribute to the change in the society. It is necessary to reflect on the issues to reach decisions in a dynamic and responsive curriculum development process. This course also aims to enable students to identify and suggest solutions to the issues related to curriculum and its implication.

Learning Outcomes:

After studying this course, the students will be able to:

- Understand basic concepts of curriculum and instruction
- Comprehend and evaluate the process of curriculum development and change in general and in Pakistani context in particular
- Review and evaluate the curriculum reforms that have taken place in Pakistan so far
- Understand and evaluate the basic principles, models, and approaches to the curriculum organization and design
- Review and understand the critical issues, problems, and trends in curriculum development and instruction
- Describe the process of curriculum evaluation both in national and international context
- Evaluate the quality and worth of our local text books, curricula, and syllabi

Course Outline

1. **Introduction:**
   - **1.1.** Elements of curriculum: Objectives, content, teaching methods, and evaluation
   - **1.2.** Basic components of curriculum and instruction, and their inter-relationship
   - **1.3.** Role of school leaders and teachers in curriculum development
2. **Elements of Curriculum**
   - 3.1 Objectives
   - 3.2 Content
   - 3.3 Methodology
   - 3.4 Evaluation
3. **Foundations of Curriculum:**
   - **3.1.** Philosophical foundations
   - **3.2.** Historical foundations
   - **3.3.** Psychological foundations
   - **3.4.** Socio-cultural foundations
   - **3.5.** Economic foundations
4. **Curriculum Goals, Aims, and Objective:**
   - **4.1.** Taxonomies of educational objectives
   - **4.2.** Cognitive domain
   - **4.3.** Affective domain

4.4. Psychomotor domain

5. **Curriculum Theory and Practice: Various models:**
   - **5.1.** Objective Model
   - **5.2.** Contents model
   - **5.3.** Process model
   - **5.4.** Integration vs. differentiated curriculum
   - **5.5.** Teacher vs. student centered curriculum
   - **5.6.** Top down vs. bottom up curriculum
6. **Curriculum Development Process**
   - **6.1.** Curriculum development: Basic concepts
   - **6.2.** Steps in Curriculum development process
   - **6.3.** Procedures of curriculum development: Judgmental, experimental, analytical and consensual
   - **6.4.** Curriculum change and innovation
   - **6.5.** Curriculum development process in Pakistan
7. **Curriculum development process in Pakistan**
8. **Curriculum Reforms in Pakistan**
   - **8.1.** Curriculum reforms in the light of national educational policies
   - **8.2.** Issues of curriculum change
9. **Curriculum Evaluation**
   - **9.1.** Definition, components, and kinds of evaluation, (Summative, formative, diagnostic etc.)
   - **9.2.** Traditional and progressive notions of curriculum monitoring and evaluation
   - **9.3.** Role of evaluation in curriculum improvement
   - **9.4.** Process and practices of curriculum evaluation in Pakistan and its implications
   - **9.5.** Contemporary issues of curriculum evaluation

Recommended Text:

1. Higher Education Commission. (2012). *Curriculum Development*. Islamabad: Higher Education Commission
2. Nicholls, A., & Nicholls, S. H. (2018). *Developing a Curriculum: A Practical Guide*. London: Routledge.

Suggested Readings:

1. Berry, R., & Adamson, B. (Eds.). (2011). *Assessment Reform in education: Policy and practice* (Vol. 14). London: Springer Science & Business Media.
2. Boyle, B., & Charles, M. (2016). *Curriculum Development: A Guide for Educators*. CA: Sage Publications Ltd
3. Wiles J. W. & Bondi J.C., (2014). *Curriculum Development: A Guide to Practice.* London. Routledge

EDUC-6312 Educational Planning and Management 3(3+0)

This course conveys various aspects of .educational planning and management. EPM is more than a technical exercise. It is also an organized social process involving a variety of people. The course presents and discusses the main features that characterize the educational planning processes currently in practice as well as the process of plan preparation. It also includes historical background of educational administration and supervision. The course has following objectives for the students: Understand and differentiate the terms administration, supervision, organization and management. , Review and evaluate the specific organizational conditions and Understand, characterize and exercise effective leadership traits and behaviors. One of the main tasks of educational planners is to assist decision-makers with the choice of adequate goals and strategies. Planners therefore need to understand the current challenges facing educational development and be able to evaluate possible policy responses with their respective implications. The purpose of course is to provide an overview of the principal issues underway in educational development today and the related challenges for policy makers and planners.

Learning Outcomes:

After the successful completion of this course the students would be able to:

- Define, differentiate and understand the terms administration, supervision, organization, and management.
- Apply different tools and techniques of administering and supervising
- Understand and perform various functions of management
- Understand, characterize and exercise effective leadership traits and behaviors
- Understand the need of effective and efficient performance as a head teacher or headmaster/ headmistress
- Understand and analyze the behavior of employees in the light of various theoretical perspectives of education administration

Course Outline

1. **Introduction**
   - **1.1.** Difference between administration, supervision & management
   - **1.2.** Educational administration and school administration
   - **1.3.** Nature, aims, objectives, and principles of school Administration
   - **1.4.** Definitions of Planning and Management
   - **1.5.** Difference between leadership and management
2. **Supervision and Inspection**
   - **2.1.** Concept of supervision
   - **2.2.** Need, importance, and aims of supervision and inspection.
   - **2.3.** Types of supervision
   - **2.4.** Techniques of supervision
   - **2.5.** Factors affecting educational supervision
3. **Nature and Scope of Educational Management**
   - **3.1.** Concept of management
   - **3.2.** Historical background of management
   - **3.3.** Evolution of management thought in education
4. **Process of Management**
   - **4.1.** Planning
   - **4.2.** Organizing
   - **4.3.** Leading
   - **4.4.** Communicating
   - **4.5.** Controlling

4.6. Budgeting

5. **Decision Making.**
   - **5.1.** Meaning& importance
   - **5.2.** The decision making process
   - **5.3.** Types of decisions and decision-making problems
   - **5.4.** Programmed and non-programmed decisions; group and individual decisions
6. **The School Discipline.**
   - **6.1.** Definition, purpose, and types of school discipline
   - **6.2.** Three stages of discipline
   - **6.3.** Factors affecting school discipline
7. **Rules and Regulations**
   - **7.1.** Rules regarding appointment, leaves, pay, and allowances.
   - **7.2.** Efficiency & Discipline rules
   - **7.3.** Terms of reference of various personals in the school
   - **7.4.** Code of ethics
8. **Key Issues in Educational Management**
   - **8.1.** Pre-service and in-service training
   - **8.2.** Punishment and reward system
   - **8.3.** Management of school time-table
   - **8.4.** Management of school library
   - **8.5.** Efficiency and effectiveness
   - **8.6.** Productivity vs human relations
   - **8.7.** Training vs development
   - **8.8.** Co-curricular activities
9. **Records in Educational Institutions**
   - **9.1.** Attendance register
   - **9.2.** Leave register
   - **9.3.** Stock register
   - **9.4.** Cash register (fee, different kind of funds)
   - **9.5.** Personal files of teachers and other staff
   - **9.6.** Other academic records (students result, staff meetings, etc.)

Recommended Texts:

1. Adams, D., Piaw, C. Y., Lee, K. C. S., & Sumintono, B. (Eds.). (2019*). Instructional Leadership to the fore: Research and Evidence.* Kuala Lumpur: University of Malaya Press.
2. Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). *Principles of Educational Leadership & Management*. SAGE Publications Limited.

Suggested Readings:

1. Eacott, S. (2015). *Educational Leadership Relationally: A theory and Methodology for Educational Leadership, Management, and Administration.* NY: Springer.
2. James, C. Laurence. (2010). Educational Planning and Management. Delhi: Rajat Publications
3. Shah, S. (2016). *Education, Leadership, and Islam*. London: Routledge:

EDUC-6316 Child Development and Learning 3(3+0)

The course highlights the development stages of child and learning aspects of child development. This course introduces students to understand and describe the basic terminology, history, research methodology, stages and issues in child development and evaluate various theories and approaches to the study of child development and explain the role and contribution of various theories of child development in teaching and learning process. The course provides students with a basic understanding of various theories of child development relevant to facilitating growth and development of the whole child during the first six years of life. This course provides knowledge of how children within a given age span typically develop and learn. It provides a general framework to guide teachers in preparing the learning environment, considering curriculum, designing learning experiences, and teaching and interacting with children. Through this course emphasis is placed on development which enables one to reach physical, mental, emotional and social maturity. Course is also important for educators to know the theories of Piaget, Vygotsky, Erikson, and Gardner and the sequences in which children gain specific concepts, skills, and abilities, building on prior development and learning.

Learning Outcomes:

After studying the course the student teachers would be able to:

- Understand and describe the basic terminology, history, research methodology, stages and issues in child development
- Evaluate various theories and approaches to the study of child development
- Explain the role and potential contribution of various theories of child development in the teaching and learning process
- Relate different professional techniques and domains of development like physical, cognitive, moral, emotional and social
- Elaborate on the development of children at infancy, childhood, and adolescence in the domains of physical, cognitive, moral, emotional and social development
- Understand and explain the benchmarks of each stage of child development

Course Outline

1. **Introduction.**
   - **1.1.** Difference between growth and development
   - **1.2.** Some critical issues in the study of child development: Controversies
   - **1.3.** Historical roots of the child development
   - **1.4.** A framework for studying child development: Major domains and processes of development
   - **1.5.** Developmental stages and benchmarks of the stages of child development

2. **Understanding Development: A Brief Review of Developmental Theories**
   - **2.1.** Classification of developmental theories
   - **2.2.** Major Biology-based theories of child development
   - **2.3.** Major psychoanalytical theories of development
   - **2.4.** Freud's theory and stages of development
   - **2.5.** Eriksson's psychosocial theory
   - **2.6.** Kohlberg moral development theory
3. **Emotional development:**
   - **3.1.** Development of emotions, nature, characteristics
   - **3.2.** Some basic Emotions

3.3. Emotional development: infancy to adolescence
3.4. Causes of emotional disturbances
3.5. Role of school and family in treating emotional disturbances

4. **Social Development**
   4.1. Self-concept during early adolescence
   4.2. Self-esteem and its development
   4.3. Influence of parents' behavior on young children's development: Parenting styles
   4.4. Role of family in Social development
5. **Physical Development**
   5.1. Physical development at Infancy
   5.2. Physical development at Childhood
   5.3. Physical development at Adolescence
6. **Moral Development**
   6.1. Piaget and Kohlberg's theories.
   6.2. Culture and morality: Impact Of culture on morality
   6.3. Activities and applications related to children
   6.4. Benchmarks in moral development
7. **Introduction to Learning**.
   7.1. Significance & scope
   7.2. The views of classical thinkers about learning Plato, Aristotle, Descartes, Thomas Hobbes, John Locke, Berkley, David Hume, Immanuel Kant, John S. Mill.
8. **Modern Classification of Learning Theories.**
   8.1. Various categorizations or classifications of learning theories
   8.2. Different paradigms of learning theories
      8.2.1.Predominantly functionalistic paradigm
      8.2.2.Predominantly associationistic paradigm
      8.2.3.Predominantly cognitive paradigm
      8.2.4.Predominantly physiological paradigm
   8.3. Eclectic learning theory / eclectic approach to learning
   8.4. Contemporary directions for learning theories.
9. **Theories of Learning**
   9.1. Thorndike's Connectionism
   9.2. B.F. Skinner's Operant Conditioning
   9.3. I.P. Pavlov's Classical Conditioning
   9.4. Vygotsky's social learning theory
   9.5. Jean Piaget's Cognitive Learning Theory

Recommended Texts:

1. Kail, R. V., & Cavanaugh, J. C. (2019). *Human development: A life-span view*. Boston: Cengage Learning
2. Moore, R. C. (2017). *Childhood's domain: Play and place in child development.* London: Routledge

Suggested Readings:

1. Arif, H. A. (2003). *Human Development and Learning.* Lahore: Majeed Book Depot.
2. Kail, R.V. and Zolner, T. (2012). *Children: A Chronological Approach* (3rd ed.). Toronto: Pearson Education Canada.
3. Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom.* London: Routledge.

EDUC-6317 Comparative Education 3(3+0)

The course highlights the analysis of education system in comparative perspectives. Comparative education is the field of education that analyses the education system of a country by using data and systems from other countries; and designs policies to improve education. The education system in a country cannot be isolated from the education systems of other countries. Keeping in view the requirement of equivalence in a global world, it is important to compare the education system of Pakistan with those of other developing and developed countries. Knowledge about the education systems of various countries assists policymakers in reflecting on education in the context of competition and excellence. It is, therefore, important for Instructors to be aware of the objective, curricula, teacher education, admission criteria, and staff recruitments of the education systems of other developed and developing countries. In this course, comparison among various streams of education is presented for the students. The course also provides an insight into the qualitative and quantitative methods of comparison

Learning Outcomes:

After studying this course, the students will be able to:

- Describe the meaning and significance of comparative education
- Know the elements of comparative education
- Understand different approaches within comparative education and to be able to use and valuate different methods in comparative studies
- Compare different systems of Education in Pakistan
- Compare the education systems of selected developed countries
- Compare the education systems of selected developing countries
- Analyze critically the education system of Pakistan

Course Outline

1. **Introduction to Comparative Education**
   - **1.1.** Concept of comparative education, meaning, need and scope
   - **1.2.** Purpose of comparative education
   - **1.3.** comparative education as an educational science
2. **The history of Comparative Education**
3. **Methods of Comparative Education**
   - **3.1.** Principles behind analyses of educational systems in different countries
4. **Elements of Comparative Education (Both qualitative and quantitative dimensions)**
   - **4.1.** Objectives
   - **4.2.** Curricula
   - **4.3.** Teaching methodology
   - **4.4.** Assessment and evaluation (student achievement, examination system)
   - **4.5.** Facilities
   - **4.6.** Educational structure
   - **4.7.** Administrative and financial set up
   - **4.8.** Teacher education
5. **Comparative View of Systems of Education in Pakistan**
   - **5.1.** Private and Public
   - **5.2.** Madrassah and formal education
   - **5.3.** Formal vs. distance and non-formal education

6. **Comparative Education in Developed Countries**
   - **6.1.** USA
   - **6.2.** UK
   - **6.3.** Japan
   - **6.4.** Singapore
7. **Comparative Education in Developing Countries**
   - **7.1.** India
   - **7.2.** China
   - **7.3.** Malaysia
   - **7.4.** Pakistan
8. **Comparative Education in Under developing Countries**
9. **Global Issues in Comparative Perspective (focusing on developing countries)**
   - **9.1.** Quality Education
   - **9.2.** Education For All
   - **9.3.** Recruitment of teachers at elementary and secondary levels
   - **9.4.** Admission procedure at the higher education level.

Recommended Texts:

1. Hayhoe, R., Manion, C., & Mundy, K. (2017). *Why study comparative Education*. London Routledge.
2. Watson, K. (2018*). Key issues in Education: Comparative perspectives.* London: Routledge.

Suggested Readings:

1. Beech J. (2016). *The Theme of Educational Transfer in Comparative Education: Research in Comparative and International Education*. London: Routledge.
2. Han. S., & Buchmann, C. (2016). *Aligning science achievement and STEM expectations for college success: A Comparative study of curricular standardization*. The Russell Sage Foundation Journal of the Social Sciences, 2(1), 192-211.
3. Marshall, J. (2014). *Introduction to Comparative and International Education.* London: Sage Publishing

URCC-5110 Citizenship Education and Community Engagement 3 (1+2)

Course Description

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Course Objectives

After completion of the course prospective teachers will be able to:

1. Define the relationship of citizenship education and community
2. Understand the processes of socialization
3. Comprehend the social development
4. Describe the role of schools and teachers in community engagement
5. Discuss the role of different agencies in community

Outline

1 Introduction to Citizenship Education and Community Engagement
   1.1 Introduction to Active Citizenship
   1.2 Overview of the Ideas, Concepts
   1.3 Philosophy and Skills
   1.4 Approaches and Methodology for Active Citizenship
   1.5 Philosophy and Skills

1. Identity, Culture and Social Harmony:
   1.1. Concepts and Development of Identity
   1.2. Components of Culture and Social Harmony, Cultural & Religious Diversity
   1.3. Multi-cultural society and inter-cultural dialogue
   1.4. bridging the differences, promoting harmony
   1.5. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
   1.6. Active Citizen: Locally active, Globally connected
   1.7. Importance of active citizenship at national and global level
2. Group and Group Dynamics
   2.1. Group dynamics
   2.2. Types of groups
   2.3. Individual behaviour
   2.4. Group behaviour
   2.5. Role of school and teacher in modelling the individual and group behaviour

3. Socialization
   3.1. Meaning
   3.2. Process and types of socialization
   3.3. Stages of socialization
   3.4. Agents of socialization
   3.5. Role of school in socialization
   3.6. Teacher as a role model
4. Human rights
   4.1. Constitutionalism and citizens' responsibilities
   4.2. Introduction to human rights
   4.3. Universalism vs relativism
   4.4. Human rights in constitution of Pakistan
   4.5. Public duties and responsibilities
5. Social Control
   5.1. Definition
   5.2. Social Deviation and Tolerance
   5.3. Methods of social control
   5.4. Role of teacher in developing social control
   5.5. Role of teacher in developing social control
6. Effective teacher
   6.1. Characteristics of effective teacher
   6.2. Communication and effective teacher
   6.3. Motivation of students
   6.4. Provision of conducive environment in Learning
   6.5. Classroom Management
7. Social Issues in Pakistan
   7.1. Introduction to the concept of social problem, Causes and solutions
   7.2. Poverty, Equal and Equitable access of resources, unemployment
   7.3. Agricultural problems, terrorism & militancy, governance issues)
8. Social action and project

8.1. Introduction and planning of social action project
8.2. Identification of problem, Ethical considerations related to project
8.3. Assessment of existing resources

Recommended Texts:

1 Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge Falmer.

2 Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings:

1 British Council. (2017). *Active citizen's social action projects guide.* Scotland: British Council

2 Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives.* New York: Routledge

EDUC-6318 Teaching Practice 8(0+8)

Teaching practice is a period that a student teacher spends teaching at a school as part of his or her training. Teaching practice is not a waste of time rather it helps to inculcate the professional traits in student teachers, preparing them for the real classroom and school situation. It is an important component towards becoming a teacher. Teaching Practice will include observation, co-teaching and solo teaching. It provides experiences to student teachers in the actual teaching and learning environment. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession Some form of assistance (financial or material) should be given to prospective teachers in developing and using teaching aids and guidance for teaching practice at school. Student teachers perceived teaching practice as an important tool of learning to teach because it promote the development of teaching experience and prepare them for the real world of work.

Learning Outcomes:

After successful completion of Practice Teaching, the prospective teachers will be able to:

- Critically observe and comment on interactions between teacher and pupils that lead to positive outcomes in learning
- Interact positively with pupils in group instrumental settings in a co-teaching situation with mentor teachers
- Develop their skills in creating lesson plans that reflect the dynamics of particular groups in their assigned practicum
- Have experience and understand the rules, duties and responsibilities of a teacher;
- Apply learning theories in an actual teaching and learning situation;
- Develop skills and techniques in planning and presenting lessons as well as guiding the learning activities of pupils;
- Develop self-confidence, and qualities of adaptability and sensitivity appropriate to school situations;
- Use black/whiteboard, teaching aids, questioning techniques and explanations to facilitate pupil learning;
- Exercise good control and discipline; and to maintain good class management (through seating arrangements and exercising appropriate safety measures and precautions where necessary);
- Construct relevant, valid and reliable tests on a weekly, monthly and termly basis

Steps

1. Orientation of teaching practice
2. Contact to school managements for accommodation of student teachers for teaching practice
3. Allocation of male & female schools to student
4. Allocation of supervisors for each school
5. Preparing schedule for Final Model Lesson
6. Allotment of evaluators for final model lesson.

Recommended Text:

1. Cohen, L., Manion, L., Morrison, K. & Wyse, D. (2016). *A Guide to Teaching Practice*. London: Routledge.
2. Anwar, M.N. (2015). *A Manual for Practice Teaching*. Lahore: Majeed Book Depot

Suggested Readings:

1. Fry, H., Ketteridge, S., & Marshall, S. (2018). *A Handbook for Teaching and Learning in Higher Education*. London: Routledge
2. George, A. (2004). *A Manual of Practice Teaching*. India: Commonwealth Publishers
3. Marchesani, R.J. (2006). *The Field Guide to Teaching: A Handbook for New Teachers*. NJ: Prentice Hall, Inc.

The Evaluation Criteria for Teaching Practice:

Lesson Plans	30%
Continuous Assessment	30%
Final Lesson	30%
Observations & reflection	10%

EDUC-6314 Institutional Improvement 3(3+0)

The course highlights the planning and procedures for institutional improvement. The basic objectives of the course are to: understand the concept of change and school improvement, recognize that change can be a slow and complex process and identify the role of school leaders as change agents. Academics must be involved in a sequence of tasks – developing assessments; testing and refining them against new evidence, making sense of accountability results, and responding with changes in programs or delivery. The course offers insight into the process of how educators could contribute to the development and use of outcome measures for student learning in higher education. It takes institutional improvement process as an important opportunity to learn and gain insight into the institution's own quality management of the core functions of the institution (teaching & learning, research and community service/engagement). The goal of the course is to provide knowledge to prospective teachers about how to develop, integrate, and continuously improve institutional planning, implementation strategies, evaluation, and improvement activities.

Learning Outcomes:

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

- Understand the concept of change and school improvement
- Identify the principal's role in providing instructional, and administrative leadership within the context of a school's culture
- Know the management of the school's resources such as human resources, financial resources, instructional resources, and others.
- Understand the process of planning for school improvement
- Identify the role of school leaders as change agents
- Gain awareness of the changing contexts in school improvement
- Devise institutional evaluation and improvement guide

Course Outline

1. **Introduction: Improvement, Change and Innovation**
2. **Concept and Process of Change**
   - 2.1. Understanding the change process
   - 2.2. Role of change facilitator
   - 2.3. Individual and organizational change
3. **Features of Effective School**
   - 3.1. Leadership
   - 3.2. Within school relationships
   - 3.3. School Community Relationships
   - 3.4. Proper utilization of Resources
   - 3.5. Students' Academic Performance
   - 3.6. Professional Commitment of Teacher
4. **Planning School Improvement**
   - 4.1. Needs Assessment
   - 4.2. Survey of Human Resources
   - 4.3. Survey of Material Resources
   - 4.4. Targets and Strategies
   - 4.5. Assignments and Tasks
   - 4.6. Coordination and Implementation of plan

4.7. Supervising and Monitoring

5. The Scope of School Improvement Planning

5.1. Comprehensive Needs Assessment

5.2. Prioritization of Needs

5.3. Setting Goals – Selecting Targets, Indicators, And Milestones

5.3.1. Goal Composition

5.3.2. Goal Timelines

5.4 Implementation, Measurement, and Assessment

5.4.1 Data Collection – How Is School Improvement Measured?

5.4.1.1 Student Learning

5.4.1.2 Demographics

5.4.1.3 School Environment

5.4.1.4 Implementation

5.5 Ongoing Assessment and Data-Driven Decision-Making

5.6 Communication with Stakeholders

6 Review of Improvement Models

6.1 Daggett System For Effective Instruction

6.2 Results-Oriented Cycle Of Inquiry

6.3 Balanced Scorecard Model

7 **Evaluation of change**

8 **Leadership Development**

8.1 Understanding Leadership in Schools

8.2 Teacher as a Leader

8.3 Shared Leadership

9 **School Culture**

9.1 Understanding school culture

9.2 School as a community of learners

10 Evaluating and Improving Institutions

10.1 Evolution of the Standards

10.2 Characteristics of Evidence

Recommended Texts:

1. Clarke, P. (2015). *Improving school in Difficulty*. London: Continuum International Publishing
2. Giancola, J. A. & Hutchison, J. K. (2015). *Transforming the culture of school leadership: Humanizing our practice*. CA: Corwin Press

Suggested Readings:

1. Blasé, J., Blasé, J., & Phillips, D.Y.(2010). *Handbook of School Improvement: How High-Performing Principals Create High-Performing Schools*. CA: Corwin Press
2. North Carolina Department of Public Instruction. (2013). *North Carolina School Improvement Planning Implementation Guide*. http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip- guide.pdf
3. Ruddock, J. & Flutter, J. (2014). *How to improve your school: Giving pupils a voice*. London: Continuum Press

EDUC-6315 Seminars on Trends and Issues in Education 3(3+0)

The course on contemporary issues and trends in education is considered to develop an understanding among future teachers about the emerging trends and issues related to educational system. The basic objectives of the course are to enable students to argue on the positive and negative impact of the new trends emerging in education as well as to identify the issues and suggest solutions. Students are required to prepare presentations or discussion papers for the rest of the group on their selected topics related to the educational trends or issues. This course offers an ideal opportunity to develop the subject understanding and ability to critically analyze. Active and sensitive participation within the group session will develop various skills and enhance learning. Students will be able to apply the knowledge and understanding gained through wider readings and ideas of others. They will learn how to select, organize and present their material. They will learn expressing clearly correct misunderstandings, support the work of others, practice using technical language, and learn from the ideas of other students and teacher.

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

- Argue on the positive and negative impact of the information explosion
- Explore the gap between Madrassah and mainstream education and identify appropriate government responses
- Identify barriers to the achievement of universal literacy and how these may be removed at the local level
- Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- Analyze the relationship between national curriculum structure and career opportunities
- Consider how best environmental awareness can be enhanced through schools
- Consider the consequence of the growing privatization of education
- Select, organize, and present their material in order to gain clear expression, use of technical language and earn from others' ideas.

Course Outline

1. **Education as a Complex Enterprise**
   - **1.1.** Diversity of aims and approaches in education.
   - **1.2.** Variety of philosophical approaches to education.
   - **1.3.** Education in different periods and societies
2. **Madrassah Education**
   - **2.1.** Madrassah: origin, aims, and objectives
   - **2.2.** Role of madrassah in 21st century
   - **2.3.** System of education in madrassah
   - **2.4.** Madrassah reforms in Pakistan
3. **Universal Literacy**
   - **3.1.** Literacy and individual rights
   - **3.2.** Factors affecting program for universal literacy: Medium of instruction
   - **3.3.** Formal and Non-formal education: Advantages and disadvantages
4. **Gender Disparity**
   - **4.1.** Concept of gender equality

4.2. Factors affecting the status and role of women
4.3. Steps towards reducing gender disparity.

5. **Population Education:**
   5.1. Concept of Population Education.
   5.2. Factors affecting Population Education.
   5.3. Impact of Population Growth on National Development.
   5.4. Roles and responsibilities of family, school, mosque and community in population education.
   5.5. Steps towards population planning and welfare.
6. **Quality Education**
7. **Environmental Awareness**
   7.1. Types of pollution
   7.2. Causes of pollution
   7.3. Environmental education
8. **Privatization of Education**
   8.1. Government resources and multiple demands
   8.2. Need of private sector education
   8.3. Challenges of quality education
9. **Information in Education**
   9.1. New concept of information explosion
   9.2. Expanding learning resources
   9.3. Information and communication technology (ICT) literacy
   9.4. Technology in education

Recommended Texts

1. Green, D. (2018). *Trends and issues. In International Developments in assuring Quality in higher education:* London: Routledge.
2. Leicht, A., Heiss, J., & Byun, W. J. (2018). *Issues and trends in Education for Sustainable Development (Vol. 5).* UNESCO Publishing.

Suggested Readings

1. Indira.M . (2013). *Changing Demands of Technical and Vocational Education*. New Delhi: Annual Publication
2. Ransaw, T. S., & Majors, R. (2017). *Emerging Issues and Trends in Education*. USA: Michigan State University Press
3. Usmani, B. D. (2014). *Women Education in 21st Century*. New Delhi: Annual Publication

The evaluation criteria for Seminar:

Research Report	30%
Presentation	30%
Final paper	40%

EDUC-6310 Teaching of English Language 4(4+0)

Keeping in view the demands of the 21st century education; this course was designed to meet the challenges of new-millennium. This course aims to provide knowledge about English and the skills of teaching English. The course focuses to equip students with complete understanding of the theory and practice of English Language teaching. The prospective teachers will get awareness of methods techniques and approaches to ELT. They will also get an opportunity to practice the skill of teaching by applying various methods studied in the course. The course is divided into four parts as four essential and basic skills of English i.e. writing, reading, listening and speaking. Moreover the sub skills; grammar, vocabulary, pronunciation, academic writing and error analysis are also important points of focus of this course. Although learning English and the methods how to teach English, can be challenging and time-consuming, it is also very valuable to learn and can create many opportunities for the prospective teachers to get good jobs.

Learning Outcomes:

On the successful completion of this course the student teachers will be able to:

- Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
- Teach different units of the syllabi efficiently and effectively up to elementary & secondary level
- Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
- well-versed about the four communication skills of reading, writing, listening & speaking effectively & efficiently
- Know about and able to implement the different methods of teaching English
- Understand the way to analyze the error

Course Outline

1. **Teaching Writing**
   - **1.1.** Approaches to teaching writing at an elementary & secondary level
   - **1.2.** Simple sentence
   - **1.3.** Complex sentence
   - **1.4.** Paragraph writing
   - **1.5.** Essay writing
   - **1.6.** Report writing
   - **1.7.** Creative writing
   - **1.8.** Story writing
   - **1.9.** Letter writing
   - **1.10.** Application writing
2. **Teaching Reading**
   - **2.1.** Approaches to teaching reading
   - **2.2.** Loud reading
   - **2.3.** Silent reading
   - **2.4.** Reading strategies
   - **2.5.** Scanning
   - **2.6.** Skimming
   - **2.7.** Dealing with comprehension question

2.8. Reading poetry
2.9. Reading prose
2.10. Extensive reading
2.11. Intensive reading
2.12. Checking faulty reading: Subvocalization, Finger pointing, Regressions

3. **Teaching Speaking**
   3.1. Approaches to teaching speaking
   3.2. Teaching pronunciation
   3.3. Dialogues (simulation)
   3.4. Monologues (Presentations & paper reading)
   3.5. Discussions
   3.6. What is efficient and effective speaking?
4. **Teaching Listening**
   4.1. Approaches to teaching listening
   4.2. Listening words
   4.3. Listening utterances
   4.4. Using different clues for understanding
   4.5. What is efficient and effective listening?
5. **Teaching Vocabulary**
   5.1. Introducing new words and improving vocabulary
   5.2. Vocabulary through reading
   5.3. Guessing through contexts
   5.4. Spellings
6. **Teaching Grammar**
   6.1. What is grammar? Basic concepts
   6.2. Parts of speech
   6.3. Phrases
   6.4. Clauses
   6.5. Punctuation
   6.6. Tenses
   6.7. Change of voice
   6.8. Change of narration
   6.9. Common grammatical errors
7. **English Language Teaching**
   7.1. Theoretical background to language teaching
   7.2. Difference between first language, second language learning
   7.3. Status of English in Pakistan
   7.4. Why learn a second language?
   7.5. Theories of learning and their applications in language learning and teaching
8. **Methodologies**
   8.1. The grammar-translation method
   8.2. The direct method
   8.3. The audio-lingual method
   8.4. The natural approach
   8.5. The communicative language teaching
   8.6. The eclectic approach
9. **Error Analysis**
   9.1. What is error analysis?

9.2. Why do errors occur? (Causes or sources of errors)

9.2.1. Types of errors:

9.2.1.1. Interlingual errors (L I interference)

9.2.1.2. Intralingual errors

9.3. The different stages of Error Analysis: Recognition, interpretation, reconstruction classification, and explanation.

Recommended Texts:

1. Cook, V. (2016). *Second Language Learning and Language Teaching*. London: Routledge
2. Hall, G. (2017). *Exploring English Language Teaching: Language in Action*. London: Routledge.

Suggested Readings:

1. Nunan, D. (2015). *Teaching English to speakers of other languages: An Introduction.* London: Routledge.
2. Renandya, W. A., & Widodo**,** H.P. (2016). *English Language Teaching Today: Linking Theory and Practice.* Switzerland: Springer International Publishing
3. Roberts, J. (2016). *Language Teacher Education.* London: Routledge.

EDUC-6319 Teaching of Social Studies 4(4+0)

The course focuses to develop mastery and command over the contents and competency of teaching social studies from Class I to class X (in both public and private sectors). This course will help the student teacher, to reflect on the purpose of teaching social studies and to shape their approach to teaching the subject. It will prepare them to teach the knowledge, skills, values, and attitudes essential for democratic citizenship. As a social studies teacher, students will have the opportunity to encourage informed and responsible civic action. Social studies teachers have an added responsibility to help children understand their world. Moreover, their task becomes more challenging given the dynamic nature of society and the subject matter, the nature and needs of learners, and the wide variety of learning. The course relates the knowledge of the subject to the context of Pakistan. Students will not only get the information of various teaching methods but also an opportunity to understand them by using a variety of methods and techniques of teaching social studies in classroom. The course aims to provide knowledge of teaching at both elementary and secondary levels.

Learning Outcomes:

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

- Know the history and geography of the world and subcontinent
- Understand the basic concepts of Pakistan Studies
- Exhibit practical skills in teaching Social studies bringing into use the theoretical knowledge about social studies
- Identify various social problems and can appreciate their possible solutions
- Select and use the appropriate teaching Aid for teaching social studies effectively
- Evaluate the achievements of students in the field of Social Studies
- Develop a lesson plan
- Well-versed and apply effectively the various methods of teaching Social studies

Course Outline

Part I

1. **Introduction**
   - **1.1.** The developmental tasks of elementary years.
   - **1.2.** Educating children for a different society.
   - **1.3.** Changing our vision: developing a national and a global sense of citizenship.
   - **1.4.** Global connections: one aim of social studies curriculum.
   - **1.5.** Rationale for social studies global connections.
   - **1.6.** The child's ability to learn about others near and far.
2. **Scope and objectives of social studies**
   - **2.1.** Social studies in search of definitions
   - **2.2.** Goals of social studies education
   - **2.3.** Characteristics of an effective social studies curriculum.
   - **2.4.** Teaching social studies
   - **2.5.** Objectives of teaching social studies in Pakistan
   - **2.6.** Instruction of social studies in the light of National Curriculum Committee
   - **2.7.** Important and repeated topics for Social Studies
3. **Problems in teaching Social Studies**
   - **3.1.** Lack of trained teachers
   - **3.2.** Problems of course books and instructional material
   - **3.3.** Problems of resources and opportunities

3.4. Social problems
3.5. Civic education
3.6. Economic problems
3.7. Problems of local resources
3.8. Political problems
3.9. Educational problems

Part-II

4. History of Pakistan and Subcontinent
4.1. Mehmud Ghaznavi, The Ghauries and the Slave-king dynasty
4.2. The Mughals
4.3. Europeans come to India
4.4. India 1782—1856
4.5. The War of Independence (1857)
4.6. The road to independence, 1900—1947
4.7. Muhammad Ali Jinnah (The Quaid -e -Azam)
4.8. Pakistan Today --- The road to prosperity

Part-III

5. Geography of Pakistan
5.1. Environment: Nature, types, and components
5.2. Population distribution in the world
5.3. Components of the human environment: Agriculture, settlement, and population
5.4. Components of the physical environment: Atmosphere, natural vegetation, landforms, rocks and water
5.5. Mountains and Plateaus
5.6. Review of the content of Geography and History for class 9th, 10th
5.7. Review of the content of Geography and History for Inter Level

Part IV

6. Teaching Aids
6.1. Need & importance of teaching aids
6.2. Types of teaching aids
6.3. Principles of using teaching aids
6.4. Using low cost teaching aids

7. Use of Audio-Visual Aids in teaching Social Studies
7.1. The general over-view of Audio-Visual Aids
7.2. Purposes of use of Audio-Visual Aids in Teaching Social Studies
7.3. Classification of Audio-Visual Aids

8. Planning of Learning
8.1. Importance of planning in the teaching of Social Studies
8.2. Planning for the full course.
8.3. Lesson planning.
8.4. Qualities of a good lesson plan.
8.5. Development of model lesson plans for Social Studies.

9. Different teaching methods as given below will be demonstrated practically in the classroom using appropriate content: eg.
9.1. Lecture method
9.2. Project method
9.3. Discussion method

9.4. Activity method
9.5. Problem solving
9.6. Text book method
9.7. Role playing
9.8. Questioning- answering
9.9. Illustration and Demonstration
9.10. Programmed Instructions

Recommended Texts:

1. Brophy, J., Alleman, J., & Halvorsen, A. L. (2016). *Powerful social studies for elementary students*. New York: Cengage Learning
2. Punjab Text Book Board. (2019). Pakistan Studies: Class 8th. Lahore: Punjab Text Book Board

Suggested Readings:

1. Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching.* London: Routledge
2. Cohen, M. L. (2016). *Asia: Case Studies in the Social Sciences-A Guide for Teaching*: London: Routledge
3. Russell, W. B., Waters, S., & Turner, T. N. (2017). *Essentials of elementary social studies.* London: Routledge

EDUC-6320 Teaching of Mathematics 4(4+0)

This course will equip Student Teachers with the knowledge and skills to teach math in elementary grades. They will become familiar with the mathematics content in Pakistan's National Curriculum and expected student learning outcomes. Student Teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan mathematics lessons and activities, and engage in practice teaching of math. The basic objectives of the course are to describe the nature, history and development of mathematics at elementary level in Pakistan, to acquire the skills and competencies required for the teaching of mathematics at elementary level and apply effectively the various methods of teaching mathematics. Each three unified session will focus on three aspects of math education: mathematical content, learning the math's content, and teaching the math's content. These will be combined to form an integrated instructional model that addresses the learning outcomes.

Learning Outcomes:

At the end of the course, the prospective teachers will be able to:

- Understand the basic concepts of Mathematics
- Describe the nature, history, and development of mathematics at elementary level in Pakistan
- Exhibit practical skills in teaching Mathematics bringing into use the theoretical knowledge about Mathematics
- Acquire the skills and competencies required for the teaching of mathematics at the elementary level
- Apply effectively the various methods of teaching mathematics
- Know and use techniques and strategies of teaching mathematics at the elementary level
- Make and use teaching aids effectively

Course Outline

1. **Aims / Objectives Teaching Mathematics**
   - **1.1.** History of Mathematics Education
   - **1.2.** Aims / Objectives of teaching Mathematics at Elementary level
2. **Methods of Teaching Mathematics:**
   - **2.1.** Inductive Method
   - **2.2.** Deductive Method
   - **2.3.** Analytic method
   - **2.4.** Synthetic Method
   - **2.5.** Heuristic Method
   - **2.6.** Project Method
   - **2.7.** Problem Solving Method
3. **Techniques of Teaching Mathematics**
   - **3.1.** Oral work, written work, assigned work, project work
   - **3.2.** Discussions/ Group work
   - **3.3.** Drill and practice: Forms of classrooms organization (whole class, large group, small group, individual work)
4. **Teaching Aids and Mathematics Laboratory**
   - **4.1.** Importance of teaching aids in mathematics teaching
   - **4.2.** Some important modern teaching aids for mathematics including computer

4.3. How to set up a mathematics laboratory in elementary school
4.4. How to use teaching aids and mathematics laboratory
4.5. Use of low cost /no cost materials (from classrooms and surrounding for the teaching of mathematics
4.6. Child centered Activities in mathematics (educational trips, preparation of materials)

5. Measuring Achievements in Mathematics
5.1. Preparation of different type of tests in mathematics
5.2. Using tests for diagnostic purpose
5.3. Interpreting test results

6. Planning Mathematics Learning
6.1. Importance of planning in the teaching of mathematics.
6.2. Planning for the full course.
6.3. Scheme of work.
6.4. Lesson planning.
6.5. Qualities of a good lesson plan.
6.6. Development of model lesson plans.

7. Content
7.1. Numeration Systems
7.2. Concept of Addition and Subtraction
7.3. Concept of Multiplication and divisions
7.4. Numbers Theory & Integers
7.5. Fractions
7.6. Set & Functions
7.7. Elementary Statistical Concepts and Information Handling:
7.8. Percentage, Ratio, and Proportion
7.9. Algebraic Expressions
7.10. Geometry and Trigonometry

8. Assessment Strategies
8.1. Planning for Assessment
8.2. Characteristics of Effective Assessment
8.3. Types of Assessment
8.4. Assessment Strategies

Recommended Texts:

1. Punjab Textbook Board. (2019). *Mathematics: Class 9th & 10th* . Lahore: Punjab Textbook Board.
2. Zazkis, R., & Liljedahl, P. (2019). *Teaching mathematics as storytelling*. Rotterdam: Sense Publisher.

Suggested Readings:

1. Bennett –Jr., A. B., & Nelson. L.T. (2014). *Mathematics for Elementary Teachers: A Conceptual Approach. (6th ed)*. Boston: McGrew-Hill, Inc.
2. Friedlander, A. & Arcavi, A. (2012). *Tasks and Competencies in the Teaching and Learning of Algebra*. Mexico: National Council of Teachers of Mathematics
3. Thong, H.S. & Hong, K.N. (2015). *New Additional Mathematics (for O' level)*. Karachi: Paramount Publishing Enterprise

EDUC-6321 Teaching of General Science 4(4+0)

The course highlights the power of observation and curiosity in general sciences studies. The basic objectives of the course are to understand scientific concepts, focus on how to relate facts, concepts, and theories to every day experience. Teaching the scientific method to students is teaching them how to think, learn, solve problems and make informed decisions. These skills are integral to every aspect of a student's education and life, from school to career. Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond. The course will enable the student teachers to learn how to work with students at elementary level while teaching science. Engaging students in science content requires educators to help students see themselves as scientists and engineers instead of passively observing other people doing the work of science. Students will be provided opportunities to demonstrate their learning skills by developing various scientific models from everyday life.

Learning Outcomes:
The course will enable learners to

- Know and understand the basic scientific concepts and differentiate between scientific products and scientific processes
- Understand and teach the foundational ideas and skills focused on understanding science education
- Enhance scientific inquiry skills through teaching scientific experiments and participating in hands on activities
- Apply effectively the various methods of teaching and techniques for teaching science
- Know and use techniques and strategies of teaching science at the elementary level
- Make and use low cast teaching aids effectively
- Know the different assessment techniques for scientific concepts

Course Outline

1. **Nature of Science**
   - **1.1.** Definition of science
   - **1.2.** Science as a process: Scientific Method
   - **1.3.** Science as a product: Scientific Knowledge
2. **Aims / Objectives Teaching General Sciences**
   - **2.1.** History of Science Education
   - **2.2.** Aims / Objectives of teaching General Science at Elementary level
3. **Methods of Teaching General Science**
   - **3.1.** Demonstration cum-lecture method
   - **3.2.** Discovery method
   - **3.3.** Project method
   - **3.4.** Other innovative methods
   - **3.5.** Planning lessons
4. **Approaches of Teaching General Science**
   - **4.1.** Teaching approach
     - **4.1.1.**Problem solving
     - **4.1.2.**Inquiry techniques
     - **4.1.3.**Exploration
     - **4.1.4.**Observation
     - **4.1.5.**Experiment

- **4.2.** Teaching Strategies
  - **4.2.1.** Scope & purpose of practical activities
  - **4.2.2.** Science laboratory
  - **4.2.3.** Safety measure in laboratory

5. **Teaching Aids**
   - **5.1.** Need & importance of teaching aids
   - **5.2.** Types of teaching aids
   - **5.3.** Principles of using teaching aids
   - **5.4.** Using low cost teaching aids
6. **Characteristics of effective Science Teaching**
   - **6.1.** Characteristics of lesson planning
   - **6.2.** Characteristic qualities of science teacher
   - **6.3.** Effective questioning
7. **Evaluation**
   - **7.1.** Designing a test
   - **7.2.** Administering & scoring a test
   - **7.3.** Interpreting test results
8. **Content**
   - **8.1.** Matter and Forces
   - **8.2.** Energy
   - **8.3.** Heat and Light
   - **8.4.** Structure of Cell
   - **8.5.** Human Systems
   - **8.6.** Metals And Non Metals
9. **Assessment Strategies**
   - **9.1.** Planning for Assessment
   - **9.2.** Characteristics of Effective Assessment
   - **9.3.** Types of Assessment
   - **9.4.** Assessment Strategies

Recommended Texts:

1. Punjab Textbook Board. (2019). *Science: Class 8th*. Lahore: Punjab Textbook Board.
2. Terry. J. (2019). *Oxford Secondary Science Teaching Guide-1*. New York: Oxford University Press

Suggested Readings:

1. Higher Education Commission. (2012). *Methods of Teaching.* Islamabad: Higher Education Commission
2. Singh, Y. K. (2017). *Teaching of General Science*. New Delhi: APH Publishing Corporation
3. Waller, N. (2017). *A Creative Approach to Teaching Science*. London: Bloomsbury Publishers

EDUC-6322 Teaching of Physics 4(4+0)

The course highlights the theories and practical knowledge in the field of physics. The basic objectives of the course are to understand and apply the theories, laws, and principles of physics in their daily life., to teach the concepts, principles, theories, and laws of physics up to secondary level and Evaluate and appraise the concepts and principles (theories and laws) of physics and to design and conduct experiments in the lab. The course on Teaching Physics is composed of three elements: a study of physics content, readings about the teaching and learning of physics, and practical experience teaching physics to the students. This course will provide opportunities for the students to get engaged in activities that engender both broad-based skills which span these domains (e.g. problem solving, analysis, and meta-cognition) as well as specialized domain-specific knowledge and skills (e.g. physics content, and knowledge of and practice in theories of teaching).

Learning Outcomes:

After the successful completion of this course the student teachers will be able to:

- Understand and apply the theories, laws, and principles of physics in their daily life.
- Teach the concepts, principles, theories, and laws of physics up to the secondary level.
- Evaluate and appraise the concepts and principles (theories and laws) of physics. Design and conduct experiments in the lab.
- Develop the helpful teaching materials e.g., charts concept maps models and for better and effective teaching of physics.
- Assign and handle the projects (practical work) of the students.
- Develop a scientific attitude and scientific thinking in them.
- Teach how to develop models, charts, simulations, and other helpful teaching materials
- Know and use techniques and strategies of teaching Physics at the secondary level
- Know the different assessment techniques for assessing scientific concepts

Course Outline

1. **Scope and Importance of Physics**
   - **1.1.** Importance of Physics for human life
   - **1.2.** Relationship of Physics with other Sciences
2. **Physics Teaching**
   - **2.1.** Aims and Objectives of Teaching Physics
   - **2.2.** Scientific process/method: Its nature, steps, stages, and characteristics
   - **2.3.** Scientific attitude, nature, and importance
   - **2.4.** Instructional Model of Inquiry in Science (5Es)
   - **2.5.** Physics teaching in Islamic perspective
3. **Use of Audio-Visual** A**ids in teaching physics**
   - **3.1.** The general over-view of Audio-Visual Aids
   - **3.2.** Purposes of use of Audio-Visual Aids in Teaching Physics
   - **3.3.** Classification of Audio-Visual Aids
4. **Planning Physics Learning**
   - **4.1.** Importance of planning in the teaching of Physics.
   - **4.2.** Planning for the full course.
   - **4.3.** Lesson planning.
   - **4.4.** Qualities of a good lesson plan.
   - **4.5.** Development of model lesson plans for physics.

5. **Developing required Instructional & Helping Materials for Teaching Physics**
   - **5.1.** What is Instructional Materials Development (IMD)
   - **5.2.** Principles of Instructional helping Materials Development
   - **5.3.** Select and Develop Learning Activities
     - **5.3.1.**Handouts and workbooks
     - **5.3.2.**Power Point Presentations
     - **5.3.3.**Computer based Program
     - **5.3.4.**Instructional Videos
6. **Imparting instruction**
   - **6.1.** Nature and Characteristics of Instruction
   - **6.2.** Types of Instruction
   - **6.3.** Instructional Strategies in Physics
7. **Different methods used in the teaching of physics**
   - **7.1.** Lecture method
   - **7.2.** Expository method
   - **7.3.** Laboratorial or practical method
   - **7.4.** Demonstration
   - **7.5.** Problem solving method
   - **7.6.** Project method
   - **7.7.** Discovery and inquiry method
8. **Assessment Strategies of Physics**
   - **8.1.** Planning for Assessment
   - **8.2.** Characteristics of Effective Assessment
   - **8.3.** Types of Assessment
   - **8.4.** Assessment Strategies

9. Selected Content from Punjab Text Book of 9th and 10th

Recommended Texts:

1. Burko, L. M. (2016). *Using the Case Study Method in Teaching College Physics*. London. Routledge
2. Punjab Text Book Board. (2019). *Physics: Class 9th & 10th Class*. Lahore: Punjab Text Book Board

Suggested Readings:

1. Alsop, S., and Hicks, K. (2013). *Teaching science: A Handbook for Primary & Secondary School Teachers*. New Delhi: Kogan Page
2. Redish E.F. (2003). *Teaching Physics with Physics Suite*. NY: Wiley
3. Mohapatra, J.K . and Mathapatan, M. (2011). *New Dimensions of Science Curriculum: An Operational Approach*. New Delhi: Commonwealth.

EDUC-6323 Teaching of Chemistry 4(4+0)

The course introduces the methods used for teaching chemistry. It also provides a review of the secondary level concepts of chemistry and its teaching. The course has following objectives for students, Understand and explain the concepts theories and laws of chemistry up to secondary level in the public sector and O' level, Develop the scientific attitude and inquiry skills required for teaching chemistry and relate and apply various concepts, principles and laws of chemistry in their daily life. The course on Teaching chemistry is composed of three elements: a study of chemistry content, readings about the teaching and learning of chemistry, and practical experience teaching chemistry to the school students. This course will provide opportunities for the students to get engaged in activities that engender both broad-based skills that span these domains: problem solving, analysis, and meta-cognition; as well as specialized domain-specific knowledge and skills for instance chemistry content, and knowledge of and practice in theories of teaching science.

Learning Outcomes:

The Teaching of this course is intended to enable the students to:

- Understand and Teach the concepts theories and laws of chemistry up to secondary level in the public sector and O' level
- Develop scientific attitude and inquiry skills required for teaching chemistry
- Relate and apply various concepts, principles, and laws of chemistry in their daily life.
- Design, construct and use different glass tools and instruments required in experiments of chemistry
- Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments
- Maintain & repair laboratorial equipment & apparatus
- Teach how to develop models, charts, simulations, and other helpful teaching materials
- Know and use techniques and strategies of teaching Chemistry at the secondary level
- Make and use low cast teaching aids effectively
- Know the different assessment techniques for assessing scientific concepts

Course Outline

1. Scope and Importance of Chemistry

1.1 Importance of Physics for human life

2. Chemistry Teaching

2.1 Aims and Objectives of Teaching Chemistry

2.2 Scientific process/method: Its nature, steps, stages, and characteristics

2.3 Scientific attitude, nature, and importance

2.4 Instructional Model of Inquiry in Science (5Es)

3. Use of Audio-Visual Aids in Teaching Chemistry

3.1 The general over-view of Audio-Visual Aids

3.2 Purposes of use of Audio-Visual Aids in Teaching Chemistry

3.3 Classification of Audio-Visual Aids

4. Planning Chemistry Learning

4.1 Importance of planning in the teaching of Chemistry.
4.2. Planning for the full course.
4.3. Lesson planning.
4.4 Qualities of a good lesson plan.
4.5 Development of model lesson plans for Chemistry

5. Developing required Instructional & Helping Materials for Teaching Chemistry

5.1. What is Instructional Materials Development (IMD)
5.2 Principles of Instructional helping Materials Development
5.3 Select and Develop Learning Activities

6. Imparting Instruction in Chemistry

6.1 Nature and Characteristics of Instruction
6.2 Types of Instruction
6.3 Instructional Strategies in Teaching Chemistry

7. Different methods used in the Teaching of Chemistry

7.1 Lecture method
7.2 Expository method
7.3 Laboratorial or practical method
7.4 Demonstration
7.5 Problem solving method
7.6 Project method
7.7 Discovery and inquiry method

8. Assessment Strategies of Chemistry

8.1 Planning for Assessment
8.2 Characteristics of Effective Assessment
8.3 Types of Assessment
8.4 Assessment Strategies

9. Selected Content from Punjab Text Book of 9th and 10th

Recommended Texts:

1. Eilks, I., & Byers, B. (2015). *Innovative methods of teaching and learning Chemistry in Higher Education.* Cambridge: Royal Society of Chemistry.
2. Punjab Text Book Board. (2018). *Chemistry: Class 9th & 10th*. Lahore: Punjab Text Book Board.

Suggested Readings:

1. Eilk, I. & Hfstein, A. (2013). *Teaching Chemistry - A Studbook: A Practical Guide and Textbook for Student Teachers, Teacher Trainees and Teachers*. Rotterdam: Sense Publishers
2. Gilbert, J. K., De Jong, O., Justi, R., Treagust, D. F., & Van Driel, J. H. (2006). *Chemical Education: Towards Research-Based Practice*. Netherlands: Springer Science & Business Media.
3. Jegstad, K. M., & Sinnes, A. T. (2015). *Chemistry teaching for the Future: A Model for Secondary Chemistry Education for Sustainable Development*. International Journal of Science Education, 37(4), 655-683.

EDUC-6324 **Teaching of Biology** **4(4+0)**

The course highlights the contents of biology at secondary level and its teaching. The main purpose of the course on the teaching of biology is to enable prospective teachers to develop competency in teaching biology in both theoretical and practical aspects. The course is composed of three elements: a study of biology content, readings about the teaching and learning of biology, and practical experience teaching biology to the students. This course will provide opportunities for the students to get engaged in activities that produce both broad-based skills which span these domains (e.g. problem solving, analysis, and meta-cognition) as well as specialized domain-specific knowledge and skills (e.g. content, and knowledge of and practice in theories of teaching). Students will be provided with opportunities to demonstrate their learning skills by developing various scientific models related to biology from everyday life. As a biology teacher, they will be able to teach the pupils about cells, genes, and evolution and the scientific principles and concepts used to understand the living world.

Learning Outcomes:

After studying this course the future teachers will be able to:

- Comprehend and appreciate the concepts, principles, theories of biology
- Understand and apply the basic concepts & principles of biology in daily life
- Maintain & repair laboratorial equipment & apparatus
- Understand and apply various methods and techniques for teaching concepts of Biology
- Develop scientific thinking and scientific attitude among their students
- Develop models, charts, simulations, and other helpful teaching materials
- Know and use techniques and strategies of teaching Biology at secondary level
- Make and use low cast teaching aids effectively
- Know the different assessment techniques for assessing scientific concepts

Course Outline

1. Scope and Importance of Biology

1.1 Importance of Physics for human life

2. Biology Teaching

2.1 Aims and Objectives of Teaching Biology
2.2 Scientific process/method: Its nature, steps, stages, and characteristics
2.3 Scientific attitude, nature, and importance
2.4 Instructional Model of Inquiry in Science (5Es)

3. Use of A.V-aids in teaching Biology

3.1 The general over-view of Audio-Visual Aids
3.2 Purposes of use of Audio-Visual Aids in Teaching Biology
3.3 Classification of Audio-Visual Aids

4. Planning lessons

4.1 Importance of planning in the teaching of Biology
4.2. Planning for the full course.
4.3. Lesson planning.
4.4 Qualities of a good lesson plan.
4.5 Development of model lesson plans for Biology

5. Developing required Instructional & Helping materials for Teaching Biology

5.1. What is Instructional Materials Development (IMD)

5.2 Principles of Instructional helping Materials Development

5.3 Select and Develop Learning Activities

6. Imparting Instruction

6.1 Nature and Characteristics of Instruction

6.2 Types of Instruction

6.3 Instructional Strategies in Teaching Biology

7. Different methods used in the teaching of Biology

7.1 Lecture method

7.2 Expository method

7.3 Laboratorial or practical method

7.4 Demonstration

7.5 Problem solving method

7.6 Project method

7.7 Discovery and inquiry method

8. Assessment Strategies of Biology

8.1 Planning for Assessment

8.2 Characteristics of Effective Assessment

8.3 Types of Assessment

8.4 Assessment Strategies

9. Selected Content from Punjab Text Book of 9th and 10th

Recommended Texts:

1. Kampourakis, K., & Reiss, M. J. (Eds.). (2018).*Teaching biology in Schools: Global Research, Issues, and Trends.* London: Routledge.
2. Punjab Text Book Board. (2018). *Biology: Class 9th & 10th*. Lahore: Punjab Text Book Board.

Suggested Readings:

1. Fleming, M.F. (2015). *The Biology Teacher's Survival Guide*. Bloomington, USA: Trafford Publisher
2. Lakshmi, G.B. (2016). *Methods of Teaching Biology*. New Delhi: Discovery Publishing Pvt.Ltd.
3. Tomar, A. (2004). *Teaching of Biology*. New Delhi: Kalpaz Publications

EDUC-6325 Organizational Behavior 3(3+0)

This course on organization theory and behavior provides knowledge that helps diagnose, understand and respond to emerging organizational needs and problems of our educational institutions. The main objective of Organizational Behavior is to understand the human interactions in an organization, finding what are the motives and dynamics of interaction and how these interactions assist organizations to achieve goals. Therefore; the basic objective of this course is to provide a strong conceptual framework for studying, understanding and applying theory and practice of organizational behavior and to explore the nature of organization and its scope in organizational studies. The course will provide an understanding of how to explain, predict and influence behavior. Managers need to explore and explain why employees engage in some behaviors than others, predict how employees will respond to various actions and decisions, and influence how employees behave. The effective implementation of organizational behavior in education contributes to the enhancement of job performance, incurs job satisfaction, and leads to the achievement of desired goals and objectives.

Learning Outcomes:

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of organizational theory
- Analyze and evaluate the behavioral aspects of educational organization
- Review and evaluate the specific organizational conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing workplace/organization conditions.
- Understand and narrate the basic concepts and principles of organization
- Recognize organizational phenomena , analyze and interpret in the light of the principles of organization
- Understand and analyze the organizational behavior of employees in workplace conditions

Course Outline

1. **Introduction**
   - **1.1.** What Managers Do?
     - **1.1.1.**What is management
     - **1.1.2.**Management Functions
     - **1.1.3.**Management Roles
     - **1.1.4.**Management Skills
     - **1.1.5.**Effective Vs Successful Managerial Activities
   - **1.2.** Organizational Behavior and The Evolution of Organizational Behavior
   - **1.3.** Contributing disciplines to the OB field
   - **1.4.** Basic OB Model
   - **1.5.** Organizational System Level: Individual Level and Group Level
   - **1.6.** Challenges and Opportunities for study of OB
2. **Fundamentals of Organizational Behavior**
   - **2.1.** What is an Organizations and Types of Organizations
   - **2.2.** Components of Organization
     - **2.2.1.**Task
     - **2.2.2.**People
     - **2.2.3.**Structure
     - **2.2.4.**Technology
   - **2.3.** The Basic System View of an Organization

2.4. Factors Affecting Organizations

3. **Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability**
   - **3.1.** Key Biographical characteristics.
   - **3.2.** Factors that determine an individual's personality.
   - **3.3.** Meyers-Briggs Type Indicator personality framework
   - **3.4.** Key traits in the Big Five personality model.
   - **3.5.** Ability and how it is managed in an organization.
4. **Perception and Individual Decision Making**
   - **4.1.** What is Perception and Factors influencing on perception
   - **4.2.** Person Perception: Making Judgment about Others
     - **4.2.1.** Attribution theory
     - **4.2.2.** Frequently used shortcuts to judging others
   - **4.4.** The link between perception and individual decision making
   - **4.5.** How should the decision be made?
     - **4.5.1.** The rational decision making process
     - **4.5.2.** Creativity in decision making
     - **4.5.3.** Decision making styles
   - **4.6.** How are decisions actually made in Organizations?
     - **4.6.1.** Bounded rationality
     - **4.6.2.** Common biases and errors
     - **4.6.3.** Intuition
   - **4.7.** Ethics in Decision Making: Three ethical decision criteria
5. **Basic Motivation Concepts**
   - **5.1.** Defining Motivation
   - **5.2.** Early Theories of Motivation
     - **5.2.1.** Hierarchy of Needs theory
     - **5.2.2.** Theory X and Y
     - **5.2.3.** Two factor theory
   - **5.3.** Contemporary Theories of Motivation
     - **5.3.1.** ERG theory
     - **5.3.2.** McClelland's Theory of needs
     - **5.3.3.** Cognitive Evaluation theory
     - **5.3.4.** Goal-setting theory
     - **5.3.5.** Reinforcement theory
     - **5.3.6.** Job design theory
     - **5.3.7.** Equity theory
     - **5.3.8.** Expectancy theory
6. **Foundation of Group Behaviour**
   - **6.1.** Definition of group and team
   - **6.2.** Why do people joins groups
   - **6.3.** Stages of group development
   - **6.4.** Characteristics of a Work Group
   - **6.5.** Group Effectiveness
   - **6.6.** Social Loafing
   - **6.7.** Nature of the groups tasks can affect the group's performance
   - **6.8.** Group cohesiveness and its effect on performance.
7. **Basic Approaches to Leadership**
   - **7.1.** What is Leadership and Three Types of Leadership

7.2. Trait theories
7.3. Behavioral theories
7.4. Contingency theories: Fiedler Model
7.5. Contemporary Issues in leadership
7.5.1. Trust: The foundation of leadership
7.5.1.1. What is trust
7.5.1.2. Trust and leadership
7.5.1.3. Basic principles of trust
7.5.2. Inspirational approaches to leadership
7.5.2.1. Charismatic leadership
7.5.2.2. Transformational leadership
7.5.3. Emotional intelligence and leadership Effectiveness
7.5.4. Contemporary leadership roles
7.5.4.1. Providing team leadership
7.5.4.2. Mentoring

8. **Organization Change and Stress Management**
8.1. Approaches to managing organizational change
8.2. Creating a culture for change
8.3. Work stress and its management
9. **Conflict and Negotiations**
9.1. Conflict process
9.2. Negotiation process
9.3. Bargaining strategies
9.4. Global Implications

Recommended Texts:

1. Daft, R. L. (2020). *Organizational Theory and Design.* New York: Cengage Publishing
2. Stephen P. Robbins and Timothy A. Judge, (2019) *Organizational Behavior (18th ed)*, New York: Pearson Education

Suggested Readings:

1. Gray, J. L., & Stark, F. A. (2007). *Organizational behavior: Concepts and Applications.* (7thed.). Toronto: Charles E. Merrill Publishing Co.
2. Kreitner, R. & Kinicki, A. (2011). *Organizational behavior (5th ed*.). Boston: McGraw
3. Hill.Osland, J., Devine, K., & Turner, M. (2015). *Organizational behavior*. Wiley Encyclopedia of Management.

EDUC-6326 Economics and Financing of Education 3(3+0)

This course addresses the concept of financing in the field of education. It focuses on both the theory and practice of Economics and Financing of Education. The basic objective of this course is to introduce the students with the concepts, theories, and principles of economics and financing and their application in our educational setup. Economic education generates knowledge. It gives people the tools to understand economic and financial issues and to interpret events that will affect their financial futures. In short, informed, well -educated consumers make better decisions, increasing their economic security and wellbeing. Economists recognize that developing basic economic and financial knowledge is an important goal for a democratic society that relies heavily on informed citizens and personal economic decision-making. Therefore the course will inculcate awareness among learners about the policies and process of educational financing in general as well as its status in Pakistan. Economic education is vital to the future health of our nation's economy.

Learning Outcomes:

After completion of the course prospective teachers would be able to:

- Understand and explain the relationship between economics and education
- Review and evaluate the demand and supply of education both at an individual and social level
- Explain the social and private returns of the education
- Understand and evaluate manpower planning in Pakistan and compare it with that of the advance countries
- Analyze various educational costs like cost benefit, cost effectiveness, etc.
- Calculate and report the costing of educational projects
- Understand and evaluate the process of financing and budgeting in Pakistan
- Understand and describe the role of vocational and technical education in the economic growth of a country

Course Outline

1. **An Introduction to the Economics of Education**
   - **1.1.** Basic concepts of economics
   - **1.2.** Four factors of production
   - **1.3.** Economics of education
   - **1.4.** The economic value of education
   - **1.5.** Investment mechanisms
2. **Concepts and Assumptions in the Economics**
   - **2.1.** Human capital theory
   - **2.2.** Major themes (efficiency, equity, etc.)
   - **2.3.** Macro-economics of education
   - **2.4.** Micro-economics of education
   - **2.5.** Education a black box
   - **2.6.** Opportunity cost
   - **2.7.** Rate of return on educational investment: Objections and implications
   - **2.8.** Cost-benefit and cost effectiveness analysis
   - **2.9.** Demand and supply for education
3. **Individual Demand for Education**
   - **3.1.** Forecasting the demand for compulsory education

3.2. The demand for non-compulsory education
3.3. Cost benefit analysis
3.4. Measuring the costs and benefits

4. The Social Rate of Return Approach
4.1. The social rate of return as a guide to policy making
4.2. Identifying and analyzing the costs and benefits
4.3. Results of the social rate of return
4.4. Criticism of S.R.O.R. as policy indicator

5. Manpower Planning
5.1. The manpower requirement approach
5.2. Methods of evaluation
5.3. Productivity change
5.4. Supply effects
5.5. Employers opinion
5.6. International comparison

6. Educational Outputs
6.1. Educational outputs of school education
6.2. Outputs of higher education

7. Educational Costs
7.1. The meaning of costs (public and private costs, social costs)
7.2. Cost function interpretations
7.3. Cost effectiveness analysis
7.4. Comparing public and private costs; social and individual costs

8. The costing of educational projects
8.1. Techniques for costing educational projects
8.2. Costing projects in Pakistan
8.3. Future strategies for costing projects in Pakistan

9. Financing Education in Pakistan
9.1. Budgeting and financing
9.2. Who pays for education?
9.3. Who benefits from education?
9.4. Students' financing through loans
9.5. Alternative strategies for financing education in Pakistan

10. Economics of Life Long Education
10.1. Meaning of life-long education
10.2. Arguments for and against lifelong education
10.3. Lifelong education and its cost benefit analysis
10.4. Lifelong education in Pakistan

Recommended Texts:

1. Fisher, R. C. (2018). *State and Local Public Finance*. London: Routledge
2. Robinson, E. A. G., & Vaizeyd, J. E. (2016). *The Economics of Education.* London: Palgrave McMillan.

Suggested Readings:

1. Ardalan, K. (2016). *On the role of Paradigms in Finance*. London: Routledge.
2. Brewer, D.J., & Picus, L.O. (2014). *Encyclopedia of Education Economics and Finance*. USA: SAGE Publications, Inc.
3. Nu'Man, R., & Ali, S. N. (2016). *Islamic Economics and Finance Education: Consensus on Reform.* London: Routledge

EDUC-6327 Human Resource Management 3(3+0)

The course highlights the main aspects of human resource management in the field of education. The basic objective of the course is to create awareness among students about human resource management, performance appraisal procedures, and understanding of rewarding people as human resource managers. Studying HRM opens doors to the awareness and understanding of variety of career paths, job design role and positions in educational organizations. Managing people and client relations is an important skill to acquire not only in business but also in academic organization. The subject also focuses on the skills like organization; administration, multitasking, presentations, reporting, and communication as part of HRM. The course focuses on teaching how to manage human resources in an organization which involves the effective use of personnel, aimed at improving the organization's performance. The broad purpose of studying human resource management in educational organization is to understand how to attract, develop, retain, and motivate personnel in order to achieve the school's mission. Thus, the course will benefit the prospective teachers by enabling them to deal effectively with human resources in an educational setting.

Learning Outcomes:

- Understand, develop and evaluate employee orientation, training, and development programs.
- Elaborate the contextual need and scope of human resource management
- Explain the concept of job, its design and analysis
- Discuss the human resource policy and planning strategies
- Comprehend the need of human resource management in educational organizations
- Analyze and evaluate the role of information technologies in managing human resources
- Develop, implement, and evaluate organizational development strategies aimed at promoting human resource development

Course Outline

1. **Introduction:**
   - **1.1.** What is management
   - **1.2.** What is human resource management?
   - **1.3.** Development of a theoretical basis for HRM.
   - **1.4.** Activities of HR. Department
   - **1.5.** Skills for HR. Professionals
   - **1.6.** Challenges for HR department
2. **Strategic Human Resource Management**
   - **2.1.** What is strategic management?
   - **2.2.** Strategy formulation
   - **2.3.** Strategy implementation
   - **2.4.** Issues of strategic Management
3. **Building Human Resource Management**
   - **3.1.** Workflow analysis
   - **3.2.** Organizational structure
   - **3.3.** Job analysis: Elements, Methods
   - **3.4.** Job Design: approaches
   - **3.5.** Job enrichment
4. **Human Resource Planning**
   - **4.1.** What is planning

- **4.2.** The Human Resource Planning process
- **4.3.** Human Resource Information system
- **4.4.** Issues related to Planning
- **4.5.** Issues related to HRIS
- **4.6.** Software available for HRIS

5. **Recruitment Selection and Placement**
   - **5.1.** Recruitment process
   - **5.2.** Selection process
   - **5.3.** Placement process
   - **5.4.** Issues related to recruitment, selection, and placement
6. **Employee development and Learning**
   - **6.1.** What is development in Human Resource Management
   - **6.2.** Designing effective training systems
   - **6.3.** Socialization and orientation
   - **6.4.** Training and pay systems
   - **6.5.** High leverage training strategy: a systematic approach
7. **Performance management**
   - **7.1.** An organizational model of performance management
   - **7.2.** Purposes of performance management
   - **7.3.** Performance measured criterion
   - **7.4.** Approaches to measure performance
   - **7.5.** Managing the performance of teens
   - **7.6.** Performance feedback
   - **7.7.** Developing and implementing a system that follows legal guidelines
   - **7.8.** Use of technology for performance management
   - **7.9.** Electronic monitoring
8. **Rewarding people**
   - **8.1.** Introduction
   - **8.2.** Equity theory and fairness
   - **8.3.** Developing pay level
   - **8.4.** Current challenges
   - **8.5.** Government regulation of compensation
   - **8.6.** Issues related to compensation in education sector
   - **8.7.** How does pay influence individual employee
9. **Managing employee retention and turn over**
   - **9.1.** Managing involuntary turnover
   - **9.2.** Managing voluntary turnover
   - **9.3.** Managing employee retention
10. **Evaluation and improving human resource function**
    - **10.1.** Strategic approach to measuring HR effectiveness
    - **10.2.** Activities of HR
    - **10.3.** Approaches for evaluating effective HR
    - **10.4.** Improving Hr Effectiveness

Recommended Texts:

1. Cascio, W. F. (2015). *Managing Human Resources.* New York: McGraw-Hill
2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human Resource Management: Gaining a Competitive Advantage*. New York: McGraw-Hill

Suggested Readings:

1. Armstrong, M. (2006*). A Handbook of Human Resource Management Practice.* Philadelphia: Kogan Page Publishers.
2. *Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2019). Human Resource Management: People, Data, and Analytics*. CA: Sage Publishing
3. Boxall, P., & Purcell, J. (2011). *Strategy and Human Resource Management*. London: Palgrave Macmillan

EDUC-6328 Qualitative Research Methods in Education 3(3+0)

This course highlights the features of qualitative research which aims to get a better understanding through firs hand experience, truthful reporting, and quotations of actual conversations. It aims to enable the learners to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior. Educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view in improving its efficiency. It is an application of scientific method to the study of educational problems. Applied qualitative research could be the source of solid evidence for making decisions related to education. The course presents knowledge about principles, methodologies, distinctions and applications of methodologies of qualitative research in education. It also focuses on the recent developments in this field. The basic objectives of the course are to enable the learners to differentiate qualitative research from other types of research especially the quantitative one and to prepare research designs and proposals on the topics related to educational issues and problems in our local context.

Learning Outcomes:

After the completion of these courses the students will be able to:

- Differentiate qualitative research from the other types of research especially the quantitative one
- Classify and categorize various approaches and methods of qualitative research about problems in education
- Conceptualize qualitative research and to formulate problem statements and research questions
- Learn about data collection procedures, categories analyze and interpret qualitative data
- Develop a research proposal on the topic to conduct qualitative research in education
- Evaluate a qualitative research conducted on an educational issue problem

Course Outline

1. Introduction

1.1. Qualitative research: Definitions and concepts
1.2. Differences between qualitative and quantitative research
1.3. Characteristics of qualitative research
1.4. Qualitative research in education

2. Classifications of Qualitative Inquiry

2.1. Anthropology
2.2. Phenomenology
2.3. Symbolic interactions
2.4. Ethnography: Ethnographic Research
2.5. Feminist research
2.6. Postmodern research
2.7. Ethno-methodology
2.8. Some common questions about qualitative research

3. Some Important Concepts in Qualitative Research

3.1. Material as data
3.2. Human as instrument
3.3. Grounded theory
3.4. Complex theory and idiographic interpretation

3.5. Sampling: Theoretical, purposive, time sampling and snowball sampling
3.6. Triangulation

4. Stages in Qualitative Research
4.1. Various stages of qualitative research (steps or phases) from selecting a research topic to analysis and interpretation of data

5. Techniques of Data Collection in Qualitative Research
5.1. Interviewing:
5.2. Individual and group interview
5.2.1. Focused group
5.3. Observation / Watching:
5.3.1. Participative observation and Non-participative observation / natural observation
5.4. Archival research study
5.4.1. Document analysis.

6. Field Work
6.1. Gaining access to the field
6.2. First days in the field
6.3. Photography and fieldwork
6.4. Leaving the field

7. Evaluation and Pedagogical Uses of Qualitative Research
7.1. Evaluation of qualitative research: Trustworthiness in qualitative research
7.2. Evaluation and policy research in qualitative perspective: Planning and getting funds.
7.3. Relations between the researcher and contractor: Research site; feedback; working in teams; the audience; time tables
7.4. Future of the qualitative evaluation and policy research
7.5. Pedagogical uses of qualitative research (QR)
7.5.1. Use of QR in effective teaching
7.5.2.QR-approach of and teacher education
7.5.3.QR-methods of curriculum improvement in schools

8. Analysis and Report Writing

9. Analysis software and Reporting techniques

Recommended Texts:

1. Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing among five Approaches.* CA: Sage Publishing
2. Torrance, H. (2010). Qualitative Research Methods in Education. London: Sage Publishing

Suggested Readings:

1. Eisner, E. W. (2017). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York: Teachers College Press.
2. Hartas, D. (Ed.). (2015). *Educational Research and Inquiry: Qualitative and Quantitative Approaches*. London: Bloomsbury Publishing.
3. Patten, M. L., & Newhart, M. (2017). *Understanding Research Methods: An overview of the Essentials.* London: Routledge

EDUC-6329 Designing and Reporting Research in Education 3(3+0)

The course highlights the theory and practice of designing and reporting research. The basic objectives of the course are to impart the understanding of the purpose of research, its designs, writing reports, and present the research report. The course presents knowledge about quantitative and qualitative research designs. It focuses on the distinctive features of designs and criteria for the selection of appropriate design for conducting educational research. It also focuses on the recent developments in the field. The basic objectives of the course are to enable students to understand and select the most appropriate design for their research. Construction of research proposals on the topics related to educational issues and problems in our local context is another important feature of the course. Practical exercise on writing a Research Report will enable the learners not only to disseminate knowledge but also to present the findings for the expansion of the knowledge. Thus the course aims to achieve the purpose of research that is not just to discover something but to communicate that discovery to a larger audience.

Learning Outcomes:

Upon successful completion of the course students are expected to

- Develop understanding on various kinds of research designs
- Have basic knowledge on qualitative, quantitative and mixed method research
- Conduct an information search and design a literature review map
- Assessing the structure of a proposal for qualitative, quantitative, and mixed methods
- Writing a script for qualitative, quantitative, and mixed methods research questions and hypotheses
- Demonstrate the applicability of different data collection and data analysis techniques.
- Develop evaluation criteria for qualitative, quantitative, and mixed method research reports.
- Critically analyzes a published qualitative, quantitative, and mixed method research report according to the evaluation criteria

Course Outline

1. **Introduction**
   - **1.1.** Research: Definitions and concepts
   - **1.2.** Differences among qualitative, quantitative and mixed method research
   - **1.3.** Characteristics of qualitative, quantitative and mixed method research
   - **1.4.** Need of qualitative, quantitative and mixed method research in education
2. **Conceptual Foundations of a Research Design in Quantitative Research**
   - **2.1.** Concept of research design
   - **2.2.** The purposes of research design
   - **2.3.** Elements of a research design
   - **2.4.** Criteria/characteristics of a good research design
3. **Research Design and Writing a Research Proposal**
   - **3.1.** Controlling variance
   - **3.2.** What is a synopsis or a research proposal?
   - **3.3.** Components and prerequisites of a research proposal (introduction, problem, review, budget, time frame, procedures, etc.)
4. **Quantitative Research Designs**
   - **4.1.** Constructing research designs
   - **4.2.** Experimental designs

4.3. Factorial designs
4.4. Ex-Post Facto designs

5. Qualitative Research Designs
5.1. Choosing a qualitative study
5.2. Types of Qualitative Research Designs
5.2.1. Case study
5.2.2. Field studies

6. Development of a Research Plan / Proposal.
6.1. Need and Significance of the research proposal

N.B. Each student will have to prepare one research proposal on each type of methodology of research and submit it to the teacher before the final term exam.

7. Report Writing in Quantitative Research
7.1. Introduction
7.2. Need and Significance of the research proposal
7.3. Major sections of a research report (Abstract, Introduction, problem, methods & procedures, discussion, bibliography/reference list, and appendices)

8. Report Writing in Qualitative Research
8.1. Writing a report of qualitative research project
8.2. Getting started
8.3. A good manuscript
8.4. The introduction
8.5. The core and the conclusion
8.6. Summary **N.B**. Students must have to prepare at least one research report of qualitative and quantitative research.

9. Introduction of APA Manual (6th Edition)

Recommended Texts:

1. Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches.* CA: Sage Publishing
2. McKenney, S., & Reeves, T. C. (2018). *Conducting educational design research*. London: Routledge

Suggested Readings:

1. Blaikie, N., & Priest, J. (2019). *Designing social research: The logic of anticipation*. New York: John Wiley & Sons
2. Patten, M. L., & Newhart, M. (2017). *Understanding Research Methods: An overview of the Essentials.* London: Routledge
3. Zapata-Rivera, D. (Ed.). (2018). *Score reporting research and applications.* London*:* Routledge

EDUC-6330 Analysis and Interpretation of Data 3(3+0)

This course discusses the data, data analysis and interpretation techniques. Data analysis is the most crucial part of any research. Hence, the purpose of the course is to provide awareness of data analysis procedures through the use of analytical and logical reasoning to determine patterns, relationships or trends. Different strategies provide data analysts with an organized approach to working with data; they enable the analyst to create a "logical sequence" for the use of different procedures. The basic objectives of the course are to develop understanding in data planning, analysis and interpretation, application of data analysis procedures using different soft wares. The course will introduce the learners to the critical concepts common to the analysis of quantitative research data, with special attention to survey data analysis. These concepts will help the prospective teachers to designing research. Knowing how best to look at data and derive insights is critical to ensuring that the information has a positive impact on efforts to improve the educational system.

Learning Outcomes:

Upon successful completion of the course students are expected to

- Apply correctly a variety of statistical techniques, both descriptive and inferential.
- Interpret, in plain language, the application and outcomes of statistical techniques
- Know the types of descriptive statistics typically reported in educational research studies.
- Learn about Statistical Inference and drawing conclusions about a data population.
- Know the criteria that can be used to select an appropriate statistical test to answer a research question or hypothesis.
- Apply various statistical techniques in analyzing research data in Education
- Apply appropriate statistics in qualitative and quantitative researches
- Use SPSS for descriptive and inferential statistics.

Course Outline

1. **Introduction: Data and Information**
   - **1.1.** Data vs Information
   - **1.2.** Structured Data and Unstructured Data
   - **1.3.** Data and its types
2. **Data Analysis and Interpretation Defined**
   - **2.1.** Data Analysis and Interpretation Defined
   - **2.2.** Why do we analyze and Interpret data?
   - **2.3.** Data Analysis Steps
3. **Types of Variables**
   - **3.1.** Categorical vs Numerical
   - **3.2.** Nominal Variables
   - **3.3.** Ordinal Variables
   - **3.4.** Interval Variables
   - **3.5.** Ratio Variables
4. **Introduction to Applied Statistics**
   - **4.1.** What are basic Statistical concepts
   - **4.2.** Identifying the dependent and independent variables
   - **4.3.** Confidence levels
   - **4.4.** Math that manipulates data

5. Descriptive Statistics

- **5.1.** Summarizing and describing a collection of data
- **5.2.** Univariate and bivariate analysis
- **5.3.** Mean, mode and standard deviation
- **5.4.** Percentages and Ratios
- **5.5.** Histograms
- **5.6.** Identifying randomness and uncertainty in data

6. Inferential Statistics

- **6.1.** Drawing inference from data
- **6.2.** Modeling assumptions
- **6.3.** Identifying Parametric vs. nonparametric techniques
- **6.4.** Carrying out parametric statistical tests: t-distribution, z-test, ANOVA, and ANCOVA, Regression analysis
- **6.5.** Carrying out non-parametric statistical tests: Chi-Square test

7. Qualitative Data: Types and Forms

- **7.1. Field Notes:** The basic concepts; the content of field notes; the form of field notes; the process of writing field notes; transcription from the taped interviews
- **7.2. The subject's written words:** Personal documents; official documents/records
- **7.3. Montage/photography:** Found photographs; researcher-produced photographs; photographs as analysis; technique and equipment
- **7.4. Accounts and videos**
- **7.5. Official statistics** and other quantitative data
- **7.6.** Concluding remarks

8. Data Analysis in Qualitative Research

- **8.1.** Analysis of data in the field:
  - 8.1.1. Field memos
  - 8.1.2. Discovering themes and hypotheses
  - 8.1.3. More about analysis in the field
  - 8.1.4. Analysis after data collection:
  - 8.1.5. Coding and coding categories
  - 8.1.6. Developing coding categories
  - 8.1.7. Influence on coding and analysis
  - 8.1.8. Data displays etc.
  - 8.1.9. Mechanics of working with data
  - 8.1.10. Using a computer for analysis

9. Introduction to SPSS

- **9.1.** Entering and Editing Data
- **9.2.** Producing summary statistics
- **9.3.** Charts and Tables
- **9.4.** Analysis

Recommended Texts:

1. Blalock, H. M. (2017). *Measurement in the social sciences*. New York: Routledge
2. Reinharz, S. (2017). *On Becoming a Social Scientist: from survey research and participant observation to Experimental Analysis*. New York: Routledge

Suggested Readings:

1. Pallant, J. (2006). *SPSS Survival Manual A step by step guide to data analysis using SPSS for Windows (Version 10).* London: McGraw-Hill
2. Patten, M. L., & Newhart, M. (2017). *Understanding Research Methods: An overview of the Essentials.* London: Routledge
3. Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences*. Essex: Pearson Higher Ed.

The General Assessment Criteria for each course:

Sessional	20%
Mid-Term Examination	30%
Final Lesson	50%

B.Ed General (1.5 Year) Program

(Semester System)

Scheme of Studies
and
Course Outlines

2020
Department of Education
University of Sargodha

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Introduction

The department of education is one of those departments which have the privilege of being set up soon after the establishment of the University of Sargodha and classes for M.A. Education were started w.e.f. 20th March, 2003. Department of Education provides and facilitates pre -service education and in-service training to the teachers and teacher educators. Any program of teacher education is perhaps devoid of sense without the practical training of theory and practice of education. The department has decided to commence bachelor's program in education B. Ed. 1.5 years. Master degree (or 16-year education) is the pre-requisite for this program in view to provide pre-service teacher training with specialization in one subject which is being taught at elementary and secondary level in our country. So in this regard a rigorous teaching practice is also a pre-requisite for awarding the degree. The students of this department also have the capability to render their services in various research and social welfare institutions as managers, researchers and consultants.

Mission Statement

To render services in the field of education by preparing well-educated, trained, competent and effective teachers and teacher educators; making them independent learners and contributing members of society, providing a dynamic, creative and efficient learning environment in order to improve the quality of education in particular and standard of living in general.

Salient Features of the Program

- Along with strengthening the knowledge base emphasis is on making students independent learners.
- Focus is on imparting knowledge, skills and attitudes pertinent with the field.
- Emphasis is on imparting pedagogical & communication skills.
- Practical training of presentation and demonstration skills through classroom presentation, seminars, symposia and conferences.
- A detailed analysis of students' teaching skills through microteaching approach to bring about sophistication and refinement in their styles and methods of teaching.
- A full fledge course on "communication skills" in order to sharpen students English communication skills of reading, writing, speaking and listening.
- A dynamic, interactive and creative teaching and learning environment.
- Special emphasis on the comprehensive personality development of the learners.
- Character formation of students through curricular and co-curricular activities in the light of Islamic values and principles
- Development of the competencies and skills of searching, identifying, selecting and developing teaching and instructional materials as per demand of the subject.
- Emphasis on professionalism and entrepreneurship.
- Development of critical thinking, scientific attitude, creativity and innovation.
- Highlighting the importance of learning as a continuous and life-long process.
- Introducing teaching as a life-style and way of living.
- Constructivist approach towards teachings and learning.
- Considerably long practical training of teaching.

BEd General (1.5 Year) SCHEME OF STUDIES

Total Credit Hours 54
Medium of Instruction English
Passing Marks (Assignments / Exam) 50 %
Entry Qualification: 16 years of Education (Academics Disciplines Other than Education)
MA / MSc. / BA (4 Year) / BS (4 Year) in Minimum Second Division

Semester –I

Code	Course	Credit Hours
EDUC-6401	General Methods of Teaching (Professional)	3(3+0)
EDUC-6402	Educational Assessment and Evaluation (Professional)	3(3+0)
EDUC-6403	Curriculum Development (Foundation)	3(3+0)
EDUC-6404	Research Methods in Education (Professional)	3(3+0)
EDUC-6405	Educational Leadership and Management (Professional)	3(3+0)
EDUC-6406	Educational Psychology (Foundation)	3(3+0)
	Total Credit Hours	**18**

Semester –II

Code	Course	Credit Hours
EDUC-6407	Philosophy of Education (Foundation)	3(3+0)
EDUC-6408	Critical Thinking and Reflective Practices (Professional)	3(3+0)
	Teaching Specialization (Elective Course)	3(3+0)
	Area of Specialization (Course-I)	3(3+0)
	Area of Specialization (Course-II)	3(3+0)
	Area of Specialization (Course-III)	3(3+0)
	Total Credit Hours	**18**

Semester –III

Code	Course	Credit Hours
EDUC-6409	Human Development and Learning (Foundation)	3(3+0)
EDUC-6410	Information and Communication Technology (ICT) in Education	3(3+0)
EDUC-6411	Teaching Practice I	6(0+6)
EDUC-6412	Teaching Practice II	6(0+6)
	Total Credit Hours	**18**

Teaching Practice

Teaching Practice	12 Cr Hours
Duration	Twelve Weeks
Teaching practice I	Marks 100
Teaching Practice II	Marks 100
Total Marks	200
Two final Lessons	One for teaching practice-I and one for teaching practice-II

Break up of marks for one lesson is as under:

Sr. No	Component	Marks
1	Attendance *	10
2	Draft final lesson plan	05
3	Development of assessment tools and AV-aids	10
4	40 Lesson Plans	35
5	Final Lesson	40
	Total	**100**

*** Break up of Marks of Attendance**

95% or above	=	10
90-94%	=	09
85-89%	=	08
80 – 84%	=	07

Below 80% attendance does not qualify

Elective Courses

Only one of the following elective courses relevant to the subject area of the student may be opted.

Code	Course	Credit Hours
EDUC-6413	Teaching of Social Studies	3(3+0)
EDUC-6414	Teaching of General Science	3(3+0)
EDUC-6415	Teaching of Physics	3(3+0)
EDUC-6416	Teaching of Chemistry	3(3+0)
EDUC-6417	Teaching of Biology	3(3+0)
EDUC-6418	Teaching of Mathematics	3(3+0)
EDUC-6419	Teaching of English Language	3(3+0)
EDUC-6420	Teaching of Urdu	3(3+0)

Areas of Specialization

Student will opt any one area of specialization from the following two areas

	Code	Course	Credit Hours
Area-I		**Leadership and Management**	
Course I	EDUC-6421	Educational Administration and Supervision	3(3+0)
Course II	EDUC-6422	Organizational Behaviour	3(3+0)
Course III	EDUC-6423	Instructional Leadership	3(3+0)
Area-II		**Science Education**	
Course I	EDUC-6424	Foundation of Science Education	3(3+0)
Course II	EDUC-6425	Assessment and Evaluation in Science Education	3(3+0)
Course III	EDUC-6426	Comparative Science Education	3(3+0)

General Methods of Teaching

Course Code: EDUC- 6401 **Credit Hours:** 3(3+0)

Course Description: This course highlights the essential attributes of the teacher, the importance and types of teacher planning practice related to different teaching methods. Knowledge of Teaching Methods gives a broader perspective of teaching to prospective teachers. Teaching methods are often divided into two broad categories: teacher-centered methods (also called direct instruction) and learner-centered methods (also called indirect instruction or inquiry-based learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. From among these methods, a teacher selects the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students. The course focuses on the development of abilities among prospective teachers to explain the basic concepts of teaching, describe-the-importance, and types-of teacher planning, prepare lesson plans according to individual needs, apply teaching skills on identifying learning difficulties in the classroom, and select, prepare and use appropriate teaching materials. It will also focus on how to relate facts, concepts, and theories to everyday teaching learning experiences.

Learning Outcomes:

After completion of this course students will be able to:

- Explain the basic concepts of teaching.
- Demonstrate the essential attributes of the effective teacher.
- Describe-the-importance and types-of teacher planning
- Practice different teaching methods in classroom.
- Organize classroom discussion and demonstrate its appropriate use.
- Apply various techniques to motivate students.
- Select appropriate audio visual aids in classroom teaching.
- Prepare lesson plans according to Individual Needs.
- Apply teaching skills on identifying learning difficulties in the classroom
- Select, prepare and use appropriate teaching materials

Outline

1. **Introduction to Teaching**
   - **1.1.** Definitions of Teaching
   - **1.2.** The concept of Effective Teaching
   - **1.3.** Role of Teacher for Conducive Learning Environment
   - **1.4.** Professional Characteristics of an Effective Teacher
   - **1.5.** The Concepts of Teaching Methods, Strategies and Techniques
   - **1.6.** Identify Learning Difficulties of Students

2. **Lesson Planning in Teaching**
   - **2.1.** The Need for Lesson Planning
   - **2.2.** Approaches to Lesson Planning
   - **2.3.** Course & Unit Planning
   - **2.4.** Steps in Lesson Planning
   - **2.5.** The Lesson Plan Format
   - **2.6.** Prepare Lesson according to Individual Needs

3. **Student Motivation**
   - **3.1.** Concept of Motivation
   - **3.2.** Intrinsic Motivation

3.3. Extrinsic Motivation
3.4. Theories of Motivations
3.5. Strategies to Motivate Students

4. **Inquiry Methods**
   4.1. The Inductive Method
   4.2. Deductive Method
   4.3. Scientific Method
   4.4. The Problem Solving Approach
   4.5. Advantages and Limitations of Inquiry Method

5. **Activity Methods**
   5.1. Individual Project
   5.2. Group Project
   5.3. Research Projects
   5.4. Advantages and Limitations of Activity Method

6. **Discussion Method**
   6.1. What is Classroom Discussion
   6.2. Planning the Discussion
   6.3. Organizing the Discussion
   6.4. Practicing in Asking Questions
   6.5. Practicing in Answering the Questions
   6.6. Assessing the Discussion
   6.7. Advantages and Limitations of Discussion Method

7. **Cooperative learning**
   7.1. Cooperative Learning
   7.2. Techniques of Cooperative Learning
   7.3. Advantages and Limitations of Cooperative Method

8. **Teaching Tools**
   8.1. Selecting the Audio Visual Material
   8.2. Planning To Use the Materials
   8.3. Preparing For the Audio Visual Activity
   8.4. Kinds of AV Materials
      8.4.1. White Board / Marker
      8.4.2. Charts, Posters, Maps, Graphs & Models
      8.4.3. Text Books
      8.4.4. Hand Outs
      8.4.5. Projectors

Recommended Texts:

1. De Vries, M. J. (Ed.). (2018). *Handbook of technology education.* USA: Springer.
2. Marzano, R. J. (2018). *The handbook for the new art and science of teaching.* Bloomington: Solution Tree.

Suggested Readings:

1. Allen & Mendler. (2009). *Motivating students who don't care: Successful techniques for educators.*Bloomington: National Educational Service
2. Shami, P.A. et al. (2016). *Instructional methods*. Lahore: Majeed Book House.
3. Singh, Y.k.(2017). *Teaching of general science*. New Dehli: APH Publishing Corporation

Web-based Resources

Britannica Concise Encyclopedia retrieved from www.answers.com/opic/teaching
To access the Electronic Learning Community (ELC): http://olms.cte.jhu.edu/olms2
https://web.calstatela.edu/faculty/jshindl/teaching/objs.htm
http://www.education.gov.pg/TISER/documents/pastep/pd-tm-7-2-general-teaching-methods-student.pdf
http://bdu.edu.et/capacity/sites/bdu.edu.et.capacity/files/Attachement/Session%20-%202-%20General%20Methods%20of%20Teaching.pdf
http://www.genrica.com/vustuff/EDU301/EDU301_handouts_1_45.pdf
https://www.scribd.com/doc/61713667/General-Methods-of-Teaching

Educational Assessment and Evaluation

Course Code: EDUC-6402 **Credits Hours:** 3(3+0)

Course Description:

This course addresses the knowledge and understanding of formative and summative learning assessment and how teachers use assessment to inform decisions about teaching and learning. Assessment and evaluation are key directors of education and are pivotal to learning and teaching. Assessment is the process of making a judgement or measurement of the worth of an entity, for example, a person or process. Evaluation in education involves gathering and evaluating data evolving from planned learning activities, delivery of instructions, and/or programs. Students will get an understanding of learning domains and their role in assessment. This course examines the purposes, paradigms, and types of assessment and evaluation used in education, and in particular the innovations associated with them. The course has the following main objectives for the students to understand the concepts and application of classroom assessment, integrate objectives with evaluation and measurement, acquire skills of assessing the learning outcomes, and interpret test scores and results of different assessment techniques.

Learning Outcomes:

After studying this course the prospective tteachers will be able to:

- Understand the concepts and application of classroom assessment.
- Integrate objectives with evaluation and measurement.
- Acquire skills of assessing the learning outcomes.
- Interpret test scores and results of different assessment techniques
- Know about the trends and techniques of classroom assessment
- Understand different alternative classroom assessment techniques

Outline

1. **Measurement, Assessment and Evaluation**
   - **1.1.** Concept of measurement, assessment and evaluation
   - **1.2.** Classroom assessment: Why,What, How and When
   - **1.3.** Types of assessment
   - **1.4.** Characteristics of assessment
   - **1.5.** Role of assessment
   - **1.6.** Principles of Classroom assessment

2. **Objectives and assessment**
   - **2.1.** Purpose of a test
   - **2.2.** Objectives and educational outcomes
   - **2.3.** Writing Cognitive domain Objectives
   - **2.4.** Defining Learning Outcomes
   - **2.5.** Preparation of content outline
   - **2.6.** Preparation of table of specification

3. **Types of Assessment Tests and Techniques**
   - **3.1.** Tests
     - **3.1.1.** Achievement test
     - **3.1.2.** Aptitude tests
     - **3.1.3.** Attitude tests

- **3.1.4.** Intelligence tests
- **3.1.5.** Personality tests
- **3.1.6.** Criterion referenced and Norm referenced tests

3.2. Techniques
- **3.2.1.** Questionnaire
- **3.2.2.** Observation
- **3.2.3.** Interview
- **3.2.4.** Rating scales

3.3. Standardized Testing

4. Types of Test

4.1. Selection type (Objective type)
- **4.1.1.** Multiple choice questions
- **4.1.2.** True false questions
- **4.1.3.** Matching items
- **4.1.4.** Completion items

4.2. Supply Type (Subjective type)

4.3. Short Answers

4.4. Essay

5. Reliability of Assessment Tools

5.1. Reliability

5.2. Types of reliability
- **5.2.1.** Split half reliability
- **5.2.2.** Test rbtest reliability
- **5.2.3.** Kuder-Richardson reliability
- **5.2.4.** Parallel form Reliability

5.3. Factors affecting reliability

5.4. Usability of assessment tools

6. Validity of Assessment Tool

6.1. Nature of Validity

6.2. Methods of Measuring Validity
- **6.2.1.** Content construct Validity
- **6.2.2.** Concurrent validity
- **6.2.3.** Predictive validity
- **6.2.4.** Criterion Validity
- **6.2.5.** Factors affecting validity
- **6.2.6.** Relationship between Validity and Reliability

7. Planning and Administering Classroom Tests

7.1. Planning a test

7.2. General consideration in constructing objective test items

7.3. General consideration in constructing essay items

7.4. Administering test"

7.5. Scoring of test

8. Interpreting Test Scores

8.1. Introduction of measurement scales and interpretation of test scores
8.2. Interpreting test scores by percentile
8.3. Interpreting test scores Percentages
8.4. Interpreting test scores Ordering and ranking
8.5. Frequency distribution
8.6. Interpreting test scores Pictorial forms (graph, polygon, histogram)
8.7. Measures of central tendency
8.8. Measures of variability
8.9. Planning the test
8.10. Constructing and assembling the test
8.11. Test Administration

9. Reporting Test Scores

9.1. Functions of test scores and progress reports
9.2. Types of reporting and marking
9.3. Calculating CGPA and assigning letter grades
9.4. Conducting parent teacher conference.

Recommended Texts:

1. Blalock, H. M. (2017). *Measurement in the social sciences*. UK: Routledge.
2. Pidgeon, D., & Yates, A. (2018). *An introduction to educational measurement*. UK: Routledge.

Suggested Readings:

1. Gipps, C. (2011). Beyond Testing (Classic Edition): *Towards a theory of educational assessment.* UK: Routledge.
2. Miller, M.D., Linn, R. L. & Gronlund. N. E. (2013). *Measurement and assessment in teaching* (11th Edition). USA: Pearson
3. Wells, C. S., & Faulkner-Bond, M. (2016). *Educational measurement: From foundations to future.* USA: Guilford Publications

Web-based Resources

http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/MethodsTeaching_Sept13.pdf
https://www.slideshare.net/hernanebuella/general-methods-and-techniques-of-teaching
https://www.jstor.org/stable/1167407?seq=1#page_scan_tab_contents
http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/ClassroomAssess_Sept13.pdf
http://www.oecd.org/edu/school/46927511.pdf
https://academicaffairs.ucsd.edu/ug-ed/asmnt/resources.html

Curriculum Development (Foundation)

Course Code: EDUC- 6403 **Credit Hours**: 3(3+0)

Introduction:
This foundation course "curriculum Development" is designed to; enable the learners to discuss concept, history, curriculum development process and various approaches, issues to curriculum development. This course will also provide opportunities to enable and prepare learners to introduce the ideas and procedures involved in curriculum development and further develop their skills in curriculum design. The learner will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. The course also assists to develop a deeper understanding of the testing, measurement and evaluation in curriculum. It first examines foundations of curriculum then conceptual framework and approaches to designing a curriculum. Comparative studies will be discussed.

Learning Outcomes:
More specifically, following are the main learning outcomes of this course:

- To introduce the learners to the concept, History and foundation of curriculum development generally and specifically with reference to Pakistan
- To familiarize with conceptual framework of curriculum development, its various types, approaches.
- To introduce the content selection and evaluation process of the curriculum.
- To Compare and contrast the comparative perspectives of curriculum development in different countries of the world.
- To write curriculum objectives in behavioral terms
- Should be able to apply principles of curriculum development, implementation and evaluation in teaching and learning process and curriculum planning.

Outline

1. **Introduction to Curriculum**
    - **1.1.** The Nature of Curriculum
    - **1.2.** Definition of Curriculum
    - **1.3.** Component of Curriculum
    - **1.4.** Need of Curriculum
    - **1.5.** Scope of Curriculum
    - **1.6.** Curriculum Planning and Development
    - **1.6.1.** Characteristics of Curriculum Planning
    - **1.6.2.** Process of Curriculum Development
    - **1.6.3.** Effective Curriculum Planning
    - **1.6.4.** Basic principles of Curriculum Development
    - **1.6.5.** Elements of Curriculum

2. **History of Curriculum Development in Pakistan**
    - **2.1.** Development of Curriculum in Islam
    - **2.2.** Development of Curriculum In the Sub-Continent
    - **2.3.** Curriculum Development Science 1947

2.4. Curriculum Development under various Education Policies

3. **Foundations of Curriculum**
   - **3.1.** Philosophy and Curriculum
   - **3.2.** Psychological Foundations
   - **3.3.** Sociological Foundations
   - **3.4.** Historical Foundations
   - **3.5.** Economic Foundations

4. **Conceptual framework of Curriculum Development**
   - **4.1.** Need for Conceptual Framework of Curriculum Development
   - **4.2.** Models of Curriculum development
   - **4.3.** Relationship Among the Elements
   - **4.4.** A proposed Conceptual Framework
   - **4.5.** Process of Curriculum Development
   - **4.6.** Selection and Organization of Methods
   - **4.7.** Bases for Selecting instructional Methods
   - **4.8.** Curriculum Evaluation

5. **Aims Goals and Objectives of Education**
   - **5.1.** Conceptualization
   - **5.2.** A Brief Review of the objectives Movement in Pakistan
   - **5.3.** Taxonomies of Educational Objectives

6. **Content Selection and Organization Principles and Procedure**
   - **6.1.** Introduction to Content Selection
   - **6.2.** The Selection of Curriculum Content
   - **6.3.** Procedures for Content Selection
   - **6.4.** Principles of Curriculum Organization

7. **Evaluation of Curriculum**
   - **7.1.** Curriculum Evaluation
   - **7.2.** The Aims of Curriculum Evaluation
   - **7.3.** Educational Goals and Curriculum Objectives
   - **7.4.** Designating Evaluation Studies

8. **Curriculum and Development**
   - **8.1.** Introduction
   - **8.2.** Educational policies and Development Trends
   - **8.3.** Educational and Development in Asian Region
   - **8.4.** Analysis and Comparative study of current projects and plans
   - **8.5.** Education and Productive skills Development in Asian Region
   - **8.6.** Education and rural Development

Recommended Texts:

1. Oliva, P.F. (2015). *Developing the Curriculum. (4th ed.).* New Yark: Longman
2. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: a practical guide*. UK: Routledge

Suggested Readings:

1. Berry, R., & Adamson, B. (Eds.). (2011). *Assessment reform in education: Policy and practice (Vol. 14).* USA: Springer Science & Business Media
2. Wiles J.W & Bondi J.C., (2014). *Curriculum development: A guide to practice (9th Ed.).* UK: Routledge.

Web-based Resources

http://unesdoc.unesco.org/images/0024/002432/243279e.pdf
http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011 2012/Education/CurrDevpt_Sept13.pdf
http://gototheexchange.ca/index.php/curriculum-at-course-level/selecting-learning-resource materials
Leslie Owen Wilson's 'Curriculum index' offers an overview of curriculum development and planning.
http://www4.uwsp.edu/education/lwilson/curric/curtyp.htm
This is a self-directed module on curriculum theory, design, and assessment.
www.col.org/stamp/module13.pdf
https://education.alberta.ca/curriculum-development/what-is-curriculum/?searchMode=3
http://www.edb.gov.hk/en/curriculum-development/index.html

Research Methods in Education

Course Code: EDUC-6404 **Credit Hours:** 3(3+0)

Course Description:

The course Research Methods in Education is designed to orient Student Teachers to the concept and methods of research in education. Learner will able earners will engage in a critical analysis of different research work and relate it to their own context. The course provides students with the opportunity to engage with the research literature and to establish how different researchers techniques help improve the overall classroom situation. This course focuses on action research, and it aims to equip Student Teachers with the necessary skills to plan and conduct action research in an educational setting. Action research is a form of research that can be used to improve professional practices in the classroom. It can help in both personal development and institutional improvement. This course will also help Student Teachers to write research proposals and research reports and to create presentations to discuss their work.

Learning Outcomes:

At the end of the course, the learners will be able to

- Discuss the meaning, nature & scope of research in education
- Situate themselves as researching professionals
- identify different models and approaches of action research
- identify research problems and develop research questions
- develop a research proposal.
- Conduct research in different educational settings
- Write research report and present it effectively

Outline

1. **Introduction of Educational Research**
   - **1.1.** Sources of Knowledge
   - **1.2.** Scientific method
   - **1.3.** Concept of research in education
   - **1.4.** Need and scope of research in education

2. **Types of Research**
   - **2.1.** Types of research by Purpose
   - **2.2.** Basic Research
   - **2.3.** Applied Research
   - **2.4.** Action Research
   - **2.5.** Types of research by Methods
     - **2.5.1.** Historical research
     - **2.5.2.** Experimental Research
     - **2.5.3.** Descriptive research

3. **Historical Research**
   - **3.1.** Introduction
   - **3.2.** What is history
   - **3.3.** Scope of historical research
   - **3.4.** Formulation of problem for historical research
   - **3.5.** Historical sources

3.6. Historical criticism
3.7. The Historical Hypothesis

4. Experimental Research
4.1. Introduction
4.2. What is experiment
4.3. Techniques of controlling extraneous variables
4.4. Experimental validity
4.5. Experimental designs

5. Descriptive Research
5.1. Introduction
5.2. Survey studies
5.3. Inter relational ship studies
5.4. Development studies
5.5. Planning cycle and descriptive research

6. Tools and Techniques of Research
6.1. Introduction
6.2. Questionnaire
6.3. Opinionnaire and attitude scale
6.4. Interview
6.5. Observation
6.6. Tests and appraisal instruments

7. Sampling Technique
7.1. Introduction
7.2. Population and sample
7.3. Sampling designs
7.4. Estimating sample size
7.5. Sampling Errors

8. Designing a Research Proposal
8.1. Introduction
8.2. Format of the research proposal
8.3. Statement of the problem
8.4. Purpose of the study
8.5. Definitions, assumption and limitations
8.6. Review of Related literature
8.7. Theoretical framework
8.8. Hypotheses and questions
8.9. Proposed research procedures
8.10. Time schedule

9. Writing Research Report
9.1. Introduction
9.2. The research report
9.3. Writing the report
9.4. Assembling the research report

Recommended Texts:

1. Geoffrey E. Mills, L. R. Gay (2019). *Educational research: Competencies for analysis and applications, (12th Ed.).* N.Y: Merrill- Prentice Hall
2. Patten, M. L., & Newhart, M. (2017). *Understanding research methods: an overview of the essentials*. UK: Routledge

Suggested Readings:

1. Fraenkel, J. R. &Wallen, N. E. (2015). *How to design and evaluate research in education*: NY: McGraw Hill
2. Gay, L. R. (2010). *Educational research: Competencies for analysis and application.* NY: Pearson Education.
3. Walliman, N. (2017). *Research methods: The basics*. UK: Routledge

Web-based Resources

http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/ResearchMethods_Sept13.pdf
https://dspace.utamu.ac.ug/bitstream/123456789/182/1/Research-Methods-in-Education-sixth-edition.pdf
http://cw.routledge.com/textbooks/cohen7e/
https://us.sagepub.com/en-us/nam/research-methods-in-education/book229278
https://www.openlearning.com/courses/SPPP3042x
https://www.slideshare.net/sagepublications/remler-van-ryzin-webinar-ppt-presentation
http://www.naspaa.org/JPAEMessenger/Article/Vol15No2-SP2009/Aguado.pdf

Educational Leadership and Management

Course Code: EDUC-6405 **Credits Hours**: 3(3+0)

Course Description:

It has become the dire need for a society that everyone must have a specialization in every field of life due to the rapid expansion of knowledge. Education modifies the behavior of a person; thus education can perform this duty well if the system of education runs effectively. For making, developing, and establishing the education system administration, management and supervision to play an important role as well as in all other aspects of society. In Pakistan, the existing system of educational management and supervision is considered as a defective system which does not cope the national, and local level needs of education system. There are so many reasons. One, reason is that we cannot yet established a firm administrative structure for education- system. It is always uncertain and wavering. So it is the need of our educational institution to prepare those personnel at higher level who are highly skilled, professionally trained and capable in their field, particularly in school management and leadership. So the present course of educational leadership and management observes and envisages the promotion of educational leadership management and supervision.

Learning Outcomes:

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

- Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
- Candidates will adapt at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.
- Implement authentic and meaningful strategies for supporting and supervising teachers' instructional capacities to maximize student learning and achievement.
- Lead collaborative and systematic inquiry processes that support school improvement.

Outline

1. **Concept of Administration**
   - **1.1.** Educational Administration meaning and nature
   - **1.2.** Approaches to Educational Management and Administration
   - **1.3.** Basic principles of Educational Administration
   - **1.4.** Meaning and spirit of Islamic Administration
   - **1.5.** Fundamental principles of Islamic Administration
   - **1.6.** Dynamics of Islamic Model

2. **Concept of Educational Management**
   - **2.1.** Meaning of basic elements of Management
   - **2.2.** Concepts of Management in education

3. **Concept of Supervision**
   - **3.1.** Meaning of Supervision
   - **3.2.** Kinds of Supervision
   - **3.3.** Nature and Characteristics of Supervision
   - **3.4.** Difference between Administration and Supervision

3.5. Purpose and Need of Supervision
3.6. Qualities of An effective Supervision
3.7. Different Techniques of Supervision
3.8. Role of Supervision in Educational institutions

4. Educational Planning
4.1. Definitions, Aims and objectives of Education
4.2. Approaches of Educational Plan
4.3. Types and Goals of Educational Planning
4.4. The Process of Plan Formulation
4.5. Process of Project Planning

5. School Discipline and Classroom Management
5.1. Meaning and purpose of School discipline
5.2. Factor effecting School discipline
5.3. Meaning of Classroom-and its Management
5.4. Criteria for student Classification
5.5. Psychological factors of Classification

6. Management of Resources
6.1. Physical Aspects (School Building and Hostel etc.)
6.2. Learning resources (Library, A.V. Aids, Instructional Material)
6.3. Educational Financing
6.4. Budgeting

7. School Records
7.1. Need for School Records
7.2. Essential Requirements of School Records
7.3. Kinds of School Records

8. Administrative and Supervisory Structure in Pakistan
8.1. Meaning of Education
8.2. Educational Secretariat
8.3. Provincial Development of Education
8.4. Boards of Secondary and Intermediate Education
8.5. National Bureau of Curriculum and Text Book
8.6. Educational Code

9. Evaluation Management System
9.1. Need and Improvement of Evaluation in
9.2. Management System of Evaluation
9.3. Criteria of evaluation
9.4. Improving Management through Evaluation

Recommended Texts:

1. Adams, D., Piaw, C. Y., Lee, K. C. S., & Sumintono, B. (Eds.). (2019). *Instructional leadership to the fore: research and evidence*. University of Malaya Press
2. Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). *Principles of educational leadership & management*. SAGE Publications

Suggested Readings:

1. Eacott, S. (2015). *Educational leadership relationally: A theory and methodology for educational leadership, management and administration*. USA: Springer
2. Shah, S. (2016). *Education, leadership and islam*. UK: Routledge

Web-based Resources:

Day, C., & Sammons, P. (2016). Successful school leadership. Education Development Trust. www.educationdevelopmenttrust.com
http://712educators.about.com/od/discipline/tp/disciplinetips.htm Top Ten Tips for Classroom Discipline and Management
http://www.adprima.com/managing.htm Effective Praise Guidelines
https://www.roehampton.ac.uk/postgraduate-courses/education-leadership-and-management/
http://educationnorthwest.org/webfm_send/1152
Brandt, R. (2003). Is this school a learning organization: 10 ways to tell. Journal for Staff Development, 24(1), 10–16. Retrieved from http://www.scsk12.org/SCS/departments/Professional-Development/pdfs/ Is-This-School-Lrn-Org.pdf
Brewster, C., & Railsback, J. (2003). Building trusting relationships for school improvement: Implications for principals and teachers. Retrieved from http://educationnorthwest.org/webfm_send/463
Mineduc School Management. (2008). Roles, duties and responsibilities of school management team. Retrieved from http://www.mineduc.gov.rw/IMG/pdf/Roles_Duties_and_Responsabilities_of_ School_Management_Team-4.pdf
Mahoney, R. (2000). Leadership and learning organisations. The Learning Organization, 7(5), 241–243. Retrieved from http://www.emerald-library.com

Educational Psychology

Course Code: EDUC-6406 **Credit Hours:** 3(3+0)

Course Description:
The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The course is intended to improve the reading, writing and communication skills of students. For this purpose, various structured and unstructured activities will be designed and assigned to the students so that they can better develop their abilities and skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It will also provide them with the tools needed to be a better teacher, counselor and guide.

Learning Outcomes:
After the successful completion of the course, the participants will be able to:

- Understand the need and importance of psychology in education
- Comprehend the scope, methodology and usefulness of educational psychology in effective teaching
- Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications
- Develop skills to understand and identify the individual differences among the students to improve their teaching by adopting appropriate strategies
- Adopt the measures to enhance the creative potentials of themselves as well as of their students

Outline

1. **Introduction**
   - **1.1.** Meaning and nature of psychology
   - **1.2.** Meaning and nature of educational psychology
   - **1.3.** Educational psychology: Some basic problems to solve simultaneously
   - **1.4.** Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology
   - **1.5.** Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology

2. **Learning and Instruction**
   - **2.1.** Educational psychology and teaching
   - **2.2.** Objectives for learning
   - **2.3.** Mastery learning
   - **2.4.** Direct instruction
   - **2.5.** Expository learning &teaching
   - **2.6.** Constructivist & situated learning
   - **2.7.** Inquiry & problem –based learning
   - **2.8.** Group work & cooperation in learning

3. Motivation: Theory and Practice

3.1. Concept of motivation.
3.2. Theories of motivation.
3.3. Strategies for motivation

4. Creating Learning Environments

4.1. The ecology of classroom
4.2. Creating a possible learning environment
4.3. Maintaining a good learning environment
4.4. Special programs for classroom management to create a better learning
4.5. Environment
4.6. The need for better communication
4.7. Some guidelines

5. Teaching for Learning (i.e. Effective Teaching)

5.1. Planning for effective teaching
5.2. Teaching large & small groups effectively
5.3. Characteristics of effective teachers
5.4. Matching methods to goals

6. Individual Differences / Variations

6.1. Nature, types causes and measurement of individual differences(Individual differences in intelligence , creativity , cognitive and learning styles& students with learning challenges or disorders)
6.2. Handling with individual differences in the classroom

7. Intelligence and Personality Theories

7.1. Intelligence: Meaning, nature and theories of intelligence
7.2. Personality: Meaning, nature and theories of personality

8. Complex cognitive processes

8.1. Thinking & understanding: Needs & importance
8.2. Concepts of problem solving: Nature, steps, strategies, factors
8.3. Teaching & learning about thinking
8.4. Teaching for transfer

Recommended Texts:

1. Duchesne, S., & McMaugh, A. (2018). *Educational psychology for learning and teaching*. AU: Cengage
2. Santrock, J. W. (2017). *Educational psychology.* Boston: NY: McGraw –Hill

Suggested Readings:

1. Evans, E. G. S. (2017). *Modern educational psychology: an historical introduction*. UK: Routledge
2. Ravi, V. (2016). *Advanced educational psychology*. USA: Lulu Publications

Web-based Resources:

http://www.thedailyriff.com/articles/howard-gardner-shares-his-justreleased-97.php
http://web.utk.edu/~rmcneele/classroom/theories.html
http://teachingasleadership.org/sites/default/files/Related-Readings/LT_ Ch1_2011.pdf
http://webspace.ship.edu/cgboer/maslow.html
http://www2.raritanval.edu/departments/HumanitiesSocSci/Part-Time/Wolfe/edpsych/notes.html
http://www.karencrawfordphd.com/default.asp
http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac10e.pdf
http://www.ehow.com/how_4422139_teach-psychology-class.html
http://www.coitweb.uncc.edu/~dcassidy/A%20Primer%20on%20Educational%20Psychology.htm
http://www.mhhe.com/socscience/education/elliott/book/ today.htm
http://eprints.me.psu.ac.th/ILS/info/Understanding_Differences.pdf
http://peoplelearn.homestead.com/BEduc/Chapter_7.pdf

Philosophy of Education

Course Code: EDUC-6407 **Credit Hours:** 3(3+0)

Course Description:

This course will provide learners with an opportunity to consider a variety of educational issues from a philosophical perspective. The course will explore general questions such as: What is the ultimate goal of education? This course positions philosophy within various historical contexts and uses historical thinking tools to engage with philosophical thinking tools. The course introduces students to a wide range of philosophers and a wide range of philosophical schools of thought as they relate to education. This course provides a study of the educational implications of Idealism, Realism, Neo Thomism, Experimentalism, and Existentialism. Significant factors will include the curricula emphasis, preferred method, ethics, and aesthetics stressed by each philosophy. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education. The course will assist in developing abilities of students to understand the meaning of the term Philosophy, understand the subdivisions of philosophy, as well as to explain the leading philosophies and theories of education.

Learning Outcomes:

- Understand the meaning of the term Philosophy
- Understand the subdivisions of philosophy, how they are defined, and
- How do they reflect their own beliefs and their teaching about truth and values?
- Understand the leading philosophies and theories of education
- Understand whether they (the teachers) have certain philosophies and
- Theories present in their educational experiences?

Outline

1. **Philosophy**
   - **1.1.** Definition and scope of philosophy
   - **1.2.** Metaphysics, Epistemology, Axiology, Logic: Deductive logic, Inductive logic

2. **Western Philosophies of Education**
   - **2.1.** Idealism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Plato.
   - **2.2.** Realism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Aquinas, Aristotle, Bacon, Locke.
   - **2.3.** Naturalism: Its metaphysics, epistemology, and axiology, educational implications Proponents: Rousseau.
   - **2.4.** Pragmatism (Experimentalism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Dewey
   - **2.5.** Postmodernism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Derrida, Foucault.

3. **Muslim Philosophical Perspective on Education**
   - **3.1.** Imam Ghazali
   - **3.2.** Ibne-Khaldun
   - **3.3.** Shah waliullah
   - **3.4.** Sir Syed Ahmed Khan

3.5. Allama Iqbal

4. **Theories of Education**:
   - **4.1.** Progressivism (rooted in pragmatism): Aims, Curriculum, and Educational Implications. Proponents: Dewey, Kilpatrick,Parker, Washburne.
   - **4.2.** Critical Theory rooted in neo Marxism and postmodernism): Aims, Curriculum, and Educational Implications. Proponents: McLaren, Giroux.
   - **4.3.** Perennialism (rooted in realism): Aims, Curriculum, and Educational Implications. Proponents: Adler, Bloom, Hutchins, Maritain.
   - **4.4.** Essentialism (rooted in idealism and realism): Aims, Curriculum, Educational implications. Proponents: Bagley,Bestor, Conant, Mor.

5. **Role of Values in Education**
   - **5.1.** Definition, meaning, and kinds
   - **5.2.** Identification and importance of social and moral values
   - **5.3.** Teaching of social and moral values through education
   - **5.4.** Role of religious values in individual and social life.

Recommended Texts:

1. O'Connor, D. J. (2016). *An introduction to the philosophy of education*. Routledge:UK
2. Mead, G. H., Biesta, G. J., & Trohler, D. (2015). *Philosophy of education*. UK: Routledge

Suggested Readings:

1. Kleinig, J. (2016). *Philosophical issues in education*. UK: Routledge
2. Shami, P.(2015). *Educational philosophy*. (1st Ed.). Sargodha: Pakistan
3. Phillips, D. C. (Ed.). (2014). *Encyclopedia of educational theory and philosophy*. USA: Sage Publications.

Web-based Ressources

Http://www.islamicity.com/mosque/ihame/Sec5.htm (09/25/2003)
www.utm.edu/research/iep
The Internet Encyclopedia of Philosophy
Siddiqui, B. H. (n.d.) Evolution of philosophical activity in Pakistan. Retrieved from Ø http://www.allamaiqbal.com/publications/journals/review/apr89/9.htm Dewey, J. (1897). My pedagogic creed. School Journal, 54, 77–80. Retrieved from http://dewey.pragmatism.org/creed.htm
Book review: Saiyidain, K. G. (1977). Iqbal's educational philosophy. Retrieved from http://education5.net/i/iqbal%E2%80%99s-educational-philosophy-e757
Interview with Dr Ashfaque Ahmad. Retrieved from http://www.afed.itacec.org/document/aziz_kabani_and_somaiya_ayoob.pdf
Freire, P. (1993). Pedagogy of the oppressed. Chapter 2. New York: Continuum Books. Retrieved from http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html
Boeree, C. G. (2000). The Ancient Greeks, Part Two: Socrates, Plato, and Aristotle. Retrieved from http://webspace.ship.edu/cgboer/athenians.html

Critical Thinking and Reflective Practices

Course Code: EDUC-6408 **Credit hours:** 3(3+0)

Course Description: This course is designed for the undergraduate program of teacher preparation. It is expected that the teachers of twenty first century should be able to not only learn and review the current policies and practices in education but may also have the ability to think critically and reflect upon the current practices to bring positive changes. This course will introduce the prospective teachers to critical theory, and help them to become reflective practitioners in their professional careers. This course will also help them to initiate action research culture within education and strengthen the community of practice in the profession of teaching. The course will focus on the development of abilities among students to analyze the content and design classroom instruction in an innovative manner, ask and analyze thought-provoking questions, review and reflect upon their own teaching practices for further improvement and apply critical thinking in different content areas. They will also learn mind mapping techniques as well as tools and techniques of critical thinking and reflective practices.

Learning Outcomes:

After completing this course the prospective teachers will be able to:

- Apply critical thinking and critical pedagogy in teaching
- Analyze the content and design classroom instruction in innovative manner
- Ask and analyze thought provoking Questions
- Review and reflect upon their own teaching practices for further improvement
- Apply critical thinking in different content areas
- Become a cautious and active member of community of teaching and learning

Outline

1. **Introduction to Critical Thinking**
   - **1.1.** Origins of critical approaches in social science
   - **1.2.** Critical theory in Education
   - **1.3.** Essential aspects of Critical Thinking
   - **1.4.** Teacher as a Critical Thinker

2. **Critical Theory and Pedagogy**
   - **2.1.** Politics of Education (Marginalization)
   - **2.2.** Social Class Theory and Education
   - **2.3.** Race Religion and Minority Issues in Education
   - **2.4.** Work of Foucault and Paulo Freire
   - **2.5.** Roots of Critical Pedagogy

3. **Teaching Strategies to help promote Critical Thinking**
   - **3.1.** Cooperative Teaching and Learning Strategies
   - **3.2.** Discussion and Debate
   - **3.3.** Critical Question - Answer Forums
   - **3.4.** Classroom Assessment Techniques

4. **Reflective Practice**
   - **4.1.** What is reflection?
   - **4.2.** Theoretical Perspectives
     - **4.2.1.** John Dewy
     - **4.2.2.** Donald A. Schon
     - **4.2.3.** David A. Kolb
     - **4.2.4.** Graham Gibbs
   - **4.3.** Reflective Model of Professional Development
   - **4.4.** Action and Reflection

5. **Reflective Cycle**
   - **5.1.** Gibb's Reflective Cycle
   - **5.2.** Description (Stage 1)
   - **5.3.** Feelings
   - **5.4.** Evaluation
     - **5.4.1.** Description (Stage 2)
     - **5.4.2.** Conclusion
     - **5.4.3.** Action Plan

6. **Action Research**
   - **6.1.** Teacher as Researcher
     - **6.1.1.** Designing Action research
     - **6.1.2.** identification of Problem
     - **6.1.3.** Action Plan
   - **6.2.** Execution and Recording
     - **6.2.1.** Reflection
     - **6.2.2.** Improved Plan

7. **Reflective and Critical Writing**
   - **7.1.** Critical Review and Analysis
   - **7.2.** Reflective writing
   - **7.3.** Critical Writing
   - **7.4.** Journal Writing

8. **Tools and Techniques of Critical Thinking and Reflective Practices**
   - **8.1.** Mind Mapping
   - **8.2.** Portfolio Development
   - **8.3.** Assessment Schedules
   - **8.4.** Mentoring and Peer Support

9. **Communities of Practice and Knowledge**
   - **9.1.** Concept of Perceived knowledge
   - **9.2.** Concept of Reflective Knowledge
   - **9.3.** Sharing and publishing
   - **9.4.** Building Communities of Knowledge

Recommended Texts:

1. Brookfield, S. (2012). T*eaching for critical thinking: tools and techniques to help students question their assumptions.* USA: Jossey-Bass
2. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*. UK: Macmillan International Higher Education

Suggested Readings:

1. Bolton, G. (2010). *Reflective practice: writing and professional development (3rd Ed.).* Los Angeles: Sage
2. Wink, J. (2011). *Critical pedagogy: notes from the real world (4th Ed.).* NJ: Pearson Education

Web-based Resources:

https://www.marjon.ac.uk/student-life/library/electronic-resources/critical-and-reflective-practice-in-education/critical-and-reflective-practice-in-education-volume-1/Fisher-CRPE-vol-1-issue-1.pdf
https://www.futurelearn.com/courses/learning-teaching-university/0/steps/26381
http://www.education.leeds.ac.uk/research/projects/critical-thinking-and-reflective-practice-in-deaf-education
http://www.napavalley.edu/people/jhall/Documents/JHallUsing%20Critical%20Reflection%20Exercises%20F2012.pdf
http://dspace-unipr.cineca.it/bitstream/1889/91/2/BP100%20Vezzosi.pdf
https://www.sheffield.ac.uk/lets/toolkit/learning/reflective

Human Development and Learning (Foundation)

Course Code: EDUC-6409 **Credit Hours:** 3(3+0)

Course Descriptions:

This course will cover the major theoretical and methodological approaches in the study of human development and learning. Learning remains continuous throughout human life whereas human development across the lifespan (from infancy to adulthood) is presented with an interdisciplinary perspective, focusing on physical, psychological, sociological, and cognitive aspects of development. This course will give prospective teachers a detailed insight into the phenomenon of human development and learning through a topical approach within an educational context. In doing so, they will learn about the physical, cognitive, social, personality, emotional, and moral development across the lifespan. The major life issues, milestones, and transitions from conception to death will also be explored. The course has the following objectives to serve the students in developing basic concepts in human development, growth and learning, the process of human development and its classroom application, and understanding various aspects and stages of human development. This course will also guide the students to study approaches to learning and individual differences among students.

Learning Outcomes:

After studying this course, students will be able to understand

- Basic concepts in human development, growth and learning
- Process of human development and its classroom application
- Various aspects and stages of human development
- Different approaches to human learning
- Individual differences and their effect on teaching learning.

Outline

1. **Human development and growth**
   - **1.1.** Definitions of Human Development and Growth
   - **1.2.** Difference between Growth and Development
   - **1.3.** General Principles of Human Development
   - **1.4.** Factors influencing Human Development
   - **1.5.** A Frame work for studying Human Development

2. **Physical Development**
   - **2.1.** Concept and definition of individuals
   - **2.2.** Physical Development from Infancy to Adolescence
   - **2.3.** Physical Characteristics of Learners of all school levels
   - **2.4.** Role of Teacher in Physical Development

3. **Intellectual Development**
   - **3.1.** IntellectualDevelopment from infancy to Adolescence
   - **3.2.** Intellectual Characteristics of Learners of all school levels:
   - **3.3.** Role of Teacher in Intellectual Development

4. **Social Development**
   - **4.1.** Social Development from Infancy to Adolescence
   - **4.2.** Social Characteristics of Learners of all school levels

4.3. Role of Teacher in Social Development

5. Emotional Development-
- **5.1.** Emotional Development from Infancy to Adolescence
- **5.2.** Emotional Characteristics of Learners of all school levels
- **5.3.** Role of Teacher in Emotional Development

6. Moral Development
- **6.1.** Morality as Rooted in Human Nature
- **6.2.** Morality as the Adoption of Social Norms
- **6.3.** Moral Reasoning
- **6.4.** Development of Morally Relevant Self-Control
- **6.5.** Correlates of Moral Conduct

7. Language Development
- **7.1.** Definition and Components of Language?
- **7.2.** The Stages of Language Development
- **7.3.** Biological and Environmental Influences on Language Development

8. Human Learning
- **8.1.** Definition and Concept of Learning
- **8.2.** Process of Learning
- **8.3.** Factors Affecting Learning
- **8.4.** Thorndike's Laws of Learning
- **8.5.** Transfer of Learning
- **8.6.** Approaches to Learning
  - **8.6.1.** Behavioral Approach
  - **8.6.2.** Cognitive Approach
  - **8.6.3.** Social Learning Approach
  - **8.6.4.** Humanistic Approach

9. Individual Differences
- **9.1.** Sources and Types of Individual Differences
- **9.2.** Dealing with Academic Ability Grouping
- **9.3.** Differences in Learning and Thinking Styles
- **9.4.** Effects of Individual Differences on Learning
- **9.5.** Role of Teacher to organize individual differences in classroom

Recommended Texts:

1. Kail, R. V., & Cavanaugh, J. C. (2018). *Human development: a life-span view*. USA: Cengage Learning
2. Moore, R. C. (2017). *Childhood's domain: play and place in child development*. UK: Routledge

Suggested Readings:

1. Arif, H. A. (2003). *Human development and learning*. Majeed Book Depot: Lahore
2. Benson, J. (2019). *Advances in child development and behavior*, volume 56 (1st Ed.). USA:

Elsevier Academic Press
3. Pritchard, A. (2017). *Ways of learning: learning theories for the classroom*. UK: Routledge

Web-based Sources
http://childdevelopmentinfo.com Early Childhood Development (ECD) Pakistan website
http://www.ecdpak.com Encyclopedia on Early Childhood Development
http://www.child-encyclopedia.com/en-ca/home.html
http://www.ecdpak.com/nurture/about_nurture.html
http://www.search-institute.org/developmental-assets/lists
https://link.springer.com/chapter/10.1007/978-94-017-3368-7_25
https://archive.org/details/psychologicalfou013678mbp
https://www.coursehero.com/file/9335686/Chapter-1-Notes/
https://www.studocu.com/en/document/ryerson-university/introduction-to-psychology-ii/lecture-notes/lecture-notes-lecture-10-human-development/218489/view
https://www.slideshare.net/janettecbalagot/2nd-lecture-human-development-meanin concepts-and-approaches

Information and Communication Technology in Education

Course Code: EDUC-6410 **Credit Hours:** 3(3+0)

Course Description:

This course will help the prospective teachers to understand, use, and apply a range of Information Communications Technologies (ICTs)—such as computers and the Internet, other audio and video equipment, mobile phones, and online resources and tools—as part of the teaching and learning process. During this course, they will learn to collaborate with their peers to develop a learning activity that uses digital tools and resources to support student-centered learning. The course focuses on teaching with technology. Technology in this course largely means computers/laptops, though instruction is largely similar to whether a teacher is using a laptop or cell phone. The focus of this course is to provide prospective teachers with the knowledge and skills regarding how ICTs can be used to engage students in the learning process, improve understanding of content as well as instructional and assessment practices, and enhance communication and collaboration in the classroom. To attain this end, students will design and create instructional units in which technology plays a central role and implement these units with students.

Learning Outcomes:

After completion of this course learners will enable learners to:

- Understand the meaning, concept and importance of instructional technology in education process.
- Know the meaning of learning and appreciate what is effective teaching and learning by using latest instructional technology.
- Select, arrange and use appropriate methods/strategies and material for effective use of technology.
- Develop indigenous materials as instructional aids.
- explain why technologies are appropriate (and not appropriate) for certain types of learning (knowledge) •
- utilize a range of technologies (radio, video, computer, online tools, and others) to create, plan, and deliver instruction (application)
- Provide a well-articulated perspective on ICTs in education informed by personal experience and critical examination of resources, curriculum, and educational practice (evaluation)

Outline

1. **Introduction:**
   - **1.1.** Meaning and definition of educational technology
   - **1.2.** Origin of educational technology
   - **1.3.** History of educational technology
   - **1.4.** Types of educational technology
   - **1.5.** Components of educational technology
   - **1.6.** Classification Of AV-aids
   - **1.7.** Merits and demerits of educational technology in the field of education

2. **Types of Educational Technologies, Media and Their Uses in Learning Process**

   Introduction: Basic concepts, Tape-Recorder, Radio, Television and video, Educational telecasting, Videotext and electronic mail, Interactive video, Video and

film, Projectors, types and uses, Computer, Internet and intranet, Multimedia, Language laboratories, Models and modeling, Reprography, Board work: Bulletin and flallen boards, Use of locally available low cost material of educational technology, Media: Meaning and concept, Use of Mass Media in Education.

3. **Current types of the educational technology systems and their application**
   - **3.1.** Computer-based educational technology
   - **3.2.** Interactive video and multimedia stations
   - **3.3.** Virtual reality systems: Simulations & games
   - **3.4.** Teleconferencing
   - **3.5.** Personal digital assistants (PDAs)
   - **3.6.** Laboratory and workshop instructions

4. **Planning and implementation for effective technology integration in**
   - **4.1.** Teaching
   - **4.2.** Preparing / planning for technology integration
   - **4.3.** Obtaining the right material and personnel resources
   - **4.4.** Choosing the right software & hardware for yours needs
   - **4.5.** Training the teachers for using educational technology
   - **4.6.** Introduction to technology support tools
   - **4.7.** Using graphics tools
   - **4.8.** Using planning and organizing tools
   - **4.9.** Using tools to support specific content areas
   - **4.10.** Using interactive videodisc technology in teaching
   - **4.11.** Using hypermedia in teaching and learning

5. **Integrating Technology into the Curriculum and Instruction**
   - **5.1.** Introduction
   - **5.2.** Technology in science and mathematics instruction
   - **5.3.** Technology in social science instruction
   - **5.4.** Technology in language arts and foreign language instruction
   - **5.5.** Technology in music and art instruction
   - **5.6.** Technology in exceptional student education
   - **5.7.** Issues and trends related to technology use in instruction
   - **5.8.** Educational technology resources

6. **Media and Teaching**
   - **6.1.** Concept of teaching: Structure and features
   - **6.2.** Professionalism in teaching
   - **6.3.** Teaching as an art or science
   - **6.4.** Teaching competence
   - **6.5.** Factors affecting teaching competence
   - **6.6.** Effective teaching or effective teacher

Recommended Texts:

1. Harasim, L. (2017). *Learning theory and online technologies*. UK: Routledge
2. Rashid, M. (Ed.). (2015). *Allied material on teaching strategies*. Islamabad: AIOU
3. Spector, J. M. (2015). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives*. UK: Routledge

Suggested Readings:

1. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. UK: Routledge
2. Peters, M. A., & Roberts, P. (2015). *Virtues of openness: Education, science, and scholarship in the digital age*. UK: Routledge

Web-based Recourses:

Journal of Research on Technology in Education (JRTE, International Society for Technology in Education (ISTE) - http://www.iste.org/learn/publications/journals/jrte-old.aspx
Journal of Technology and Teacher Education (JTATE) - http://aace.org/pubs/jtate/
Partnership for 21st Century Skills. 2010. Framework for 21st Century Learning. http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com_content&task=view
National Geographic Channel: http://maps.google.com/Videos – National Geographic: http://video.nationalgeographic.com/video/player/national-geographic-channel/
http://www.elmoglobal.com/en/html/ict/01.aspx
https://learningportal.iiep.unesco.org/en/improve-learning/curriculum-materials/appropriate-educational-technologies
http://unesdoc.unesco.org/images/0012/001295/129538e.pdf
http://www.riemysore.ac.in/ict/unit__1__information_and_communication_technology.html"
Computer Input Devices – Tutorials Point' http://www.tutorialspoint.com//computer_fundamentals/computer_input_devices.htm accessed on 12-01.2016
'Troubleshooting Common Computer Problems' http://www.baylor.edu/business/mis/nonprofits/doc.php/192118.pdf accessed on 16-01-2016
If you wish to learn more about anatomy of computer, you may read this module available at: http://kevinhaghighat.com/RLOs/ComputerAnotomy/ComputerAnatomy_RLO.pdf

Course Code: EDU-6411 **Teaching Practice I** **Credit hours**: 6(0+6)

Course Code: EDU-6412 **Teaching Practice II** **Credit hours**: 6(0+6)

Teaching Practice 12 Cr Hours

Duration Twelve Weeks

Teaching practice I Marks 100

Teaching Practice II Marks 100

Total Marks 200

Two final Lessons One for teaching practice-I and one for teaching practice-II

Break up of marks for one lesson is as under:

Sr. No	Component	Marks
1	Attendance *	10
2	Draft final lesson plans	05
3	Development of assessment tools and AV-aids	10
4	40 Lesson Plans	35
5	Final Lesson	40
	Total	**100**

*** Break up of Marks of Attendance**

95% or above = 10

90-94% = 09

85-89% = 08

80 – 84% = 07

Below 80% attendance does not qualify

Teaching Specialization (Elective Courses)

Only one of the following elective courses relevant to the subject area of the student may be opted.

Code	Course	Credit Hours
EDU-6413	Teaching of Social Studies	3(3+0)
EDU-6414	Teaching of General Science	3(3+0)
EDU-6415	Teaching of Physics	3(3+0)
EDU-6416	Teaching of Chemistry	3(3+0)
EDU-6417	Teaching of Biology	3(3+0)
EDU-6418	Teaching of Mathematics	3(3+0)
EDU-6419	Teaching of English Language	3(3+0)
EDU-6420	Teaching of Urdu	3(3+0)

Teaching of Social Studies

Course Code-EDUC-6413 **Credit Hours**: 3(3+0)

Course Description:

The major purpose of teaching this course is to develop mastery and command over the contents and competency of teaching the contents of social sciences from Class I to Class X (in both public and private sectors) by using a variety of methods and techniques. Physical sciences deal with the study of physical objects (matter), their interaction, interdependence, and predictability, etc. While the social sciences deal with the study of human behavior through naturalistic observation as well as in laboratory settings. All social sciences aim at studying the interaction, interdependence of human beings, and predictability of human behavior. Owing to the complexity of human nature and behavior, it is very difficult and almost impossible to predict it with 100% accuracy and objectivity. Numerous attempts, however, have been made to make social sciences more and more systematic and organized by applying the scientific methodology. The course objectives for students are to teach history and geography of the world and subcontinent, inculcate in their students the passion of patriotism through teaching the history of Pakistan Movement, and explain different concepts of Islamic and Pakistan studies.

Learning Outcomes:

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

- Teach history and geography of the world and subcontinent
- Inculcate in their students the passion of patriotism through teaching the history of Pakistan Movement
- Understand different concepts of Islamic and Pakistan studies and teach them successfully at elementary and secondary level
- Understand and appreciate the basic concepts of Pakistan Studies
- Distinguish facts and infer from the events related to Pakistan Movement
- Develop and demonstrate the passion of patriotism and nation-hood.
- Know the causes of making Pakistan and importance of its existence
- Appreciate the role and sacrifices of the founder leaders of Pakistan movement
- Understand the concept of Social Studies
- Teach various concepts of Social Studies
- Identify various social problems and can appreciate their possible solutions
- Evaluate achievements of students in the field of Social Studies
- Develop among them love and respect for law, society, humanity.

Outline

1. **Meaning, importance, scope and objectives of social studies**
   - **1.1.** Concept of sovereignty in Islam
   - **1.2.** Characteristics of Islam
   - **1.3.** Pakistani society and culture
   - **1.4.** Comparison of rural and urban cultures/societies
   - **1.5.** Pakistani society and teaching social studies
   - **1.6.** Objectives of teaching social studies in Pakistan
   - **1.7.** Instruction of social studies in the light of National Curriculum Committee's provisions
   - **1.8.** Important and repeated topics for Social Studies

1.9. Sources for material on social studies
1.10. Identification of sources (books, newspapers, journals, reports etc.
1.11. Kinds of sources (primary& secondary sources etc.)

2. Problems in teaching Social Studies
2.1. Lack of trained teachers
2.2. Problems of course books and instructional material
2.3. Problems of resources and opportunities
2.3.1. Social problems
2.3.2. Civic education
2.3.3. Economic problems
2.3.4. Problems of local resources
2.3.5. Political problems
2.3.6. Educational problems

3. Study Resources for Social Studies at Elementary and Secondary Level
3.1. What are study resources?
3.2. Need and importance of study resources at secondary level
3.3. Different types of resources
3.4. Survey of community /resources
3.5. Problems of Social Studies' subjects
3.6. Who should teach social studies?
3.7. Characteristics of the effective teachers
3.8. Understanding of community
3.9. Maps, charts, globes, atlas, time map, time line, pedigrees, graph, models, museum, boards etc,

4. Different teaching methods as given below will be demonstrated practically in the class room using appropriate content: e g.
4.1. Lecture method
4.2. Discovery method
4.3. Project method
4.4. Discussion method
4.5. Problem solving
4.6. Unit based or modulary method
4.7. Inductive and deductive method
4.8. Supervised study method
4.9. Team teaching, etc
4.10. Questioning- answering
4.11. Illustration and Demonstration
4.12. Debates
4.13. Case studies
4.14. Symposium
4.15. Dramatization
4.16. Programmed Instructions

5. Trends and Issues in teaching of Social studies

6. Lesson Planning in Social Studies.

Recommended Texts:

1. Cohen, M. L. (2016). *Asia: case studies in the social sciences-a guide for teaching*. UK: Routledge
2. Russell III, W. B., Waters, S., & Turner, T. N. (2017). *Essentials of elementary social studies.* UK: Routledge

Suggested Readings:

1. Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. UK: Routledge
2. Brophy, J., Alleman, J., & Halvorsen, A. L. (2016*). Powerful social studies for elementary students.* USA: Cengage Learning

Web-based Resources

http://www.csun.edu/~hcedu013/
http://www.ilovethatteachingidea.com/ideas/subj_social_studies.htm
http://www.socialstudies.org/standards/introduction
http://www.socialstudies.org/standards
http://pers-www.wlv.ac.uk/~le1810/thss.htm
http://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies
http://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies/Teaching-strategies
https://www.isres.org/books/chapters/NASSE12017-12_11-09-2017.pdf

Teaching of General Science

Course Code-EDUC-6414 **Credit Hours**: 3(3+0)

Course Description:

Science has become an essential and integral part of our life. Without the knowledge of basic principles, concepts, theories, and laws of science one cannot understand and explain a number of daily-life processes and many phenomena which one observes and experiences in one's life. Hence a basic knowledge about the fundamentals of science has become a necessity of everyone. Furthermore, science is not only a knowledge rather it is an attitude towards nature I a way of thinking as well as a way of life. Keeping this in view, science has been given the status of a compulsory subject in any education system in the form of "general science". So it is being taught even to the students of arts, literature, and social sciences. It is due to this large scale demand of science teaching that we need a large number of science teachers. These science teachers must be equipped with in-depth knowledge with full understanding and well-developed skills to communicate (teach) the concepts, principles, theories, and laws of science at the elementary and secondary levels.

Learning Outcomes:

After completion of this course learner would be able to:

- Understand and apply the concepts of science in daily life.
- Develop scientific thinking and scientific attitude among their students
- Plan, organize and teach a lesson on a given topic of science in the light of theory and research in science education
- Understand recent trends and issues in methods and techniques of teaching science at elementary and secondary level
- Comprehend and teach theories , Laws and principles of science effectively upto secondary level
- Understand and apply the scientific method in daily life
- Understand and apply various methods and techniques for teaching concepts of science
- Develop scientific thinking and scientific attitude among their students
- Select an appropriate method or technique for teaching a given topic of science by developing and arranging necessary materials and conditions
- Plan organize and teach a lesson on a given topic of science in the light of theories and research in science education
- Understand recent trends and issues in methods and techniques of teaching science at elementary and secondary levels

Outline

1. **Introduction & history of Science:**
   - **1.1.** Nature, scope and importance of science education
   - **1.2.** Scientific Method
   - **1.3.** Branches of science
   - **1.4.** Science and society
   - **1.5.** Important scientist
   - **1.6.** Islam and science

2. **Use of A.V-aids in teaching general science**
   - **2.1.** Planning lessons
   - **2.2.** Activities in science classrooms
   - **2.3.** Imparting instruction

3. **Different methods used in the teaching of general science (A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques)**
   - **3.1.** Expository method
   - **3.2.** Laboratorial or practical method
   - **3.3.** Logical puzzles
   - **3.4.** Demonstration
   - **3.5.** Discussion method
   - **3.6.** Problem solving method
   - **3.7.** Project method
   - **3.8.** Modeling
   - **3.9.** Discovery and inquiry method
   - **3.10.** Modular instruction
   - **3.11.** Activity base

4. **New Trends in Science Teaching**
   - **4.1.** CAI and ICT
   - **4.2.** Science technology and society
   - **4.3.** Science technology and literacy
   - **4.4.** New trends in teaching of General Science at Elementary and Secondary level

5. **Laboratory Skills**

Recommended Texts:

1. Gilbert, J. K., & Justi, R. (2016). *Modelling-based teaching in science education (Vol. 9)*. Switzerland: Springer International Publishing
2. Textbook Board. (2018). *General science for Class VIII*. Lahore: Textbook Board

Suggested Readings:

1. Higher Education Commission. (2012). *Methods of teaching*. Pakistan: Higher Education Commission (HEC)
2. Singh, Y.K. (2017). *Teaching of General Science.* New Dehli: APH Publishing Corporation

Web-based Resources:

Sabaq Foundation Trust 2012-2017. General Science Book for Class 9-10.
http://www.sabaq.pk/book-page.php?b=p&c=9-10&s=gs
http://elearn.punjab.gov.pk/
http://www.nativeaccess.com/teachers/links_general_science.html
http://www.reachoutmichigan.org/funexperiments/quick/alphalist.html
http://www.teachingideas.co.uk/science/contents.htm
http://www.teachscienceandmath.com/tag/general-science-misconceptions/
http://science.sciencemag.org/content/56/1451/433
http://www.edu-nova.com/teaching-techniques-for-science-teachers.html
http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf
https://www.nap.edu/read/5287/chapter/3
https://www.sensepublishers.com/media/3095-designing-and-teaching-the-secondary-science-methods-course.pdf
https://www.fizyka.umk.pl/~pdf/EU_ISE/files/new/EUISEBookHR.pdf
https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf
Science Class 9 & 10. NCERT. www.www.flexiprep.com
Read more at: https://www.flexiprep.com/Subject-Wise-NCERT-Books-PDF/Science/NCERT-Class-9-Science.html#pdfsection_df6c9e79-page_1

Teaching of Physics

Course Code-EDUC-6415 **Credit Hours**: 3(3+0)

Course Description:

Physics is a very important natural science which deals, in a very broader sense, with the study of matter and energy as well as their interrelationship. It involves the study of simple electronics to the most complex nuclear reactions in modern physics. In this mechanical age, every machine from the simplest household appliances to supper computer is based on principles of physics. It plays a vital role in the industrial as well as economic development and scientific advancement of a country. It is also a vital part of engineering science. Hence, the teaching of physics holds a pivotal position in science education. However, in spite of all, this teaching of physics, like other sciences, is not up to the mark in our country. It involves the teaching of some of the most abstract and complex concepts of the science which require much advance and highly technical education and practical training of teachers. But unfortunately, in our country, teachers of physics are either untrained or superficially trained. They are mostly unaware of the principles of theory and practice of teaching physics.

Learning Outcomes:

After the successful completion of this course the student teachers will be able to:

- Comprehend the basic as well as advance concepts and achievements of physics.
- Understand and apply the theories, laws and principles of physics in their daily life.
- Teach the concepts, principles, theories and laws of physics up to secondary level.
- Evaluate and appraise the concepts and principles (theories and laws) of physics. Design and conduct experiments in the lab.
- Teach practically how to set and conduct the experiments in the labs
- Understanding and apply the laboratorial techniques of practical work in physics.
- Develop the helpful teaching materials e.g., charts concept maps models and for better and effective teaching of physics.
- Assign and handle the projects (practical work) of the students.
- Use and operate various types of apparatus and machines used in practicals, skillfully.
- Develop scientific attitude and scientific thinking in them.

Outline

1. **Physics Teaching**
   - **1.1.** Scientific process / method : Its nature , steps ,stages and characteristics
   - **1.2.** Scientific attitude , nature and importance
   - **1.3.** Physics teaching in Islamic perspective

2. **Use of A.V-aids in teaching Physics**
   - **2.1.** Planning lessons
   - **2.2.** Developing required instructional & helping materials for teaching physics
   - **2.3.** Imparting instruction

3. **Different methods used in the teaching of physics**
   - **3.1.** A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques:
   - **3.2.** Lecture method
   - **3.3.** Expository method

3.4. Laboratorial or practical method
3.5. Logical puzzles
3.6. Demonstration
3.7. Discussion method
3.8. Problem solving method
3.9. Project method
3.10. Modeling
3.11. Discovery and inquiry method
3.12. Using computer technology
3.12.1. (Simulations, PDA'S, Artificial Intelligence System, Programmed Instructions, Integrated Learning Systems)
3.13. Modular instruction
3.14. Activity based

4. New Trends in Physics Teaching
4.1. CAI and ICT
4.2. Science technology and society
4.3. Science technology and literacy
4.4. New Trends in teaching of Physics

5. Laboratory Techniques, Practical and Practical Work in Physics

Section I

- Draw a Graph Between Volume and Height of water column in graduated Cylinder
- Measure the length and diameter of a solid cylinder With venire's Caliper and calculate its Volume
- Study the principles of moments
- Find the resultant of two vectors
- Determine the acceleration down a plane of low angle of inclination
- Determine the center of gravity of a thin lamina
- determine the coefficient of sliding friction using horizontal plane
- study the relationship between load and extension of a helical spring by drawing a graph
- determine the diameter of a small sphere using a screw gauge and calculate its volume
- Determine the diameter of a given wire by using s crew gauge and calculate its are of cross section
- Find the density of body heavier then water by Archimedes principle
- Determine the mechanical advantage of an incline plane
- determine the mechanical advantage and efficiency of a simple fix pulley

Section II

- Study the effect of length of a simple pendulum and the time period
- Study the relationship between current and voltage
- study the effect of length of a wire on its resistance and plot a graph between the length and resistance
- study the resistances in series and parallel circuits
- plot the magnetic field due to a war magnet
- Plot the magnetic field near a long straight wire carrying current
- measure the length resonating column in resonance tube for two different tuning forks

- find specific heat of a solid
- draw a graph between temp and time when ice is converted into water and then to steam by slow heating
- determine latent heat of fusion of ice

Section III

- Study the laws of reflection of light
- Determine the focal length of a concave mirror by one pin method
- Study the laws of refraction of light using a glass slab
- determine the focal length of a convex lenses by two pin method
- trace the path of ray of light through prism and measure the angle of deviation
- determine critical angle of glass using a prism and calculate refractive index of the material of the prism
- symbol and astronomical telescope
- assemble compound microscope

Recommended Texts:

1. Alsop, S. and Hicks, K. (2013). *Teaching Science: A hand book for primary & secondary school teachers.* New Delhi: Kogan Page
2. Mohapatra , J.K . and Mathapatan, M .(2011) . *New dimensions of science curriculum: An operational approach*. New Delhi: Commonwealth.

Suggested Readings:

1. Higher Education Commission. (2012). *Methods of teaching*. Pakistan: Higher Education Commission (HEC)
2. Meltzer, D. E. and Shaffer, P. S. (2011). *Teacher education in physics research, curriculum, and practice.* USA: American Physical Society.

Web-based Resources:

http://www.teachscienceandmath.com/tag/general-science-misconceptions/
http://xkcd.com/895/
http://tap.iop.org/
http://www.aapt.org/Resources/
http://www.csun.edu/science/physics/index.html
http://physicslessons.com/demos.html
http://www.edu-nova.com/teaching-techniques-for-science-teachers.html
http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf
https://www.nap.edu/read/5287/chapter/3

Teaching of Chemistry

Course Code-EDUC-6416 **Credit Hours**: 3(3+0)

Course Description:

Chemistry is one of the most organized and systematic natural sciences. It deals with the study of the structure, composition, and properties of matter and changes which occur in matter and energy. The teaching chemistry usually referred to as chemical education, is considered generally a difficult subject because of a lot of abstractions involved. Numerous researchers' books and countless articles and journals are available on chemical education/teaching of chemistry. All these things have provided us with the latest advancements in the fields of curriculum, technologies, techniques, and methods of teaching (pedagogy). A chemistry teacher hence requires in-depth knowledge of teaching chemistry and the latest technologies and evaluative processes of chemical education. These courses are intended to introduce our prospective teachers with all these things mentioned above. They deal with the content of chemistry. The prospective teacher will be able to understand and explain the concepts theories and laws of chemistry up to the secondary level in the public sector and O' level, relate and apply various concepts, principles and laws of chemistry in their daily life. Teach the concepts, laws, and principles of chemistry up to the secondary level.

Learning Outcomes:

The Teaching of this course is intended to enable the students to:

- Understand and explain the concepts theories and laws of chemistry up to secondary level in public sector and O' level
- Develop scientific attitude and inquiry skills required for teaching chemistry
- Relate and apply various concepts, principles and laws of chemistry in their daily life.
- Teach the concepts, laws and principles of chemistry up to secondary level. Design, construct and use different glass tools and instruments required in experiments of chemistry.
- Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments.
- Design, construct and use different glass tools and instruments required in experiments of chemistry
- Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments
- Maintain & repair laboratorial equipment & apparatus
- Teach how to design and conduct chemistry experiments, in the lab
- Understand and apply the basic laboratorial techniques used in the Chemistry experiments
- Develop scientific thinking and attitude an inquiring among the students
- Operate and teach how to operate various types of machines and apparatus used in Chemistry experiments
- Teach how to develop chemistry models, charts, simulations and other helpful teaching materials

Outline

1. **Laboratory Techniques-Practical's & Practical work in Chemistry**
   - **1.1.** Cutting and bending of glass tubes and drawing a Jet etc.
   - **1.2.** Determination of weight of an object using balances e.g, glass stopper, cork etc.
   - **1.3.** Measurement of volume of a liquid with the help of pipettes and burettes and cylinders
   - **1.4.** Determine the density of a liquid with the help of measuring cylinders and balance
   - **1.5.** Preparation and separation of a mixture of sand and common salt
   - **1.6.** Determine the melting point of an organic compounds
   - **1.7.** Determine the boiling point of organic liquids
   - **1.8.** Measure the conductivity of different electrolytic and non –electrolytic solutions

2. **Chemistry teaching**
   - **2.1.** Scientific process
     - **2.1.1.** Scientific attitude, nature and importance
     - **2.1.2.** Chemistry teaching in Islamic perspective
     - **2.1.3.** Using computer technology (Simulations, PDA'S, Artificial Intelligence System, Programmed Instructions, Integrated Learning Systems)

3. **Use of A.V-aids in teaching chemistry**
   - **3.1.** Planning lessons
   - **3.2.** Developing required instructional & helping materials for teaching chemistry
   - **3.3.** Imparting instruction

4. **Different methods used in the teaching of chemistry**
   - **4.1.** A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques:
   - **4.2.** Lecture method
   - **4.3.** Expository method
   - **4.4.** Laboratorial or practical method
   - **4.5.** Demonstration
   - **4.6.** Discussion method
   - **4.7.** Problem solving method
   - **4.8.** Project method
   - **4.9.** Modeling
   - **4.10.** Discovery and inquiry method
   - **4.11.** Modular instruction

5. **New Trends in Chemistry Teaching**
   - **5.1.** CAI and ICT
   - **5.2.** Science technology and society
   - **5.3.** Science technology and literacy
   - **5.4.** New Trends in teaching of Chemistry

6. **Evaluation of student's achievement in chemistry**

Recommended Texts:

1. Taber, K. S. (2016). 24. *Teaching and learning chemistry*: *An international course companion.* USA : Springer
2. Punjab Text Book Board. (2018). *Text book of chemistry.* Lahore*:* Punjab Text Book Board

Suggested Readings:

1. Eilks, I., & Byers, B. (Eds.). (2015). *Innovative methods of teaching and learning chemistry in higher education.* UK: Royal Society of Chemistry
2. Gilbert, J. K., & Justi, R. (2016). *Modelling-based teaching in science education (Vol. 9).* Switzerland: Springer International Publishing

Web-based Resources:
http://www.chemistryteaching.com/
http://www.worldofteaching.com/chemistrypowerpoints.html
http://www.csun.edu/science/chemistry/
http://www.rsc.org/
http://organic.rogerfrost.com/
http://www.edu-nova.com/teaching-techniques-for-science-teachers.html
http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf
https://www.nap.edu/read/5287/chapter/3

Teaching of Biology

Course Code-EDUC-6417 **Credit Hours**: 3(3+0)

Course Description:

Biology is an important natural science it deals with the study of living organisms both plants and animals. The science which we teach at elementary level consists mainly of the biological concepts. Biology is taught separately at higher and higher secondary level. Hence, there is a genuine need for trained and well educated biology teachers who have an in-depth knowledge of content and expertise in applying the latest methods and techniques as well as instructional technologies available in the market. The basic purposes of these courses on the teaching of biology are to enable prospective teachers to develop competency in the above mentioned fields in both theoretical and practical aspects and comprehend and appreciate the concepts, principles, theories and laws of biology, describe and apply the basic concepts & principles of biology in daily life, develop scientific thinking & scientific attitude in themselves and in their students bring out creativity through solving problems as well as to analyze the biological problems of mankind and propose solutions to them.

Learning Outcomes:

After studying this course the future teachers will be able to:

- Comprehend and appreciate the concepts, principles, theories and laws of biology
- Understand and apply the basic concepts & principles of biology in daily life
- Develop scientific thinking & scientific attitude in themselves and in their students bring out creativity through solving problems
- Analyzes the biological problems of mankind and propose solutions to them.
- Maintain & repair laboratorial equipment & apparatus
- Teach how to design and conduct Biological experiments, in the lab
- Understand and apply the basic laboratorial techniques used in the Biological experiments
- Develop scientific thinking and attitude among the science students.
- Operate and teach how to operate various types of machines and apparatus used in Biological experiments.
- Understand and apply the scientific method in daily life
- Understand and apply various methods and techniques for teaching concepts of Biology
- Develop scientific thinking and scientific attitude among their students
- Select an appropriate method or technique for teaching a given topic of Biology by developing and arranging necessary materials and conditions
- Plan organize and teach a lesson on a given topic of Biology in the light of theories and research in Biology education
- Understand recent trends and issues in methods and techniques of teaching Biology at secondary levels
- Teach how to develop Biological models, charts, simulation and other helpful teaching materials.

Outline

1. **Biology teaching**
   - **1.1.** Scientific process / method: Its nature, step, stages and characteristics
   - **1.2.** Scientific attitude, nature and importance
   - **1.3.** Use of A.V-aids in teaching Biology
   - **1.4.** Planning lessons
   - **1.5.** Developing required instructional & helping materials for teaching Biology
   - **1.6.** Imparting instruction

2. **Different methods used in the teaching of Biology**
   2.1. (A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques):
      2.1.1. Lecture method
      2.1.2. Laboratorial or practical method
      2.1.3. Demonstration
      2.1.4. Discussion method
      2.1.5. Problem solving method
      2.1.6. Project method
      2.1.7. Discovery and inquiry method
      2.1.8. Using computer technology (Simulations, PDA'S, Artificial Intelligence System, Programmed Instructions, Integrated Learning Systems)

3. New Trends in Biology Teaching
   3.1. CAI and ICT
   3.2. Science technology and society
   3.3. Science technology and literacy
   3.4. New Trends in teaching of Biology

4. Evaluation of student's achievement in Biology

5. Lesson Planning in Biology.

Recommended Texts:

1. Kampourakis, K., & Reiss, M. J. (Eds.). (2018). *Teaching biology in schools: Global research, issues, and trends.* UK: Routledge
2. Punjab Text Book Board. (2018). *Text book of biology.* Lahore*:* Punjab Text Book Board

Suggested Readings:

1. Boyle, M., Senior, K., Greenwood, T., Clegg, C. J., Clegg, C. J., Mackean, D. G., & Read, G. (2017). *Collins advanced science-biology*. UK: Philip Allan for Hodder Education
2. Wells, H. G. (2018). *Text-book of biology*. UK: BoD–Books on Demand

Web-based Resources:

http://www.biology-resources.com/
http://www.worldofteaching.com/biologypowerpoints.html
http://www.csun.edu/science/biology/index.html
http://biology-teaching.com/
http://www.edu-nova.com/teaching-techniques-for-science-teachers.html
http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf
https://www.nap.edu/read/5287/chapter/3

Teaching of Mathematics

Course Code-EDUC-6418 **Credit Hours**: 3(3+0)

Course Description:

.Mathematics is pure science which is often referred to as "mother of sciences'. The importance of mathematical knowledge can be realized from the fact that almost all educational philosophies have emphasized its teaching at all levels because it develops the abilities of logical and critical thinking among the students. Mathematics is a highly conceptual science and teaching mathematics is not an easy job. It requires highly trained teachers who know concept learning and concept teaching in detail. Moreover, an in-depth knowledge and understanding of latest methods and techniques in the teaching of mathematics as better teaching of Maths leads to a better understanding of Maths which in turn results in the development of science and technology. This course will help the prospective teachers in understanding the concepts, principles, and laws of mathematics, solve practical problems about various concepts, principles, and laws of Maths included in the syllabi of elementary level, learning the concepts, principles and laws of Mathematics effectively through the practical problems at elementary level and applying the basic concepts, laws, and principle of Maths in solving daily life problems related to Mathematics.

Learning Outcomes:

On the successful completion of this course the prospective teachers will be able to:

- Understand the concepts, principles and laws of mathematics
- Solve practical problems about various concepts, principles and laws of Maths included in the syllabi of elementary level
- Teach the concepts, principles and laws of Mathematics effectively through the practical problems at elementary level
- Apply the basic concepts, laws and principle of Maths in solving daily life problems related to Mathmatics
- Develop analytical thinking, critical thinking and reasoning through mathematical problem solving
- Understand the concepts, principles and laws of mathematics in 'O' & 'A' levels
- Solve practical problems about various concepts, principles and laws of Maths included in the syllabi in 'O' & 'A' levels
- Teach the concepts, principles and laws of Maths, effectively through the practical problems at secondary level.
- Apply the basic concepts, laws and principles of Maths in solving their daily life problems related to Maths.
- Develop analytical thinking, critical thinking and reasoning through mathematical problem solving.
- Understand the concepts, principles and laws of mathematics
- Solve practical problems about various concepts, principles and laws of maths included in the syllabi up to secondary level
- Teach the concepts, principles and laws of mathematics effectively through the practical problems at elementary level
- Teach the concepts, principles and laws of math, effectively through the practical problems at secondary level
- Apply the basics concepts, laws and principles of maths in solving daily life problems related to maths
- Develop analytical thinking, critical thinking and reasoning through mathematical problem solving

Outline

1. **Teaching Methodologies of Mathematics (O' Level) Theoretical Perspective**
   - **1.1.** Introduction
   - **1.2.** What is Mathematics?
   - **1.3.** The nature of mathematics : The science of logical reasoning
   - **1.4.** Mathematical language and symbolism
   - **1.5.** Pure and applied mathematics
   - **1.6.** Topology
   - **1.7.** The educational value of mathematics :
   - **1.8.** Practical, disciplinary, social, moral, aesthetic, intellectual, vocational, artistic, economical and scientific values of mathematics
   - **1.9.** The place of mathematics (scope) in everyday life

2. **Pedagogical Perspective**
   - **2.1.** Aims and objectives of teaching mathematics
   - **2.2.** Objectives of teaching mathematics at elementary level
   - **2.3.** Objectives of teaching mathematics at secondary level
   - **2.4.** Formulation of objectives

3. **Curriculum of Mathematics**
   - **3.1.** Approaches to curriculum development in mathematics
   - **3.2.** Principles & criteria of curriculum development and design in mathematics
   - **3.3.** Mathematical projects & problems: Puzzle problems, catch problems, unreal and real problems, oral & written problems, theoretical / conceptual & practical problems
   - **3.4.** Analyzing & critically evaluating a mathematics syllabus
   - **3.5.** Why revision of the present curriculum of mathematics and by whom?
   - **3.6.** Defects in the current teaching of mathematics: Causes & remedies
   - **3.7.** Topical vs spiral arrangement of content

4. **Unit Methods and Approaches to Teaching of Mathematics**
   - **4.1.** Lecture method / expository method
   - **4.2.** Dogmatic approach
   - **4.3.** Inductive and deductive approaches
   - **4.4.** Heuristic approach
   - **4.5.** Analytic & synthetic approaches
   - **4.6.** Laboratory / practical / constructivist approach
   - **4.7.** Project method
   - **4.8.** Problem solving method
   - **4.9.** Topical & concentric approaches
   - **4.10.** Conceptual approach : Concept teaching & concept building
   - **4.11.** Activity-based method
   - **4.12.** Selecting & applying an appropriate method or technique of teaching a mathematical topic.

5. **Planning and Delivering Lessons**
   - **5.1.** How to plan a mathematics lesson?
   - **5.2.** Lesson planning using a computer
   - **5.3.** Planning a lesson manually
   - **5.4.** Delivering a mathematics' lesson

5.5. Some sample lesson plans
5.6. Selecting & applying an appropriate method or technique of teaching a mathematics topic
5.7. Acquiring and placing equipment & material in mathematics laboratory
5.8. Establishing and organizing a mathematics library
5.9. Mathematics text books : Need, importance , uses and characteristics of a good text book of mathematics
5.10. Establishing a mathematics club

6. Measurement & Evaluation in Mathematics
6.1. Criteria of measuring tests
6.2. Prognosis & diagnosis
6.3. Different types of tests used in assessment of mathematical achievement
6.4. Construction of a quality test : Nature , steps , process , need & importance
6.5. Scheme for preparing an evaluation tool
6.6. What is special with measurement & evaluation in maths?

7. Technological Perspective
7.1. Using Modern Educational Technology in Teaching of Maths
7.2. Integrating following educational technologies in teaching of mathematics:
7.3. Projectors, filmstrips, radio, T.V., interactive video, computer, internet etc.
7.4. Using following A.V. Aids in teaching of mathematics:
7.4.1. Blackboard, whiteboard, concrete material, number kit, Venn diagrams, place value pockets, fractional parts, charts, models, excursions, puzzlers, online activities, collections of locally prepared / developed low cost teaching material (home-made equipment) and some specials instruments etc.

7.5. Mathematics Laboratory, Library and Text-Books
7.5.1. Setting up a mathematics laboratory
7.5.2. Acquiring and placing equipment & material in mathematics laboratory
7.5.3. Establishing and organizing a mathematics library
7.5.4. Mathematics text books: Need, importance , uses and characteristics of a good text book of mathematics
7.5.5. Establishing a mathematics club

Recommended Texts:

1. Bennett –Jr., A. B. and Nelson. L.T. (2014). *Mathematics for elementary teachers: A Conceptual Approach, (6th Ed.).* Boston: McGrew-Hill, Inc.
2. Punjab Textbook Board. (2019). *Mathematics class 9th & 10th*. Lahore: Punjab Textbook Board
3. Zazkis, R., & Liljedahl, P. (2019). *Teaching mathematics as storytelling.* Netherlands: Brill Sense

Suggested Readings:

1. Anwar, M.*; Qureshi, M.F. et al (2013). Mathematics -10 (Part-II).* Lahore: Punjab Text Board
2. Bennett–Jr., A.B. and Nelson. L.T. (2014). *Mathematics for elementary teachers: A conceptual approach. (6th Ed.).* Boston: McGrew-Hill
3. Thong, H.S. and Hong, K.N. (2015). *New additional mathematics (for O' level)*. Karachi: Paramount publishing Enterprise

Web-based Resources

http://www.worldofteaching.com/mathspowerpoints.html
http://www.homeschoolmath.net/teaching/teaching.php
http://www.atm.org.uk/journal/
http://www.nctm.org/Publications/Mathematics-Teaching-in-Middle-School/Blog/Why Teach-Mathematics_/
http://www.generationready.com/wp-content/uploads/2014/06/Effective-Teaching-of-Mathematics.pdf
https://www.homeschoolmath.net/teaching/teaching.php
https://study.com/academy/lesson/teaching-math-methods-strategies.html
https://www.nap.edu/read/9822/chapter/12
http://www.projekt-matematyka.eu/images/Modern_Methods_of_Teaching.pdf

Teaching of English Language

Course Code: EDU-6419 **Credit Hours**: 3(3+0)

Course Description

The course deals with the content, methods, techniques, and approaches to English Language Teaching. It focuses mainly on the latest methods & techniques of teaching English language by especial use of the modern software & simulations available in the market. The course is also designed to assist the prospective teachers to review the English Language syllabi of elementary & secondary level and understand the linguistic units in them. They will also be able to teach different units of the syllabi efficiently and effectively up to the secondary level by applying various language teaching strategies and to exhibit practical skills in teaching English language at secondary level through bringing into use the theoretical knowledge about language teaching as well as to develop the four communication skills of reading, writing, listening & speaking effectively & efficiently. They will also be able to perform error analysis. Students will also learn about developing their own lesson plans on different lesson planning formats.

Learning Outcomes:

On the successful completion of this course the student teachers will be able to:

- Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
- Teach different units of the syllabi efficiently and effectively up to secondary level
- Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
- Develop the four communication skills of reading ,writing ,listening & speaking effectively & efficiently
- Understand various methodologies and techniques of English language teaching
- Use these methodologies in the language classroom
- Select and use the most appropriate methodology in a language classroom with particular reference to Pakistani situation
- Develop effective communication skills both oral as well as written
- Evaluate and appreciate the need and importance of the English language and literature in our daily life

Outline

1. **Introduction**
   1.1. Basic concepts

2. **Teaching of English**
   2.1 Teaching Writing
      2.1.1. Approaches to teaching writing at elementary & secondary level
      2.1.2. Simple sentence
      2.1.3. Complex sentence
      2.1.4. Paragraph writing
      2.1.5. Essay writing
      2.1.6. Report writing
      2.1.7. Creative writing
      2.1.8. Story writing
      2.1.9. Letter writing

2.1.10. Application writing

Guided and free exercises in above heads will be used in teaching the above elements of writing.

2.2. Teaching Reading

2.2.1. Approaches to teaching reading
2.2.2. Loud reading
2.2.3. Silent reading
2.2.4. Reading strategies
2.2.5. Scanning
2.2.6. Skimming
2.2.7. Dealing with comprehension question
2.2.8. Reading poetry
2.2.9. Reading prose
2.2.10. Extensive reading
2.2.11. Intensive reading
2.2.12. Checking faulty reading: sub-vocalization, finger pointing, regressions,

Guided and free exercises in above heads will be used in teaching the above elements of reading.

2.3. Teaching Speaking

2.3.1. Approaches to teaching speaking
2.3.2. Teaching pronunciation
2.3.3. Dialogues (simulation)
2.3.4. Monologues (Presentations & paper reading)
2.3.5. Discussions
2.3.6. What is efficient and effective speaking?

Guided and free exercises in above heads will be used in teaching the above elements of speaking.

2.4. Teaching Listening

2.4.1. Approaches to teaching listening
2.4.2. Listening words
2.4.3. Listening utterances
2.4.4. Using different clues for understanding
2.4.5. What is efficient and effective listening ?

Guided and free exercises in above heads will be used in teaching the above elements of listening.

2.5. Teaching Vocabulary

2.5.1. Introducing new words
2.5.2. Vocabulary through reading
2.5.3. Guessing through contexts
2.5.4. Spellings
2.5.5. Prepositions
2.5.6. Approaches to teaching grammar

2.6. Teaching Grammar

2.6.1. What is grammar? Basic concepts

2.6.2. Teaching parts of speech
2.6.3. Phrases
2.6.4. Clauses
2.6.5. Simple sentences
2.6.6. Joining sentences
2.6.7. Punctuation
2.6.8. Tenses
2.6.9. Aspect
2.6.10. Mood
2.6.11. Change of voice
2.6.12. Change of narration
2.6.13. Common grammatical errors

Note. Students will be required to exhibit practical teaching of the above topics based on contents of English language syllabi of elementary & secondary classes.

3. Methodologies

3.1. The grammar translation method
3.2. The direct method
3.3. The audio-lingual method
3.4. The natural approach
3.5. The communicative language teaching
3.6. The eclectic approach

4. Error Analysis

4.1. What is error analysis?
4.2. The purpose of error analysis
4.3. Why do errors occur? (Causes or sources of errors)
4.4. Types of errors:
4.4.1. Inter-lingual errors (L I interference)
4.4.2. Intra-lingual errors
4.4.3. Over generalization
4.4.4. Faulty teaching & materials
4.4.5. Literal translations
4.5. Contrast between the behaviorist and mentalist attitudes toward errors
4.6. The different stages of Error Analysis: Recognition, interpretation, reconstruction classification and explanation.

5. Lesson Planning in English

Recommended Texts:

1. Hall, G. (2017). *Exploring english language teaching: Language in action*. UK: Routledge
2. Johnson, K. (2017). *An introduction to foreign language learning and teaching*. UK: Routledge

Suggested Readings:

1. Cook, V. (2016). *Second language learning and language teaching.* UK: Routledge
2. White, R. V. (2017). *Teaching written english*. UK: Routledge

Web-based Resources:
http://www.worldofteaching.com/englishpowerpointspresentations.html
http://teacher2b.com/
http://www.tesol.org/s_tesol/index.asp
http://www.reggie.net/teaching/
http://www.ego4u.com/
http://www.english-to-go.com/
www.sdkrashen.com
http://www.really-learn-english.com/how-to-teach-english.html
http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/
https://www.slideshare.net/rajakhodave/methods-approaches-and-techniques-of-teaching-english-14214760
http://esl.fis.edu/teachers/support/method.htm
https://www.elc.edu/english-courses/english-teaching-methods/

Teaching of Urdu

Course Code: EDUC-6420 **Credit Hours**: 3(3+0)

اردو ہماری قومی زبان ہے جو تمام صوبوں کے لوگوں میں روابط قائم کرتی ہے۔اردو زبان کو پرائمری سطح سے لیکر اعلیٰ ثانوی سطح تک بطور ضروری مضمون پڑھایا جاتا ہے۔لہذا اردو زبان کی تدریس کا کورس زیر تربیب اساتذہ کو تدریس اردو کے لئے مطلوبہ مہارتیں اور طریقہ کار سمجھانے میں انتہائی مددگار ہے۔جس کے ذریعے طلبا تدریس اردو کے مختلف پہلوؤں اور مواد کی موثر تدریس کے کئی گر جان سکتے ہیں۔اس مضمون کی مدد سے زیر تربیت اساتذہ کے اندر یہ صلاحیت پیدا کی جاتی ہے کہ وہ اردو زبان (لسانیات) کی مبادیات پر بحث کر سکیں۔اردو زبان کی بنیادی اور لازمی مہارتوں کے ذریعے درست اظہارِ خیال کر سکیں۔۔تدریسِ اُردو میں استعمال ہونے والے طریقہ ہائے تدریس کی مدد سے اُردو کی تدریس کو موثر اور دلچسپ بنا سکیں۔۔جدید ذرائع کی مدد سے طلباء کے لئے تدریس کو دلچسپ اور خوشگوار بنا سکیں۔موثر سبقی منصوبہ بندی کر سکیں۔اور۔جائزہ اور پیمائش کے جدید طریقوں کو استعمال کر سکیں۔

تدریسی مقاصد:

اِس کورس کو پڑھنے کے بعد طلباءاس قابل ہو جائیں گے کہ :

1۔اردو زبان (لسانیات) کی مبادیات پر بحث کر سکیں۔

2. اردو زبان کی بنیادی اور لازمی مہارتوں کے ذریعے درست اظہارِ خیال کر سکیں۔

3۔تدریسِ اُردو میں استعمال ہونے والے طریقہ ہائے تدریس کی مدد سے اُردو کی تدریس کو موثر اور دلچسپ بنا سکیں۔

4۔جدید ذرائع کی مدد سے طلباء کے لئے تدریس کو دلچسپ اور خوشگوار بنا سکیں۔

5۔موثر سبقی منصوبہ بندی کر سکیں۔

6۔جائزہ اور پیمائش کے جدید طریقوں کو استعمال کر سکیں۔

نصاب کا خاکہ

1۔زبان کی تفہیم

۔۔۔حروفِ تہجی کی ساخت اور پہچان کے طریقے۔

۔۔۔ذو لسانی طریقے کے ذریعے آوازوں کی پہچان۔

۔۔۔ہم آواز حروف کی ادائیگی کا درست طریقہ

۔۔۔الفاظ بنانا جملے بنانا، جملے کی اقسام

2۔زبان دانی کی مہارتیں۔

سننا، بولنا، پڑھنا، لکھنا

3۔ طریقہ ہائے تدریس

■ زبان کی ادائیگی کی عملی مشق سن، بول، لکھ اور پڑھ کر

■ ۔تدریسِ نظم بذریعہ رول پلے

■ حرکات و سکنات کے ذریعے تقریری اور مظاہراتی طریقہ

■ تشریحی و توضیحی طریقہ (ششم تا ہشتم)

4۔ تدریسِ نثر

■ قراءت از معلم (صحیح تلفظ، برجستہ ادائیگی اور معیاری لہجے کے ساتھ)

■ قراءت از طلباء (اغلاط کی درستگی، الفاظ کے معانی، عبارت کی تفہیم)

5۔ تدریسِ انشاء کے طریقے

■ مباحثی طریقہ

■ سمپوزیم

■ پینل بحث

■ سوال و جواب

■ غیر رسمی بحث

■ رسمی بحث

■ سیاحتی طریقہ

کتب برائے مطالعہ

■ **سفینہ اُردو (قواعد انشاء) از طاہر شادانی**

■ **اردو قواعد از مولوی عبدالحق**

■تدریس اُردو از ڈاکٹر فرمان فتح پوری

Recommended Texts: ■اُردو زبان اور اُس کی تعلیم از ڈاکٹر سلیم فارانی

1۔سفینہ اُردو (قواعد انشاء) از طاہر شادانی

2۔اردو قواعد از مولوی عبدالحق

Suggested Readings:

1۔اُردو زبان اور اُس کی تعلیم از ڈاکٹر سلیم فارانی

2۔تدریس اُردو از ڈاکٹر فرمان فتح پوری

Area of Specification

Student will opt any one area of specialization from the following two areas

	Code	Course	Credit Hours
Area-I		**Leadership and Management**	
Course I	EDU-6421	Educational Administration and Supervision	3(3+0)
Course II	EDU-6422	Organizational Behaviour	3(3+0)
Course III	EDU-6423	Instructional Leadership	3(3+0)
Area-II		**Science Education**	
Course I	EDU-6424	Foundation of Science Education	3(3+0)
Course II	EDU-6425	Assessment and Evaluation in Science Education	3(3+0)
Course III	EDU-6426	Comparative Science Education	3(3+0)

Educational Administration and Supervision

Course Code: EDUC-6421 **Credit Hours:** 3(3+0)

Course Description:

This course covers all aspects needed for managing a class or a school. It also includes historical background of educational administration and supervision. Administration plays a pivotal role in any organization. Administrators are the single most important ingredient in determining an organization's success or failure. The following famous proverb which states that "like the headmaster, like the school" is an indicative proof of it. Whether in business, government, education, medicine, or religion, the quality of an organization's administration determines the quality of the organization itself. A successful administrator anticipates change, vigorously exploits opportunities, rectifies poor performance, and leads the organization towards its objectives. Administrators can turn straw to gold or the reverse. This course also encompasses all aspects needed for managing and supervising a school. It also includes historical background of educational administration and supervision. Students will understand and differentiate the terms administration, supervision, organization and management, apply different tools and techniques of administering and supervising, understand and perform various functions of management review and evaluate the specific organizational conditions and understand, characterize and exercise effective leadership traits and behaviors

Learning Outcomes:

After the successful completion of this course the students would be able to:

- Understand and differentiate the terms administration, supervision, organization and management.
- Apply different tools and techniques of administering and supervising
- Understand and perform various functions of management
- Review and evaluate the specific organizational conditions
- Understand, characterize and exercise effective leadership traits and behaviors
- Perform effectively and efficiently as a head teacher or headmaster/ headmistress
- Understand and analyze the behavior of employees in the light of various theoretical perspectives of education administration
- Manage the human and material resources of an organization efficiently & effectively

Outline

1. **Introduction**
   - **1.1.** Meaning of school administration
   - **1.2.** Difference between administration, supervision & management
   - **1.3.** Educational administration and school administration
   - **1.4.** Nature, aims, objectives and principles of school Administration

2. **School Organization**
   - **2.1.** Meaning and scope of school organization
   - **2.2.** Organization and administration compared
   - **2.3.** Importance and advantages of school organization
   - **2.4.** Elements of organization
   - **2.5.** Principles of school organization

3. **Supervision and Inspection**
   - **3.1.** Concept of supervision
   - **3.2.** Need, importance and aims of supervision and inspection.
   - **3.3.** Types of supervision
   - **3.4.** New trends in supervision
   - **3.5.** Modern vs. old concept of inspection
   - **3.6.** Techniques of supervision
   - **3.7.** Factors affecting educational supervision

4. **Types of Administrators**
   - **4.1.** Meaning , characteristics , merits , limitations and implications of the following types of administrations :
   - **4.2.** Professionals
   - **4.3.** Academicians
   - **4.4.** General Practitioners
   - **4.5.** Disciplinarians
   - **4.6.** Authoritarians/ Autocrats
   - **4.7.** Democratic
   - **4.8.** Bureaucratic
   - **4.9.** Laisses-faire

5. **Decision Making.**
   - **5.1.** Meaning& importance
   - **5.2.** The decision making process
   - **5.3.** Types of decisions and decision-making problems
   - **5.4.** Programmed and non-programmed decisions; group and individual decisions
   - **5.5.** Personal qualities for effective decision making

6. **School Organization and Human Relations / Interpersonal relations**
   - **6.1.** Concept of interpersonal and human relations: Its importance and role
   - **6.2.** Types of interpersonal relations in schools
   - **6.3.** Headmaster and teacher
   - **6.4.** Teacher and student
   - **6.5.** Teacher and teacher

7. **Organizational Structure of our education system**
   - **7.1.** Organization of education at federal level
   - **7.2.** Organization of education at provincial level
   - **7.3.** Organization of education at district level
   - **7.4.** Administration of autonomous bodies in education (Universities and Boards etc.)

8. **School and Community**
   - **8.1.** School as a social institution
   - **8.2.** School as a community center
   - **8.3.** Improving school community relations

9. Characteristics of Good Head Teachers and Teachers

- **9.1.** Place and importance of H.T. and teachers
- **9.2.** Qualities of H.T. and teachers
- **9.3.** Duties of H.T and teachers
- **9.4.** Problems of H.T and teachers
- **9.5.** Work load of teachers
- **9.6.** Common weaknesses of teachers

10. Key Issues in Educational Management

- **10.1.** Challenges in school administration
- **10.2.** Professionalism in teacher education
- **10.3.** Pre-service and in-service training
- **10.4.** Punishment and reward system
- **10.5.** Management of school time-table
- **10.6.** Management of school library
- **10.7.** Democracy and administration
- **10.8.** Efficiency and effectiveness
- **10.9.** Productivity vs human relations
- **10.10.** Training vs development

Recommended Texts:

1. Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). *Principles of educational leadership & management.* USA: SAGE Publications
2. Northouse, P. G. (2016). *Leadership: theory and practice (7th Ed.).* USA: SAGE Publications

Suggested Readings:

1. Razik, T. A. & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management (3rd Ed.).* NY: Allyn & Bacon
2. Shah, S. (2016). *Education, leadership and Islam*. London: Routledge
3. *School management: Windows on practice guide (2012).* Islamabad: Higher Education Commission

Web-based Resources:

Day, C., & Sammons, P. (2016). Successful school leadership. Education Development Trust. www.educationdevelopmenttrust.com

http://712educators.about.com/od/discipline/tp/disciplinetips.htm Top Ten Tips for Classroom Discipline and Management

http://www.adprima.com/managing.htm Effective Praise Guidelines

https://www.roehampton.ac.uk/postgraduate-courses/education-leadership-and-management/

http://educationnorthwest.org/webfm_send/1152

Brandt, R. (2003). Is this school a learning organization: 10 ways to tell. Journal for Staff Development, 24(1), 10–16. Retrieved from http://www.scsk12.org/SCS/departments/Professional-Development/pdfs/ Is-This-School-Lrn-Org.pdf

Brewster, C., & Railsback, J. (2003). Building trusting relationships for school improvement: Implications for principals and teachers. Retrieved from http://educationnorthwest.org/webfm_send/463
Mineduc School Management. (2008). Roles, duties and responsibilities of school management team. Retrieved from http://www.mineduc.gov.rw/IMG/pdf/Roles_Duties_and_Responsabilities_of_School_Management_Team-4.pdf

Organizational Behavior

Course Code: EDUC-6422 **Credit Hours:** 3(3+0)

Course Description:

The purpose of one part of this course is to provide a strong conceptual framework for studying, understanding, and applying theory and practice of organization behavior. It also explores the nature of organization and organization theory. This course on organization theory and behavior thus provides knowledge that helps people understand, diagnose, and respond to emerging organizational needs and problems of our educational institutions. Students will understand and narrate the basic concepts and principles of organizational theory, recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory, review and evaluate the specific organizational conditions and understand and analyze organizational behavior of employees in workplace conditions as well as understand group dynamics in developing effective teams and managing organizational change and resolving and avoiding conflicts within and outside organization.

Learning Outcomes:

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of organizational theory
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory
- Review and evaluate the specific organizational conditions
- Understand and analyze organizational behavior of employees in work place conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.
- Understand and narrate the basic concepts and principles of organization
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organization
- Review and evaluate the specific organizational conditions
- Understand and analyze organizational behavior of employees in work place conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.

Outline

1. **Introduction**
   - **1.1.** What Managers Do?
     - **1.1.1.** What is management
     - **1.1.2.** Management Functions
     - **1.1.3.** Management Roles
     - **1.1.4.** Management Skills
     - **1.1.5.** Effective Vs Successful Managerial Activities
   - **1.2.** What is Organizational Behavior
   - **1.3.** The Evolution of Organizational Behaviour
   - **1.4.** Contributing disciplines to the OB field
   - **1.5.** Basic OB Model

1.6. Organizational System Level
1.7. Individual Level
1.8. Group Level
1.9. Challenges and Opportunities for study of OB

2. Fundamentals of Organizational Behavior
2.1. What is an Organizations
2.1.1. Types of Organizations
2.2. Components of Organization
2.2.1. Task
2.2.2. People
2.2.3. Structure
2.2.4. Technology
2.3. The Basic System View of an Organization
2.4. Factors Affecting Organizations

3. Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability
3.1. Define the key biographical characteristics.
3.2. Explain the factors that determine an individual's personality.
3.3. Describe the Meyers-Briggs Type Indicator personality framework
3.4. Identify the key traits in the Big Five personality model.
3.5. Explain how Locus of Control, Self-Monitoring, Self Esteem, Type A & B Behavior and Need for Achievement, Affiliation, & Power are relevant to the organization.
3.6. Describe ability and how it is managed in an organization.

4. Perception and Individual Decision Making
4.1. What is Perception
4.2. Factors influencing on perception
4.3. Person Perception: Making Judgment about Others
4.3.1. Attribution theory
4.3.2. Frequently used shortcuts to judging others
4.4. The link between perception and individual decision making
4.5. How should decision be made?
4.5.1. The Rational decision making process
4.5.2. Creativity in decision making
4.5.3. Decision making styles
4.6. How are decision actually made in Organizations?
4.6.1. Bounded rationality
4.6.2. Common biases and errors
4.6.3. Intuition
4.7. What about Ethics in Decision Making: Three ethical decision criteria

5. **Basic Motivation Concepts**
   - **5.1.** Defining Motivation
   - **5.2.** Early Theories of Motivation
     - **5.2.1.** Hierarchy of Needs theory
     - **5.2.2.** Theory X and Y
     - **5.2.3.** Two factor theory
   - **5.3.** Contemporary Theories of Motivation
     - **5.3.1.** ERG theory
     - **5.3.2.** McClelland's Theory of needs
     - **5.3.3.** Cognitive Evaluation theory
     - **5.3.4.** Goal-setting theory
     - **5.3.5.** Reinforcement theory
     - **5.3.6.** Job design theory
     - **5.3.7.** Equity theory
     - **5.3.8.** Expectancy theory

6. **Foundation of Group Behaviour**
   - **6.1.** Definition of group and team
   - **6.2.** Why do people joins groups
   - **6.3.** Stages of group development
   - **6.4.** Describe the characteristics of a Work Group
   - **6.5.** Describe Group Effectiveness
   - **6.6.** Define Social Loafing
   - **6.7.** Explain how the nature of the groups tasks can affect the group's performance
   - **6.8.** Define group cohesiveness and its effect on performance.

7. **Basic Approaches to Leadership**
   - **7.1.** What is Leadership
   - **7.2.** Trait theories
   - **7.3.** Behavioral theories
   - **7.4.** Contingency theories: Fiedler Model
   - **7.5.** Contemporary Issues in leadership
     - **7.5.1.** Trust: The foundation of leadership
       - **7.5.1.1.** What is trust
       - **7.5.1.2.** Trust and leadership
       - **7.5.1.3.** Three types of leadership
       - **7.5.1.4.** Basic principles of trust
     - **7.5.2.** Framing: Using words to shape meaning and inspire others
     - **7.5.3.** Inspirational approaches to leadership
       - **7.5.3.1.** Charismatic leadership
       - **7.5.3.2.** Transformational leadership
     - **7.5.4.** Emotional intelligence and leadership Effectiveness
     - **7.5.5.** Contemporary leadership roles

7.5.5.1. Providing team leadership
7.5.5.2. Mentoring

8. Organization Change and Stress Management
8.1. Approaches to managing organizational change
8.2. Creating a culture for change
8.3. Work stress and its management

9. Conflict and Negotiations
9.1. Conflict process
9.2. Negotiation process
9.3. Bargaining strategies
9.4. Global Implicaitons

Recommended Texts:

1. Daft, R. L. (2015). *Organizational theory and design*. NY: West Publishing,Co.
2. Judge, T. A., & Robbins, S. P. (2017). *Essentials of organizational behavior*. USA: Pearson Education
3. Osland, J., Devine, K., & Turner, M. (2015). *Organizational behavior*. UK: Wiley Encyclopedia of Management

Suggested Readings:

1. Daft, R. L. (2012). *Organizational theory and design*. NY: West Publishing Co.
2. Kreitner, R. & Kinicki, A. (2011). *Organizational behavior, (5th ed.)*. NY: Mcgraw-Hill.
3. Robins, S. P. (2013). *Organizational behavior* (5th Ed.). Boston: IRWIN McGraw HILL

Web-based Resources:

https://www.tutorialspoint.com/organizational_behavior/
https://study.com/academy/lesson/what-is-organizational-behavior-definition-and-history-of-the-field.html
https://www.investopedia.com/terms/o/organizational-behavior.asp
http://smallbusiness.chron.com/important-organizational-behavior-concepts-new-manager-79374.html
https://iedunote.com/fundamental-concepts-of-organizational-behavior
http://www.tandfonline.com/doi/abs/10.1300/J075v18n02_06

Instructional Leadership

Course Code: EDUC-6423 **Credit Hours:** 3(3+0)

Course Description:

The intent of this course is to provide an overview of various leadership roles teachers can assume when their professional goals focus on student achievement, instructional improvement, school reform, collegiality, and curriculum development at local, regional, state, or national levels, in private or public settings, or in political or professional organizations. Emphasis is placed on research related to these themes and strategies to identify, support, and develop attitudes and skills needed by teacher leaders. This course provides an overview of various leadership roles teachers can assume when their professional goals focus on student achievement, instructional improvement, school reform, collegiality, and curriculum development at local, regional, state, or national levels, in private or public settings, or in political or professional organizations. The course is aimed at developing abilities among students to understand concepts, theories and models of educational leadership and management, differentiate between the concept of leadership and management, describe different roles and responsibilities of leadership, and explain different styles of leadership and their implication for educational institutions improvement.

Learning Outcomes:

After studying the course, the students will be able to:

- Understand concepts, theories and models of educational leadership and management
- Differentiate between the concept of leadership and management
- Describe different roles and responsibilities of leadership
- List the different qualities and skills of effective leadership
- Explain different styles of leadership and their implication for educational institutions improvement
- Demonstrate effective leadership and management practices
- Apply key theories of leadership to their own working environment
- Explore ways in which educational management and leadership can contribute to improving quality of teaching and learning process

Outline

1. **Introduction to Leadership**
   - **1.1.** Concept of Leadership
   - **1.2.** Educational Leadership
   - **1.3.** Moral dimensions of educational leadership
   - **1.4.** Ethical dimensions of educational leadership
   - **1.5.** Role of Educational Leadership in School Improvement and Management
   - **1.6.** Educational Change and Leadership in National and International Perspectives

2. **Leadership Models and Theories**
   - **2.1.** Philosophical Background: Theory X and Y
   - **2.2.** Trait Theories
   - **2.3.** Behavioural Theories
   - **2.4.** Contingency Theories
   - **2.5.** Transformational Theories
   - **2.6.** Application of Leadership Theories to the Leadership and Management of Education

3. **Leadership Styles**
   - **3.1.** Authoritative/Bureaucratic Leadership
   - **3.2.** Democratic/Participative Leadership
   - **3.3.** Distributed Leadership
   - **3.4.** Instructional Leadership
   - **3.5.** Pedagogical Leadership
   - **3.6.** Teacher Leadership
   - **3.7.** Other Leadership Styles

4. **Roles and Responsibilities of Leadership**
   - **4.1.** Setting Directions
   - **4.2.** Developing People
   - **4.3.** Strengthening School Cultures
   - **4.4.** Providing Instructional Leadership
   - **4.5.** Developing and Executing Strategic Plans
   - **4.6.** Staff Evaluation
   - **4.7.** Budget Management
   - **4.8.** Performance Assessment
   - **4.9.** Held Accountable for Results
   - **4.10.** Community Relations
   - **4.11.** Other Role and Responsibilities

5. **Instructional Leadership**
   - **5.1.** Introducing Principals to the Role of Instructional Leadership
   - **5.2.** Instructional leadership and school improvement
   - **5.3.** Developing Instructional Leaders
   - **5.4.** Beyond Instructional Leadership: Towards Pedagogic Leadership
   - **5.5.** Leadership in Schools
   - **5.6.** Pedagogy and Leadership
   - **5.7.** School Leadership and Change
   - **5.8.** Distributed Leadership
   - **5.9.** How Leadership Influences Student Learning
   - **5.10.** Leading for Learning

6. Leadership: Values and Ethics
   - **6.1.** Caring, Respect for Individual and Group Rights
   - **6.2.** Respect of Roles and Responsibilities
   - **6.3.** Justice, Honesty, Integrity, Fairness, Courage and Good Character
   - **6.4.** Creating Shared Vision
   - **6.5.** Ethical Decision-Making
   - **6.6.** sensitivity to Self and Others

7. **Seminars in instructional Leadership**

Recommended Texts:

1. Bottery, M. (2016) *The challenges of educational leadership*: *Values in a globalized age*. London: Chapman
2. Bush, T. (2017) *Theories of educational leadership and management*. London: Sage.

Suggested Readings:

1. Bush, T. (2015). *Understanding instructional leadership.* UK: Routledge
2. Robertson, J. (2016). *Coaching leadership: Building educational leadership capacity through partnership.* New Zealand: New Zealand Council for Educational Research

Web-based Resources:

http://www.sedl.org/pubs/reading100/RF-NB-2005-Spring.pdf
http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/What-Is-Instructional-Leadership%C2%A2.aspx
http://www.theedadvocate.org/important-concepts-of-instructional-leadership/
http://info.k-12leadership.org/4-dimensions-of-instructional-leadership
https://education.cu-portland.edu/blog/leaders-link/four-instructional-leadership-skills-principals-need/

Foundations of Science Education

Course Code: EDUC-6424 **Credit Hours:** 3(3+0)

Course Description:

This course will focus on the ideological, philosophical psychological socio-economic, and historical foundations of education. The major focus will be on developing an understanding of the participants how different philosophical theories affect education. The course will also include the historical development of education of Pakistan. Emphasize will be given on analyzing various sociological, political, economic, and ideological forces that influence the process of education in our cultural context. This course will also be used to develop the ability in prospective teachers to interpret knowledge within its historical, philosophical, ideological, and social contexts which will lead to produce critical perspectives on education both within, and outside of schools. The major focus will be on developing an understanding of the participants how different philosophical theories affect education. Explain the important features of the foundation of education, specify the role of educational thinkers in education, discuss the modes of education, and discuss the historical development of Pakistan.

Learning Outcomes:

The students will be able to:

- Explain the important features of foundation of education
- Specify the role of educational thinkers in education
- Discuss the modes of education
- Discuss historical development of Pakistan
- Evaluate the issues and problems of education

Outline

1. **Ideological Foundation of Education**
   - **1.1.** Islamic Foundation
   - **1.2.** Islamic concept of Peace
   - **1.3.** Other religious and Islam
   - **1.4.** Ideology and teacher

2. **Philosophical Foundations of Education**
   - **2.1.** Philosophy and Education
   - **2.2.** Main Philosophical Thoughts
   - **2.3.** Idealism
   - **2.4.** Realism
   - **2.5.** Pragmatism
   - **2.6.** Re-construction

3. **Psychological Foundations of Education**
   - **3.1.** Learning and Maturation
   - **3.2.** Individual Differences
   - **3.3.** Self-Concept

3.4. Academic Aptitude
3.5. Instructional strategies and Psychology

4. **Historical Foundations of Education in Pakistan**
   4.1. Pre-Pakistan Period (712 A.D. to onward)
   4.2. Period from 1947- 1958
   4.3. Period from 1959-1971
   4.4. Period from 1972-1979
   4.5. Period from 1980-1991
   4.6. Period from 1992- to date
   4.7. Unit 6 Aims of Education
   4.8. Aims, Goals and Objectives
   4.9. Taxonomies of Objectives
   4.10. Aims and Objectives of Education in Pakistan

5. **Problems and Issues in Education in Pakistan**
   5.1. Universalization of Primary Education
   5.2. Literacy
   5.3. Medium of Instruction
   5.4. Diversification of Education
   5.5. Environmental Education
   5.6. Gender and Education
   5.7. Islamization of Education
   5.8. Special Education
   5.9. Health Education/ Drug Education
   5.10. HIV/Aids, STIs, Hepatitis

Recommended Texts:

1. Canestrari, A. (2016). *Foundations of education*. NY: Sage Publications
2. Samel, S. F. (2018). *Foundations of educations: The essential texts*. UK: Routledge

Suggested Readings:

1. ASER-Pakistan (2019). *Annual status of education Report 2018*. Islamabad: Idara Taleem-O-Agahi
2. Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. UK: Routledge.
3. Pachauri, A. (2016). *Foundations of education*. ND: Pragun Publications
4. Shami, P. A. (2015). *Introduction to education*. Lahore: Ilmi Book House.

Web-based Resources

http://unesco.org.pk/education/teachereducation/files/sa4.pdf
http://educationist.com.pk/journey-of-pakistans-education-policies-since-1947-by-kulsomm-fayyaz/
http://sekho.com.pk/educational-articles/historical-background-of-education-in-pakistan/
http://www.hipakistan.com/levels-education-pakistan
http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions/

Assessment and Evaluation in Science Education

Course Code: EDUC- 6425 **Credit Hours:** 3(3+0)

Course Description:

Classrooms are busy places. Every day in every classroom, teachers make decisions about their pupils, the success of their own instruction, and perform number of other tasks. Teachers continually observe, monitor, and review pupil performance to obtain evidence for decision. Evidence gathering and classroom making are necessary and ongoing aspects of teaches' lives in the classroom. Keeping in view, the tasks teachers have to perform in the classroom, this course, prospective teachers will develop their knowledge and understanding of formative and summative learning assessment and how teachers use assessment to inform decisions about teaching and learning in Science. They will develop a range of practical assessment skills to use in the classroom with students of different ages, grades, and subjects including using questions and tasks to assess learning and giving oral and written feedback on student work. This course highlights the assessment and evaluation procedures in science education. The course will serve the students to study the theory and apply the same for test development purposes. They will be able to understand the concept and nature of testing & evaluation, develop and analyze test items for assessing different abilities of students, recognize and describe the different types of measurement instruments.

Learning Outcomes:

Upon completion of this course, the student will be able to:

- Understand the concept and nature of testing & evaluation:
- Develop and analyze test items for assessing different abilities of students;
- Recognize and describe the different types of measurement instruments;
- Differentiate between standardized and classroom tests;
- Define and apply introductory analytical terms and concepts, including basic statistical knowledge;
- Analyze and explain student profiles based on various outcomes of testing; interpret scores and results of different measurement techniques

Outline

1. **Introduction**
   - **1.1.** Nature and meaning of test, assessment , measurement and evaluation
   - **1.2.** Distinction between test, assessment, measurement and evaluation
   - **1.3.** Role of evaluation in education

2. **Different types of test**
   - **2.1.** Concept of standardized and non-standardized test
   - **2.2.** Norm-referenced test
   - **2.3.** Criterion-referenced test
   - **2.4.** Performance assessment
   - **2.5.** Individual and group test

3. **Characteristics of Test**
   - **3.1.** Reliability
   - **3.2.** Definition of reliability
   - **3.3.** Types of reliability
   - **3.4.** Use of reliability

3.4.1. Validity Definition of validity
3.4.2. Types of validity
3.4.3. Evidence of validity
3.4.4. Reliability and validity

4. Designing Objectives
4.1. Selection of instructional objectives
4.2. Bloom Taxonomy
4.3. Solo Taxonomy
4.4. Methods of stating instructional objectives
4.5. Preparing a table of specification
4.6. Use the table of specification as a basis for preparing test

5. Statistical concepts related with testing
5.1. Scale of measurement
5.2. Measures of central tendency
5.3. Indices of variability
5.4. Types of Distributions
5.5. Correlation

6. Types of Tests
6.1. Supply type items
6.1.1. Essay type
6.1.2. Short answer
6.1.3. Completion
6.1.4. Advantages and limitations
6.2. Rules for constructing supply type questions
6.3. Methods of improvement and effective use (Rules for scoring essay tests etc.)
6.4. Selection types test
6.4.1. Multiple choice items
6.4.2. True false items
6.4.3. Matching items
6.4.4. Completion items
6.5. Rules for constructing various types of objective test items

7. Item Analysis
7.1. Test construction
7.2. Test administration
7.3. Item analysis

8. Assembling, Administering and Evaluating the Test
8.1. Reviewing and editing the items
8.2. Arranging the items in the test
8.3. Preparing directions
8.4. The problem of guessing
8.5. Reproducing the test
8.6. Administering the test
8.7. Scoring the test
8.8. Building test file
8.9. Item bank

9. Grading and Reporting

9.1. Concept of grading

9.2. Types of grading

9.3. Reporting results to different stakeholders

10. New Trends and Issues

10.1. Portfolio Assessment

10.2. Dynamic Assessment

10.3. Computer assisted assessment and evaluation

Recommended Texts:

1. Obe, W. H. (2018). *The teaching of science in primary schools*. UK: David Fulton Publishers.
2. Waite, S. (Ed.). (2017). *Children learning outside the classroom: From birth to eleven*. USA: Sage.

Suggested Readings:

1. Mertler, C. A. (2016). *Classroom assessment: A practical guide for educators*. UK: Routledge
2. Wells, C. S., & Faulkner-Bond, M. (Eds.). (2016). *Educational Measurement: From Foundations to Future.* UK: Guilford Publications
3. Miller , M.D., Linn, R. L. & Gronlund. N. E. (2013). *Measurement and assessment in teaching* (11th Edition). USA: Pearson

Web-based Resources:

http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/MethodsTeaching_Sept13.pdf
https://www.slideshare.net/hernanebuella/general-methods-and-techniques-of-teaching
https://www.jstor.org/stable/1167407?seq=1#page_scan_tab_contents
http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/ClassroomAssess_Sept13.pdf
http://www.oecd.org/edu/school/46927511.pdf
https://academicaffairs.ucsd.edu/ug-ed/asmnt/resources.html

Comparative Science Education

Course Code: EDUC- 6426 **Credit Hours:** 3(3+0)

Course Description:

Educators improve their practice by adopting and adapting educational systems and practices that were developed elsewhere. Comparisons of educational systems also provide a basis for assessing the suitability of current practices. This course focuses on training student teachers to compare and contrast educational systems and exposes students to the comparative approaches in education. Furthermore, the course aims at providing prospective teachers a basis for educational comparisons aimed at creating an understanding of issues influencing the focus, structure, organization and practice of education at international level, regional level and local level. With a major focus on Science Education, the course will equip the prospective science teachers with necessary acquaintance regarding issues and trends in the field of Science Education around the world so that they can learn the lessons for improvement and quality enhancement of Science Education in Pakistan. The course highlights to equip the prospective science teachers with necessary acquaintance regarding issues and trends in the field of Science Education around the world so that they can learn the lessons for improvement and quality enhancement of Science Education in Pakistan, compare the education systems of selected developed countries and compare the education systems of selected developing countries

Learning Outcomes:

After studying this course, the students will be able to:

- Describe the meaning and significance of comparative education
- Compare the education systems of selected developed countries
- Compare the education systems of selected developing countries
- Analyze critically the education system of Pakistan

Outline

1. **Introduction to Comparative Education**
   - 1.1. The Meaning of Comparative Education Topic:
   - 1.2. The Purpose and Uses of Comparative Education
   - 1.3. Concept of Globalization
   - 1.4. Comparative Education: Historical Development and Evolution
   - 1.5. Introduction to The WCCES: A Glob. Body in Comparative Education

2. **Comparative Approach. in Education**
   - **2.1.** Bereday's Four-Stage Method
   - 2.2. Holmes' Problem Solving Approach
   - 2.3. Eckstein and Noah’s Scientific Method

3. **Comparative Study of International Systems of Education**
   - 3.1. Western Europe
   - 3.2. USA
   - 3.3. East Asia
   - 3.4. Latin America
   - 3.5. Africa
   - 3.6. South East Asia

4. **Comparative Study of Regional Systems of Education**
   4.1. Anglophone
   4.2. Francophone
   4.3. Lusophone

5. **Comparative Studies in Science Education**
   5.1. Globalization of Science Education
   5.2. Factors affecting globalization of Science Education
   5.3. Nuffield Science Foundation report
   5.4. Analysis of TIMSS reports
   5.5. Analysis of PISA reports

Recommended Texts:

1. Hayhoe, R., Manion, C., & Mundy, K. (2017). *Why study comparative education*. UK: Routledge.
2. Watson, K. (2018). *Key issues in education: Comparative perspectives*. UK: Routledge

Suggested Readings:

1. Beech J. (2016). *The theme of educational transfer in comparative education*. UK: Routledge
2. Noah, H. & Eckstein, M. (2015). *Doing comparative education: Three decades of collaboration.* Hong Kong: Comparative Education Research Centre.

Web-bases Resources
http://www.tc.columbia.edu/cice/
Comparative and International Education Society:
http://www.cies.us
Organisation for Economic Co-operation and Development (OECD) Development Co-operation Directorate: http://www.oecd.org/dac
OECD Programme for International Student Assessment (PISA): http://www.pisa.oecd.org
UNESCO Education for All Global Monitoring Report: http://www.unesco.org/en/efareport
http://www.tandfonline.com/loi/cced20
http://camponotes.blogspot.com/2013/01/methodological-approaches-in.html
file:///C:/Users/comp-fix/Downloads/Comparactive%20Education_%20method.pdf

B. Ed (1.5 Year) Program

(Specialization in Science Education)

(Semester System)

Scheme of Studies

and

Course Outlines

2020

Department of Education

University of Sargodha

Introduction

The department of education is one of those departments which have the privilege of being set up soon after the establishment of the University of Sargodha and classes for M.A. Education were started w. e. f. 20th March, 2003. Department of Education provides and facilitates pre -service education and in-service training to the teachers and teacher educators. Any program of teacher education is perhaps devoid of sense without the practical training of theory and practice of education. The department has decided to commence bachelor's program in education B. Ed. Science 1.5 years. Master degree (or 16 year education) in science subjects i.e. Physics, Chemistry, Botany, Zoology, Mathematics, Computer sciences etc. is the pre-requisite for this program in view to provide pre-service teacher training with specialization in one subject which is being taught at elementary and secondary level in our country. So in this regard a rigorous teaching practice is also a pre-requisite for awarding the degree. The students of this department also have the capability to render their services in various research and social welfare institutions as managers, researchers and consultants.

Mission Statement

As it is agreed upon that no education system goes beyond its teachers. Hence to render services in the field of education by preparing well-educated, trained, competent and effective teachers and teacher educators; making them independent learners and contributing members of society, providing a dynamic, creative and efficient learning environment in order to improve the quality of education in particular and standard of living in general.

Salient Features of the Program

- Along with strengthening the knowledge base of science teaching, emphasis is on making students independent learners.
- Focus is on imparting knowledge, skills and attitudes pertinent with the teaching of science.
- Emphasis is on imparting pedagogical & communication skills for science teaching.
- Practical training of presentation and demonstration skills through classroom presentation, seminars, symposia and conferences.
- A detailed analysis of students' science teaching skills through microteaching approach to bring about sophistication and refinement in their styles and methods of teaching.
- A dynamic, interactive and creative science teaching and learning environment.
- Special emphasis on the comprehensive personality development of the prospective science teachers.
- Character formation of prospective science teachers through curricular and co-curricular activities in the light of Islamic values and principles
- Development of the competencies and skills of searching, identifying, selecting and developing teaching and instructional materials as per demand of the science subjects.
- Emphasis on professionalism and entrepreneurship in science teaching.
- Development of critical thinking, scientific attitude, creativity and innovation in science teaching.
- Highlighting the importance of learning as a continuous and life-long process.
- Introducing science teaching as a life-style and way of living.
- Constructivist approach towards teachings and learning in science.
- Considerably long practical training of science teaching.

Program Objectives

i. To produce competent science teachers at secondary level education

ii. To train science teachers who can meet the demands of society in both public and private enterprises.

iii. To develop personality of prospective science teachers through rigorous academic activities.

iv. To provide quality education to prospective science teachers by ensuring the provision of highly qualified faculty and better teaching-learning activities and environment.

v. To provide multi-dimensional and multipurpose training related to curricular activities which can enhance self-confidence of prospective science teachers.

vi. To create liking, interest, association and commitment to teaching profession among the prospective science teachers through model behavior of teacher educators.

vii. To create awareness among the prospective science teachers about the life related, national and global issues, problems and trends related to science teaching.

viii. To develop the ability to solve their local educational and social problems particularly in relation to science learning.

ix. To inculcate values of tolerance, peace and amity among the students through provision of literature, curricular activities, print and electronic media.

x. To prepare skilled manpower that can contribute towards the essential psychological, social, moral, economic and spiritual growth and development of scientific skills among children.

B. Ed (1.5 Years) Specialization in Science Education

SCHEME OF STUDIES

Total Credit Hours 54
Medium of Instruction English
Passing Marks (Assignments / Exam) 50 %
Entry Qualification: 16 years of Education i.e. MSc. / BSc honours (4 Year) / BS (4 Year) in science subjects (Math, Physics, Chemistry, Zoology, Botany, Biotechnology, Computer Science, Statistics etc.) with Minimum Second Division

Semester –I

Code	Course	Credit Hours
EDUC-6501	Foundations of Science Education	3 (3+0)
EDUC-6502	Curriculum Development in Science Education	3 (3+0)
EDUC-6503	Assessment in Science Education	3 (3+0)
EDUC-6504	Leadership in Science Education	3 (3+0)
EDUC-6505	Research Methods in Science Education	3 (3+0)
EDUC-6506	Educational Psychology	3 (3+0)
	Total Credit Hours	18 (18+0)

Semester –II

Code	Course	Credit Hours
EDUC-6507	Sociology of Education	3 (3+0)
EDUC-6508	Statistics in Science Education	3 (3+0)
EDUC-6509	Professionalism in Science Teaching	3 (3+0)
EDUC-6510	Teaching strategies in Science Education	3 (3+0)
EDUC-6511	ICT in Science Education	3 (3+0)
EDUC-6512	Critical Thinking and Reflective Practices	3 (3+0)
	Total Credit Hours	18 (18+0)

Semester –III

Code	Course	Credit Hours
EDUC-6513	Laboratory Organization and Management	3 (3+0)
EDUC-6514	Academic Writing	3 (3+0)
EDUC-6515	Teaching Practice	12 (0+12)
	Total Credit Hours	18 (6+12)

SEMESTER – 1

Course Name:		**Foundations of Science Education**		
Course Code:		EDUC-6501	**Credit Hours:**	3(3+0)
Course Description				
Science education cultivates students' curiosity about the world and enhances scientific thinking. Through the inquiry process and scientific method, students will be able to explore the nature of science and develop scientific knowledge and science process skills to help them evaluate the impacts of scientific and technological development. The present course explores religious, philosophical, psychological and socio-economic dimensions of science education and their impact on science education. It will help the prospective science teachers to gain a foundational perspective of science education. Moreover, the material on comparative analysis of science education at global and national level have also been included. The course is focused on these learning objectives: Explore Islamic perspective of science education and contributions of Muslims in flowing of exact science; Describe views of various philosophers of science and their impact on science education; Analyze the socio-economic factors in shaping science education; and evaluate the state of science education worldwide and comparing it with Pakistan along with future trends.				
Learning outcomes:				
After completing this course learner with be able to: i. Explain Islamic perspective of science education and contributions of Muslims in flowing of exact sciences. ii. Describe views of various philosophers of science and their impact on science education. iii. Discuss the importance of socio-economic factors in shaping science education. iv. Analyze and evaluate the state of science education in the world with special reference to Pakistan.				
Prerequisite: N / A				
		Course Outline		
Unit 1		**Islamic Foundations of Science Education-I**		
	1.	Introduction		
	2.	Objectives		
	3.	The Quran and Science		
	4.	Hadiths and Science		
	5.	Fiqh and Science		
	6.	The Quran, Hadiths and Modern Science		
Unit 2		**Islamic Foundations of Science Education-II**		
	1.	Introduction		
	2.	Objectives		
	3.	The Golden Age of Muslim Science and Technology		
	4.	Contributions of Muslims in Science		
	5.	Decline of Science and Technology in the Muslim World		
	6.	Rebirth of Science and Technology in the Muslim World		
Unit 3		**Philosophical Foundations of Science-I**		
	1.	Introduction		
	2.	Objectives		
	3.	Introduction Philosophy of Science		
	4.	Similarities and Differences Between Science and Technology		
	5.	Inductive VS Deductive approaches		
	6.	Empiricism		
	7.	Constructivist Empiricism and Science Education		
Unit 4		**Philosophical Foundations of Science-II**		

	1.	Introduction
	2.	Objectives
	3.	Flasification
	4.	Rationalism
	5.	Relativism
	6.	Realism
	7.	Instrumentalism
	8.	Logical Positivism
Unit 5		**Psychological Foundations of Science Education-I**
	1.	Introduction
	2.	Objectives
	3.	S & R Theories and Science Teaching
	4.	Skinner's Theory and Science Teaching
	5.	Gagne's Learning Hierarchies
	6.	Gestalt theories and Science Education
	7.	Burner's Theory of Discovery learning and Teaching of Science
	8.	Ausubel's Theory of Learning and Science Education
	9.	Mastery Learning Theory of Bajman S. Bloom
Unit 6		**Psychological Foundations of Science Education-II**
	1.	Introduction
	2.	Objectives
	3.	Constructivism as a Referent in Teaching Science
	4.	Types of Constructivism
	5.	Piaget's theory of Cognitive Development and Leading
	6.	Information Processing Theory
	7.	Social Learning Theories.
Unit 7		**Socio-Economic Foundations of Science Education-I**
	1.	Introduction
	2.	Objectives
	3.	Relationship Between Science and Society
	4.	Cultural Study of Science and Science Education
	5.	Science for Social Reconstruction
	6.	Science and Social Development
	7.	Science for Leadership
Unit 8		**Socio-Economic Foundations of Science Education-II**
	1.	Introduction
	2.	Objectives
	3.	Science and Progress
	4.	A critical Appraisal of Science for Economic Development
	5.	Social Constrains in Implementation of Science Development
	6.	Science Education and Underdevelopment
	7.	Globalization of Science Education for Development
Unit 9		**Science Education in Global Perspective**
	1.	Introduction
	2.	Objectives
	3.	Science Education in the Developed Countries
	4.	Science Education in the Developing Countries
	5.	Science Education in Pakistan

	6.	Future Trends in Science Education

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that students will actively work in class on different projects and present their work. The 5 seminars and two or more assignments on assigned topics will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts

1. Samel, S. F. (2018). *Foundations of educations: The essential texts*. UK: Routledge
2. Belarmino, J. J. (2017). *Exploring the nature of models in science, philosophy of science, and science education*. Ph. D. Thesis University of Illinois at Urbana-Champaign.

Suggested Readings

1. Canestrari, A. (2016). *Foundations of education*. NY: Sage Publications
2. Dash, N. R. (2015). *Philosophical foundation of education*. Directorate of Distance & Continuing Education. Utkal University, Bhubaneswar.
3. Rosenberg, A. (2005). *Philosophy of science* (2nd Ed.). Routledge.

Course Name**:**	**Curriculum Development in Science Education**		
Course Code:	EDUC-6502	**Credit Hours:**	3(3+0)

Course Description

Curriculum is one of the four basic components of education and the pathway through which the objectives of education are attained. This foundation course "Curriculum Development in Science Education" is designed to enable the learners to discuss concept, history, curriculum development process and various approaches, issues to curriculum development. It provides the science teacher educators an in-depth knowledge and understanding of the curriculum theory, design of the curriculum and procedures of developing and changing Science curriculum. Therefore, this course provides the opportunities to the learner to introduce the ideas and procedures involved in curriculum development and further the knowledge of various models of curriculum will help them to identify the best possible model for the science education in the Pakistan's scenario. Moreover, this course will enable them to develop their skills in curriculum design. The course also assists to develop a deeper understanding of the testing, measurement and evaluation in curriculum along with the knowledge about the conceptual framework and approaches to designing a Science curriculum.

Learning outcomes:

following are the main learning outcomes of this course:

i. To introduce the learners to the concept, History and foundation of curriculum development generally and specifically with reference to Pakistan
ii. To familiarize with conceptual framework of curriculum development, its various types, approaches.
iii. To introduce the content selection and evaluation process of the curriculum.
iv. To Compare and contrast the comparative perspectives of curriculum development in different countries of the world.
v. Should be able to apply principles of curriculum development, implementation and evaluation in teaching and learning process and curriculum planning.

Prerequisite: N / A

Course Outline

Unit 1		**Introduction to Curriculum**
	1	Concept of Curriculum
	2	Difference between curriculum, syllabus and text book
	3	Need for curriculum development
	4	Principals of curriculum development
	5	Elements of curriculum: Objectives, Content, Teaching methods and evaluation
	6	Factors influencing curriculum development.
Unit 2		**Foundations of Curriculum**
	1	Philosophical/Ideological foundations
	2	Historical Foundations
	3	Psychological Foundations
	4	Socio-economic & Cultural Foundations
	5	Political Foundations
Unit 3		**Curriculum Development Process**
	1	Situation analysis Need Assessment; Phases of need assessment
	2	Conducting situation analysis Selection of aims, goals and objectives;

		Taxonomy of educational objectives Objectives of education in the current education policy
	3	Selection of content Organization of content; Selection and organization of learning experiences
	4	Evaluation Types of evaluation Tools of evaluation Reporting Evaluating curriculum and multiple textbooks
Unit 4		**Curriculum Design**
	1	Concept of curriculum design
	2	Criteria of selecting curriculum design
	3	Types/pattern of curriculum
	4	Subject Cantered Designs
	5	Learner cantered Designs
	6	Problem or topic cantered Designs
	7	Integrated curriculum
Unit 5		**Patterns of Curriculum**
	1	Conservative liberal art
	2	Educational technology
	3	Humanistic
	4	Vocational
	5	Social re-construction
	6	De-schooling
Unit 6		**Models of Curriculum Development**
	1	Tyler Model
	2	Hilda Model
	3	Lewis Model
	4	Oliva Model
	5	Wheeler Model
	6	Dynamic Model
	7	Skel Beek Model
Unit 7		**Instructional Process**
	1	Concept of teaching, teaching, and strategies with reference to their differences
	2	Process of teaching
	3	Main features/characteristics of teaching
	4	Instructional design
Unit 8		**Approaches to Teaching / Methods and Techniques**
	1	Teacher-led Approaches Lecture Method Demonstration Method Lecture –cum- demonstration
	2	Child cantered approaches Group work / Discussion Problem solving strategy / Inquiry Use of ICT / Computer Assisted Instructions Questioning and feedback skill

Unit 9		**Process and Problems of Curriculum Development in Pakistan**
	1	Curriculum development at elementary and secondary level
	2	Curriculum revision and role of Curriculum Wing
	3	Curriculum development at higher education level
	4	Curriculum revision and role of HEC
	5	Role of teacher in curriculum development
	6	Problems and issues of curriculum development in Pakistan

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that curriculum analysis of different classes and subjects will be carried out and presented The 5 seminars and two or more assignments will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts

1. Wiles J.W & Bondi J.C., (2018). *Curriculum development: A guide to practice* (10th Ed.). ISBN-13: 978-0133572322
2. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: A practical guide*. UK: Routledge

Suggested Readings

1. Alsubaie, M. A. (2016). Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9), 106-107.
2. Berry, R., & Adamson, B. (Eds.). (2011). *Assessment reform in education: policy and practice (Vol. 14)*. Springer Science & Business Media.
3. Wiles J.W & Bondi J.C., (2014). *Curriculum development: A guide to practice (9th Edition)*. UK: Routledge.

Course Name**:**	**Assessment in Science Education**		
Course Code:	EDUC-6503	**Credit Hours:**	3(3+0)

Course Description

Assessment is the key director of any education system, and is pivotal to learning and teaching. It is the process of making a judgment or measurement of worth of an entity or a process. This course "Assessment in Science Education" addresses the knowledge and concept of assessment in education and particularly in Science education. It enables the science teachers to use assessment in varied form in the process of decision making in the process of science teaching and learning. Prospective teacher students will enhance their understanding about learning domains and the role in their assessment. Further, students will be able to differentiate different methods of assessment and learn the skills of assessment with respect to the table of specification. In addition, this course is focused on elaborating application of classroom assessment, integrate objectives with evaluation and measurement, acquire skills of assessing the learning outcomes, and interpret test scores and results of different assessment techniques and addressing major issues of assessment.

Learning outcomes:

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

i. Define the nature of assessment
ii. Differentiate different methods of assessment.
iii. Construct Tables of specifications for assessment
iv. Utilize assessment information for improvement
v. Create effective assessment tests of to measure various skills such as Analytical, evaluative etc.

Prerequisite: N / A

Course Outline		
Unit 1		**Introduction to Assessment**
	1.	Role of Assessment in Science Education
	2.	Types of Assessment
	3.	Process of assessment
	4.	Characteristics of assessment
	5.	Limitations of assessment
Unit 2		**What to Assess**
	1.	Standards, Benchmarks and Student Learning Outcomes of Teaching Science
	2.	Three domains of educational objectives
	3.	Writing instructional objectives
	4.	Writing assessment objectives
	5.	Developing/adopting grid of specification for assessment
Unit 3		**Assessment of Knowledge**
	1.	Assessing knowledge objectives
	2.	Developing tests for assessing different categories of knowledge
	3.	Knowledge of specifics
	4.	Knowledge of universal and abstraction in a field
	5.	Knowledge of ways and means of specific.
Unit 4		**Assessment of Comprehension and Application Skills**
	1.	Assessing comprehension objectives
	2.	Developing tests for assessing different levels of comprehension
	3.	Assessing application objectives
	4.	Developing tests for assessing application skills.

Unit 5		**Assessment of Higher Abilities**
	1.	Assessing higher ability skills
	2.	Developing tests for assessing different categories of analysis skill
	3.	Developing tests of assessing different levels of skill of synthesis
	4.	Skill of Evaluation
	5.	Developing test for assessing different levels of evaluation.
Unit 6		**Assessment of Practical Skills**
	1	The nature of practical skills and abilities
	2	Developing Criteria for assessment of practical skills
Unit 7		**Assessing Affective Objectives**
	1.	Nature of affective objectives and abilities
	2.	Need to evaluate effective objectives
	3.	Methods of assessing affective outcomes
	4.	Reasons for the neglect affective outcomes
Unit 8		**Using Assessment information**
	1.	Use of assessment information for decision making
	2.	Changing the curriculum
	3.	Use of assessment information for diagnostic and predictive purpose
Unit 9		**Problems of Assessment and their Solution (strategies)**
	1.	Factors affecting assessment
	2.	Strategies for student performance assessment

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that students will actively work in class on different projects of test development and item analysis and present their work. The 5 seminars and two or more assignments on assigned topics will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts

1. Blalock, H. M. (2017). *Measurement in the social sciences*. UK: Routledge
2. Pidgeon, D., & Yates, A. (2018). *An introduction to educational measurement*. UK: Routledge.

Suggested Readings

1. Wells, C. S., & Faulkner-Bond, M. (Eds.). (2016). *Educational measurement: from foundations to future*. Guilford Publications.
2. Gipps, C. (2011). *Beyond testing (classic edition): Towards a theory of educational assessment*. UK: Routledge.

Course Name:	**Leadership in Science Education**		
Course Code:	EDUC-6504	**Credit Hours:**	3(3+0)

Course Description

It has become the dire need for society that everyone must have a specialization in every field of life due to rapid expansion of knowledge. Education modifies the behaviour of a person; thus, education can perform this duty well if the system of education runs effectively. For making, developing and establishing the education system administration, management and supervision to play an in important role as well as in all other aspects of society. In Pakistan the existing system of educational management and supervision is considered as defective system which does not cope the national, and local level needs of education system. There are so many reasons. One, reason is that we cannot yet established a firm administrative structure for education- system. It-is always uncertain and wavering. Therefore, it is the need of our educational institution to prepare those personnel at higher level who are highly skilled professional trained and capable in their field particularly in school management and leadership. Hence, the present course of educational leadership and management observes and envisages the promotion of educational leadership management and supervision.

Learning outcomes:

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

i. Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
ii. Candidates will adapt at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.
iii. Implement authentic and meaningful strategies for supporting and supervising teachers' instructional capacities to maximize student learning and achievement.
iv. Lead collaborative and systematic inquiry processes that support school improvement.

Prerequisite: N/ A

Course Outline

Unit 1		**Concept of Administration**
	1	Educational Administration meaning and nature
	2	Approaches to Educational Management and Administration
	3	Basic principles of Educational Administration
	4	Meaning and spirit of Islamic Administration
	5	Fundamental principles of Islamic Administration
	6	Dynamics of Islamic Model
Unit 2		**Concept of Educational Management**
	1	Meaning of basic elements of Management
	2	Concepts of Management in education
Unit 3	3	**Concept of Supervision**
	4	Meaning of Supervision
	5	Kinds of Supervision
	6	Nature and Characteristics of Supervision
	7	Difference between Administration and Supervision
	8	Purpose and Need of Supervision
	9	Qualities of An effective Supervision
	10	Different Techniques of Supervision
	11	Role of Supervision

Unit 4		**Educational Planning**
	1	Definitions, Aims and objectives of Education
	2	Approaches of Educational Plan
	3	Types and Goals of Educational Planning
	4	The Process of Plan Formulation
	5	Process of Project Planning
Unit 5		**School Discipline and Classroom Management**
	1	Meaning and purpose of School discipline
	2	Factor effecting School discipline
	3	Meaning of Classroom-and its Management
	4	Criteria for student Classification
	5	Psychological factors of Classification
Unit 6		**Management of Resources**
	1	Physical Aspects (School Building and Hostel etc.)
	2	Learning resources (Library, A.V. Aids, Instructional Material)
	3	Educational Financing
	4	Budgeting
Unit 7		**School Records**
	1	Need for School Records
	2	Essential Requirements of School Records
	3	Kinds of School Records
Unit 8		**Administrative and Supervisory Structure in Pakistan**
	1	Meaning of Education
	2	Educational Secretariat
	3	Provincial Development of Education
	4	Boards of Secondary and Intermediate Education
	5	National Bureau of Curriculum and Text Book
	6	Educational Code
Unit 9		**Evaluation Management System**
	1	Need and Improvement of Evaluation in
	2	Management System of Evaluation
	3	Criteria of evaluation
	4	Improving Management through Evaluation

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that students will actively work in class on different projects and present their work. The 5 seminars and two or more assignments on assigned topics will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory	12 weeks	64%	
Theory and classroom activities	1 weeks	16 %	
Discussion session	3 weeks	20%	

Recommended Texts

1. Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). *Principles of educational leadership & Management*. SAGE Publications.
2. Day, C., & Sammons, P. (2016). *Successful school leadership. education development trust*. www.educationdevelopmenttrust.com

Suggested Readings

1. Escott, S. (2015). *Educational leadership relationally: A theory and methodology for educational leadership, management and administration*. Springer.
2. Northouse, P. G. (2016). *Leadership: theory and practice* (7th Ed.) SAGE Publications, Inc.

Shah, S. (2016). *Education, leadership and Islam*. UK: Routledge.

Course Name:	**Research Methods in Science Education**		
Course Code:	EDUC-6505	**Credit Hours:**	3(3+0)

Course Description

The course Research Methods in Education is designed to orient Student Teachers with the concept and methods of research in education. Learner will be able to learn how to engage in a critical analysis of different research work and relate it to their own context. The course provides students with the opportunity to engage with the research literature and to establish how different research techniques help to improve the overall classroom situation. This course focuses on action research, and it aims to equip the Student Teachers with the necessary skills to plan and conduct action research in an educational setting. Action research is a form of research that can be used to improve professional practices in the classroom. It can help in both personal development and institutional improvement. This course will also help Student Teachers to write research proposals and research reports and to create presentations to discuss their work. The course will serve the students in developing abilities to discuss the meaning, nature & scope of research in education identify different models and approaches of action research, identify research problems and develop research questions and develop a research proposal.

Learning outcomes:

following are the main learning outcomes of this course:

i. Discuss the meaning, nature & scope of research in education
ii. Situate themselves as researching professionals
iii. Conduct research in different educational settings
iv. Write research report and present it effectively

Prerequisite: N / A

Course Outline		
Unit 1		**Introduction of Educational Research**
	1	Sources of Knowledge
	2	Scientific method
	3	Concept of research in education
	4	Need and scope of research in education
Unit 2		**Types of Research**
	1	Types of research by Purpose Basic Research Applied Research Action Research
Unit 3		Types of research by Methods
	1	Historical research
	2	Experimental Research
	3	Descriptive research
		Historical Research
	1	Introduction
	2	Historical sources
	3	What is history
	4	Scope of historical research
	5	Formulation of problem for historical research
	6	Historical criticism
	7	The Historical Hypothesis
Unit 4		**Experimental Research**
	1	Introduction
	2	What is experiment

	3	Techniques of controlling extraneous variables
	4	Experimental validity
	5	Experimental designs
Unit 5		**Descriptive Research**
	1	Introduction
	2	Survey studies
	3	Inter relational ship studies
	4	Development studies
	5	Planning cycle and descriptive research
	6	Concluding remarks
Unit 6		**Sampling Technique**
	1	Introduction
	2	Population and sample
	3	Sampling designs
	4	Estimating sample size
	5	Summary
Unit 7		**Tools and Techniques of Research**
	1	Introduction
	2	Questionnaire
	3	Opinionnaire and attitude scale
	4	Interview
	5	Observation
	6	Tests and appraisal instruments
	7	Concluding remarks
Unit 8		**Designing a Research Proposal**
	1	Introduction
	2	Format of the research proposal
	3	Statement of the problem
	4	Objectives of the study
	5	Definitions, assumption and limitations
	6	Review of Related literature
	7	Theoretical framework
	8	Hypotheses and questions
	9	Proposed research procedures
	10	Time schedule
Unit 9		**Writing Research Report**
	1	Introduction
	2	The research report
	3	Writing the report
	4	Assembling the research report

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that students will actively work in class on different projects of research proposal and present their work. The 5 seminars and two or more assignments on assigned topics will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts

1. Creswell, J. W (2018). *Educational research: planning, conducting, & evaluating quantitative & qualitative research (6th Ed.).* PEARSON, 2018.
2. Gay, L. R. (2017). *Educational research: Competencies for qnalysis and application*. New York: Pearson Education

Suggested Readings

1. Fraenkel, J. R. &Wallen, N. E. (2015). *How to design and evaluate research in education (9-Eds)*. New York: McGraw Hill Book Company Inc.
2. Patten, M. L., & Newhart, M. (2017). *Understanding research methods: An overview of the essentials*. UK: Routledge.
3. William, N. (2017). *Research methods: The basics*. UK: Routledge.

Course Name:		**Educational Psychology**	
Course Code:	EDUC-6506	**Credit Hours:**	3(3+0)

Course Description

The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The course is intended to improve the reading, writing and communication skills of students. For this purpose, various structured and unstructured activities will be designed and assigned to the students so that they can better develop their abilities and skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It will also provide them with the tools needed to be a better teacher, counsellor and guide.

Learning outcomes:

After the successful completion of the course, the participants will be able to:

i. Understand the need and importance of psychology in education
ii. Comprehend the scope, methodology and usefulness of educational psychology in effective teaching
iii. Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications
iv. Develop skills to understand and identify the individual differences among the students to improve their teaching by adopting appropriate strategies
v. Adopt the measures to enhance the creative potentials of themselves as well as of their students

Prerequisite:

		Course Outline
Unit 1		**Introduction**
	1.	Meaning and nature of psychology
	2.	Meaning and nature of educational psychology
	3.	Educational psychology: Some basic problems to solve simultaneously
	4.	Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology
	5.	Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology
Unit 2		**Learning and Instruction**
	1.	Educational psychology and teaching
	2.	Objectives for learning
	3.	Mastery learning
	4.	Direct instruction
	5.	Expository learning &teaching
	6.	Constructivist & situated learning
	7.	Inquiry & problem –based learning
	8.	Group work & cooperation in learning
Unit 3		**Motivation: Theory and Practice**
	1.	Concept of motivation.
	2.	Theories of motivation.
	3.	Strategies for motivation
Unit 4		**Creating Learning Environments**
	1.	The ecology of classroom
	2.	Creating a possible learning environment

	3.	Maintaining a good learning environment
	4.	Special programs for classroom management to create a better learning
	5.	Environment
	6.	The need for better communication
	7.	Some guidelines
Unit 5		**Teaching for Learning (i.e. Effective Teaching)**
	1.	Planning for effective teaching
	2.	Teaching large & small groups effectively
	3.	Characteristics of effective teachers
	4.	Matching methods to goals
Unit 6		**Individual Differences / Variations**
	1.	Nature, types causes and measurement of individual differences(Individual differences in intelligence , creativity , cognitive and learning styles& students with learning challenges or disorders)
	2.	Handling with individual differences in the classroom
Unit 7		**Intelligence and Personality Theories**
	1.	Intelligence: Meaning, nature and theories of intelligence
	2.	Personality: Meaning, nature and theories of personality
Unit 8		**Complex Cognitive Processes**
		Thinking & understanding :Needs & importance
		Concepts of problem solving :Nature, steps , strategies, factors
		Teaching & learning about thinking
		Teaching for transfer

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that students will actively work in class on different projects and present their work. The 5 seminars and two or more assignments on assigned topics will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts

1. Woolfolk-Hoy, A. E. (2019). Educational Psychology. Active Learning Edition.
2. Santrock, J. W. (2017). *Educational psychology.* Boston: McGraw –Hill.NY

Suggested Readings

1. Duchesne, S., & McMaugh, A. (2018*). Educational psychology for learning and teaching*. Cengage AU.
2. Evans, E. G. S. (2017). *Modern educational psychology: An historical introduction*. UK: Routledge.
3. Ravi, V. (2016). *Advanced educational psychology*. Lulu. com.
4. Ormrod, J. E. (2013). *Educational psychology: Developing learners* (8th Ed.). Pearson Education.

Semester –II

Course Name:	**Sociology of Education**		
Course Code:	EDUC-6507	**Credit Hours:**	3(3+0)

Course Description

Society transmits the knowledge, values and norms to the young generation to prepare them for their future roles in the society. As the schools are representatives of society therefore this process acquires institutional status where the teachers are to fulfil the social desires in shaping the students' personality and equipping them with knowledge and skills. This course "Sociology of Education' is developed for the teachers to know about the society, social perspectives and school, children and society relationship. The major objectives of this course are to; 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 and Know the role of teachers and school in socialization of students and development of society. After studying this course, the prospect teachers will be enabled to contribute in community work, health promotion activities and endorsement of healthy environment.

Learning outcomes:

After the successful completion of the course, the students will be able to;

i. Understand the concept of society and relationship between education and society
ii. Understand the concept of culture and its impact on the setting of school
iii. Comprehend socialization, social classes, family and their interrelationship
iv. Conceptualize the role of teacher in society, school and classroom
v. Understand the difference between stability and change along with various social functions
vi. Comprehend the, concept of globalization and its impact on different areas of society
vii. Understand the idea of hidden curriculum and its various forms
viii. Gain familiarity with different sociological perspectives and their relationship with education

Prerequisite:

Course Outline		
Unit 1		**The Sociology of Education**
	7.	Definition of sociology
	8.	The scope of education
	9.	The relationship between education and society
	10.	The study of education as a social science
Unit 2		**The Culture and the School**
	7.	The definition of culture
	8.	cultural setting of school
	9.	The culture of school
	10.	education and culture
Unit 3		**The Child and Society**
	8.	socialization
	9.	The family, socialization and education
	10.	social class and socialization
	11.	The school
	12.	The peer group
	13.	Children and the mass media
	14.	The economy and education
Unit 4		**The Sociology of School**
	9.	The teacher in a profession
	10.	The teacher in the school

	11.	The teacher in the classroom
	12.	The role of the teacher
Unit 5		**The Social Function of Education**
	10.	Introductions
	11.	stability and change
	12.	The Political function
	13.	The selection function
	14.	The economic function
Unit 6		**Globalization and the Economy**
	1.	The economy
	2.	The globalization
	3.	Education, globalization, and economic development
	4.	Globalization, the learning society and comparative education
Unit 7		**The Hidden Curriculum**
	1.	The hidden curriculum; an overview
	2.	The hidden curriculum of education building
	3.	Time tables
	4.	Official curriculum
	5.	Organization
	6.	Teacher expectations
	7.	Hidden curriculum of language
	8.	Assessment
Unit 8		**Sociological Perspectives and Study of Education**
	1.	Social system, structures and functions
	2.	The action perspective
	3.	The conflict perspective: Marxian approach
	4.	Postmodernism

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that students will actively work in class on different projects and present their work. The 5 seminars and two or more assignments on assigned topics will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory	12 weeks	64%	
Practical Work	1 weeks	16 %	
Project Presentations/ Term Paper	3 weeks	20%	

Recommended Text:

1. Hallinan, M. T. (2018). *Handbook of the Sociology of education*. Springer, Boston, MA. https://doi.org/10.1007/0-387-36424-2
2. Alias, N. (2015). *Educational sociology and philosophy*. Malaysia: Open university of Malaysia

Suggested Readings:

1. Chandra, S. S & Sharma, R. K. (2016). *Sociology of education*. New Delhi, India: Atlantic Publishers and Distributor.
2. Sharma, Y.K. (2018). *Foundations in sociology of education*. New Delhi, India: Kanishka Publishers Distributors.
3. Meyer, J. W., Bromley, P., & Ramirez, F. O. (2010). *Sociology of education*. DOI: 10.1177/0038040710367936

Course Name:		**Statistics in Science Education**	
Course Code:	EDUC-6508	**Credit Hours:**	3(3+0)

Course Description

Statistics deals with the collection, classification, tabulation of numerical facts as the basis for explanation, description and comparison of phenomena. The use of Statistics in education particularly in science education, at the one end, enable the learners to present their scientific inquiries in well-established manner and one the other end, help the teachers to investigate the process of assessment and evaluation. The purpose of this course "Statistics in Science Education" is to set the stage for the discussion of how data are used to support student learning by reviewing some of the reasons for the increased attention given to data analysis in education today, and by providing an organizational framework to describe the use of data in education. After studying this course, the prospect teachers will be able to: understand and elaborate the relationship between statistics and research in education, to apply various statistical techniques in the research on different educational problems and to state hypotheses in various forms, and identify & apply suitable statistical techniques to test them.

Learning outcomes:

After the end of the course the prospective teachers will be able to:

i. Understand and elaborate the relationship between statistics and research in education
ii. Apply various statistical techniques in the research on different educational problems
iii. State hypotheses in various forms, and identify & apply suitable statistical techniques to test them
iv. Differentiate between parametric and non-parametric statistics
v. Collect ,organize, and analyze various types of data (both qualitative and quantitative) in the light of modern available statistical techniques and software

Prerequisite:

		Course Outline
Unit 1		**Introduction**
	1.	Statistics: Basic concepts, definitions and history
	2.	Scope or applications of statistics in education
	3.	Types and branches of statistics (Parametric, non-parametric and inferential)
Unit 2		**Scales of Measurement and their use in Statistics**
	1.	Nominal Scale
	2.	Ordinal Scale
	3.	Interval Scale
	4.	Ratio Scale
Unit 3		**Descriptive Statistics**
	1.	The frequency distribution
	2.	Measures of central tendency: Mean, median, mode
	3.	Measures of variability Range, the quartile deviation, the average deviation, standard deviation
	4.	Uses of various measures of variability
	5.	The normal distribution: Meaning importance, properties and applications of the normal probability curve /normal distribution curve
Unit 4		**Correlation**
	1.	Basic concepts
	2.	Correlation coefficients; Pearson Product /Moment Correlation Rho; Partial correlation and Biseral correlation
	3.	Regression and prediction
	4.	The regression equation/analyses
	5.	Multiple correlation
	6.	The accuracy of predictions from regression equation

	7.	Analysis of variance and application of t- Test; ANOVA and ANCOVA.
	8.	Multiple – comparison procedures
	9.	Reliability and validity of test scores
Unit 5		**The reliability of Test Scores**
	1.	True scores and measurement error
	2.	The validity of test scores
	3.	Item analysis
Unit 6		**Hypotheses: Meaning, Types and Uses**
	1.	Different styles ways of stating research hypotheses
	2.	Testing experimental hypothesis
	3.	The Null hypothesis and research hypothesis
	4.	The hypothesis of chance
	5.	The chi-square test and the null hypothesis
		Non parametric methods
Unit 7		**Sampling and Sampling Distribution:**
	1.	Introduction of sampling
	2.	Methods of sampling,
	3.	Sampling error and Sampling distribution
Unit 8		**Data and Data Analysis**
	1.	Data: Meaning & Types
	2.	Parametric and Non Parametric data
	3.	Data Analysis: Qualitative & Quantitative
	4.	Data analyses through SPSS

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two workshops will be arranged for data analysis during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Text:

Illowsky, B., & Dean, S. (2018). *Introductory Statistics*. OpenStax. Retrieved from https://openstax.org/details/books/introductory-statistics in your citation.

Suggested Readings:

Albers, M. J. (2017). *Introduction to Quantitative Data Analysis in the Behavioral and Social Sciences*. John Wiley & Sons, Inc. DOI: 10.1002/9781119290384

Miah, Abdul Quader (2016). *Applied Statistics for Social and Management Sciences*. Springer Singapore. DOI: 10.1007/978-981-10-0401-8

Course Name:		**Professionalism in Science Teaching**	
Course Code:	EDUC-6509	**Credit Hours:**	3(3+0)

Course Description

Professionalism has become a subject of interest to academics, prospective professional groups and the common man. Professionalism is teaching is commonly discussed on ideological, sociological and educational bases. The fundamental purpose of the course "Professionalism in Science Education" is to make students fully comprehend professional code of conduct and enhance their ability to practice professional standards effectively inside and outside the classroom. This course describes changing role of teachers in 21st century scenario and how teachers can utilize technology with pedagogy. In addition, this course will provide a chance to understand the responsibility of a teacher beyond the classroom teaching specifically, in making the nexus between the new technology era and cultural & societal ethics. Moreover, the prospect teachers will be enabled to identify the gap between the theory and practice of professionalism in teaching by studying and analyzing the various professional and ethical issues in teaching. The understanding of the future teachers for their moral applications and implications will be inculcated to make them well prepared for the teaching profession.

Learning outcomes:

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

i. Explain the term professionalization and its process and highlight
ii. Discuss teaching as profession.
iii. Demonstrate professional dispositions as teacher.
iv. Comprehend theoretical base of professionalism in teaching.
v. Identify and practice attributes of professional teacher.
vi. Discuss teaching profession and globalization.
vii. Explain connection of society and culture with teaching profession.
viii. 9. Highlight ethical issues in teaching profession.

Prerequisite: N / A

Course Outline

Unit 1		**Introduction of Profession and Concept of Teaching**
	11.	Concept of Profession and Professionals.
	12.	Characteristics of a Profession
	13.	Professionalism
	14.	Teaching as Profession
	15.	Assumption about Teaching
	16.	Characteristics of Effective Teaching
Unit 2		**Professionalization process and professionalism**
	11.	Concept and Process of Professionalization
	12.	Professions, Professionalism and Professional Ethics
	13.	Professionalization of Teaching Profession
	14.	Professional Responsibility
	15.	Characteristics of Professionalism
	16.	Importance of Values in Teaching
	17.	Three Tips for Educating Values While Teaching
Unit 3		**Professionalism in Teaching: Theory to Practice**
	15.	Code of Professional Conduct and Values
	16.	Commitment to professional Renewal
	17.	Professional Dispositions
	18.	Islamic Principles of Professionalism
	19.	Problems Faced by Beginning Teachers

Unit 4		**Attributes of Teacher**
	13.	Professional Teacher
	14.	Reflective Practitioner
	15.	Inquiring Teacher
	16.	Committed Teacher
	17.	Principles of Commitment
	18.	Moral Agent
	19.	Role Model
Unit 5		**Changing Role of The Teacher: Beyond Classroom**
	15.	Teacher's Professional Identity
	16.	Career Development
	17.	Writing Reflective Journals
	18.	National Professional Standards for Teachers in Pakistan
	19.	Digital Technologies and Pedagogy
Unit 6		**Ethics, Education and Teacher**
	1.	Educations as a Human Right in International Context
	2.	Right to Education in Pakistan
	3.	Schooling
	4.	Teaching & Teachers as a Role Model
Unit 7		Teaching Profession and Globalization
	1.	Teacher Professionalism and Globalization
	2.	Teaching Profession and open and distance learning (ODL)
	3.	New Millennium: Pressures and Possibilities
Unit 8		**Society, Culture and Teaching Procession**
	1.	Social Contest
	2.	Cultural Context
	3.	Political Context
	4.	Interplay with Value Education and Teaching Profession
Unit 9		**Ethical Issues in Teaching Profession**
	1.	Definitions of Ethics
	2.	Teaching
	3.	General Principle of Ethics in Teaching
	4.	Ethical Issues Pertaining to the Role of Teacher
	5.	Ethical Issue Pertaining to Education
	6.	Ethical Issue Pertaining to Schooling

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two visits of schools will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Text:

1. Corrigan, D., Dillon, J., & Gunstone, R. (2011) *The Professional knowledge base of science teaching*. Springer, Dordrecht
2. AIOU. (2018). *Professionalism in teaching*. Allied Material, Department of Early Childhood Education

and Elementary Teacher Education. Islamabad: AIOU.

Suggested Readings:

H. Timperley, A. Wilson, H. Barrar & I. Fung (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington, New Zealand: Ministry of Education. Retrieved from http://educationcounts.edcentre.govt.nz/goto/BES

UNESCO (2015). *The Right to Education and the Teaching Profession*. Retrieved from http://unesdoc.unesco.org/images/0023/002348/234820E.pdf

Course Name:	**Teaching Strategies in Science Education**		
Course Code:	EDUC-6510	**Credit Hours:**	3(3+0)

Course Description

Teaching science subjects is complex and demanding work. It requires highly specialized skills and knowledge to impact significantly on student learning. Teachers must use this knowledge to continually refine their conceptual and pedagogical skills. This course highlights the essential attributes of the teacher in making the teaching effective for the learners. It describes the importance and types of teacher planning practice related to different teaching methods for science subjects in classroom. It also focuses on how to relate facts, concepts, and theories to every day experience to develop highly knowledgeable, highly skilled teachers do make a difference in terms of student learning. Science Education demands the demonstration of the scientific knowledge; therefore, this course will prepare the future teachers with the blended knowledge and skills of developing the low cost but effective audio-visual aids. Further aim of this course is, enabling the prospective teachers for effective usage of modern and traditional audio visual as well as digital technology tools in teaching learning process.

Learning outcomes:

After completing the course, the students will:

i. Understand the importance of the efficient teaching methodology in the overall teaching learning process.
ii. Appreciate the characteristics of various innovative methods of teachings.
iii. Select/develop the model of effective teaching in local context.

Prerequisite: N / A

Course Outline		
Unit 1		**Introduction to Teaching**
	1.	Definitions of Teaching
	2.	The concept of Effective Teaching
	3.	Role of Teacher for Conducive Learning Environment
	4.	Professional Characteristics of an Effective Teacher
	5.	The Concepts of Teaching Methods, Strategies and Techniques
Unit 2		**Lesson Planning in Teaching**
	1.	The Need for Lesson Planning
	2.	Approaches to Lesson Planning
	3.	Course & Unit Planning
	4.	Steps in Lesson Planning
	5.	The Lesson Plan Format
Unit 3		**Students Motivation**
	1.	Concept of Motivation
	2.	Intrinsic Motivation
	3.	Extrinsic Motivation
	4.	Theories of Motivations
	5.	Strategies to Motivate Students
Unit 4		**Inquiry Methods**
	1.	The Inductive Method
	2.	Deductive Method
	3.	Scientific Method
	4.	The Problem Solving Approach
	5.	Advantages and Limitations of Inquiry Method
Unit 5		**Activity Methods**
	1.	Individual Project

	2.	Group Project
	3.	Research Projects
	4.	Advantages and Limitations of Activity Method
Unit 6		**Discussion Method**
	1.	What is Classroom Discussion
	2.	Planning the Discussion
	3.	Organizing the Discussion
	4.	Practicing in Asking Questions
	5.	Practicing in Answering the Questions
	6.	Assessing the Discussion
	7.	Advantages and Limitations of Discussion Method
Unit 7		**Cooperative learning**
	1.	Cooperative Learning
	2.	Techniques of Cooperative Learning
	3.	Advantages and Limitations of Cooperative Method
Unit 8		**Teaching Skills**
	1.	Set Induction
	2.	Presentation
	3.	Identify Learning Difficulties of Students
	4.	Prepare Lesson according to Individual Needs
	5.	Students Evaluation
Unit 9		**Teaching Tools**
	1.	Selecting the Audio Visual Material
	2.	Planning To Use the Materials
	3.	Preparing For the Audio Visual Activity
	4.	Kinds of AV Materials

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two visits of schools will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts:

1. Terry. J. (2019). *Oxford secondary science teaching guide-1*. New York: Oxford University Press
2. Singh, Y. K. (2017). *Teaching of general science*. New Dehli: APH Publishing Corporation

Suggested Readings:

1. Chueca, C. (2016). *Teaching natural science through montessori method in primary education*. Retrieved from https://uvadoc.uva.es/bitstream/10324/18537/1/TFG-O%20740.pdf
2. Higher Education Commission. (2012). *Methods of teaching*. Course guide Associate Degree in Education/B.Ed. (Hons) Elementary. Islamabad
3. Rajan, S. (2012). *Methodology of teaching science*. Pearson India

Course Name:		ICT in Science Education		
Course Code:		EDUC-6511	**Credit Hours:**	3(3+0)
Course Description				
Information and Communication Technology (ICT) is a major challenge to our educational system. Now a days we are moving towards the digital technology integrated education system. To achieve this goal, prospect teachers are required to learn to use ICT in the teaching science in schools. In this course, the concept of Information and Communication Technologies (ICT) is explained and its evolution and its nature are discussed. This course will also illustrate the scope of ICT in our daily life in general and Science education in particular. The features of ICT are discussed to makes it widely applicable in educational process. The focus of this course is to provide with the knowledge and skills regarding how ICTs can be used to engage students in the science learning process, improve understanding of content. It will help the learners to identify the uses of assistive technology and utilizing it in creating accessible documents and multimedia for instructional purposes and assessment practices, and ultimately enhance communication and collaboration in the classroom.				
Learning outcomes:				
The course will enable learners to: i. Understand the meaning, concept and importance of instructional technology in education process. ii. Know the meaning of learning and appreciate what is effective teaching and learning by using latest instructional technology. iii. Select, arrange and use appropriate methods/strategies and material for effective use of technology. iv. Develop indigenous materials as instructional aids.				
Prerequisite: N / A				
Course Outline				
Unit 1		**Introduction**		
	1.	Meaning and definition of educational technology		
	2.	Origin of educational technology		
	3.	History of educational technology		
	4.	Types of educational technology		
	5.	Components of educational technology		
	6.	Classification Of AV-aids		
	7.	Merits and demerits of educational technology in the field of education		
Unit 2		**Types of Educational Technologies, Media and Their Uses in Learning Process**		
	1.	Course Description Basic concepts, Tape-Recorder, Radio, Television and video,		
	2.	Educational telecasting, Videotext and electronic mail, Interactive video, Video and film, Projectors, types and uses, Computer, Internet and intranet,		
	3.	Multimedia, Language laboratories,		
	4.	Models and modelling, Reprography, Board work: Bulletin and flallen boards,		
	5.	Use of locally available low cost material of educational technology,		
	6.	Media: Meaning and concept, Use of Mass Media in Education.		
	7.	Course Description Basic concepts, Tape-Recorder, Radio, Television and video,		
Unit 3		**Current types of the educational technology systems and their application**		
	1.	Computer-based educational technology		
	2.	Interactive video and multimedia stations		

	3.	Virtual reality systems: Simulations & games
	4.	Teleconferencing
	5.	Personal digital assistants (PDAs)
	6.	Laboratory and workshop instructions
Unit 4		**Planning and implementation for effective technology integration in**
	1.	Teaching
	2.	Preparing / planning for technology integration
	3.	Obtaining the right material and personnel resources
	4.	Choosing the right software & hardware for yours needs
	5.	Training the teachers for using educational technology
	6.	Introduction to technology support tools
	7.	Using graphics tools
	8.	Using planning and organizing tools
	9.	Using tools to support specific content areas
	10.	Using interactive videodisc technology in teaching
	11.	Using hypermedia in teaching and learning
Unit 5		**Integrating Technology into the Curriculum and Instruction**
	1.	Introduction
	2.	Technology in science and mathematics instruction
	3.	Technology in social science instruction
	4.	Technology in language arts and foreign language instruction
	5.	Technology in music and art instruction
	6.	Technology in exceptional student education
	7.	Issues and trends related to technology use in instruction
	8.	Educational technology resources
Unit 6		**Media and Teaching**
	1.	Concept of teaching: Structure and features
	2.	Professionalism in teaching
	3.	Teaching as an art or science
	4.	Teaching competence
	5.	Factors affecting teaching competence
	6.	Effective teaching or effective teacher

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two visits of schools will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts:

1. Fernandes, G.W.R, Rodrigues, A.M, & Ferreira, C.A.R. (2019). *Using ICT in inquiry-based Science education***.** Springer, Cham.
2. Huang, R. J., Spector, M., & Yang, J. (2019). *Educational technology*. Springer Nature Singapore. DOI: https://doi.org/10.1007/978-981-13-6643-7

Suggested Readings:

1. Feden, P. D. and Vogel, R. M. (2018). *Methods of teaching*. Boston: Mc-Graw Hill
2. Rashid, M. (Ed.). (2015). *Allied material on teaching strategies.* Islamabad: AIOU.
3. Sharma**,** S. R. (2014). *Effective classroom teaching: Modern methods, tools and techniques*. Jaipur: Mangal Deep Publications.

Course Name:		**Critical Thinking and Reflective Practices**	
Course Code:	EDUC-6512	**Credit Hours:**	3(3+0)

Course Description

Critical Thinking and development of critical thinking skills is the address of every educational institute around the globe. It is associated with learning from experience, and is viewed as an important strategy for professionals who embrace teaching. Critical thinking and reflective practices both are integral skills for effective teaching. This course is designed for undergraduate program of teacher preparation at Sargodha University. It is expected that the teachers of twenty first century should be able to not only learn and review the current policies and practices in education but may also have the ability to think critically and reflect upon the current practices to bring positive changes. Today's education demands these desired skills and abilities from teachers as well as learners, no matter at what level we are teaching or learning. Critical thinking is one of the basic skills that help us to effectively utilize those elements of cognitive process that usually remain implicit. This course will introduce the prospective teachers to critical theory, help those becoming reflective practitioners, initiate action research culture within education and strengthen the community of practice in the profession of teaching.

Learning outcomes:

After completing this course learner with be able to:

i. Apply critical thinking and critical pedagogy in teaching
ii. Analyze the content and design classroom instruction in innovative manner
iii. Review and reflect upon their own teaching practices for further improvement
iv. Conduct action research within classroom settings
v. Become a cautious and active member of community of teaching and learning

Prerequisite: N / A

		Course Outline
Unit 1		**Introduction to Critical Thinking**
	1.	Origins of critical approaches in social sciences
	2.	Critical theory in Education
	3.	Essential aspects of Critical Thinking
	4.	Teacher as a Critical Thinker
	5.	Self-Assessment
Unit 2		**Critical Theory and Pedagogy**
	1.	Politics of Education (Marginalization)
	2.	Social Class Theory and Education
	3.	Race Religion and Minority Issues in Education
	4.	Work of Foucault and Paulo Freire
	5.	Roots of Critical Pedagogy
	6.	Self-Assessment
Unit 3		**Teaching Strategies to help promote Critical Thinking**
	1.	Cooperative Teaching and Learning Strategies
	2.	Discussion and Debate
	3.	Critical Question – Answer Forums
	4.	Classroom Assessment Techniques
	5.	Self-Assessment
Unit 4		**Reflective Practice**
	1.	What is reflection?
	2.	Theoretical Perspectives
	3.	Reflective Model of Professional Development
	4.	Action and Reflection

	5.	Self-Assessment
Unit 5		**Reflective Cycle**
	1.	Gibb's Reflective Cycle
	2.	Self-Assessment
Unit 6		**Action Research**
	1.	Teacher as Researcher
	2.	Designing Action research
	3.	Self-Assessment
Unit 7		**Reflective and Critical Writing**
	1.	Critical Review and Analysis
	2.	Reflective writing
	3.	Critical Writing
	4.	Journal Writing
	5.	Self-Assessment
Unit 8		**Tools and Techniques of Critical Thinking and Reflective Practices**
	1.	Mind Mapping
	2.	Portfolio Development
	3.	Assessment Schedules
	4.	Mentoring and Peer Support
	5.	Self-Assessment
Unit 9		**Communities of Practice and Knowledge**
	1.	Concept of Perceived knowledge
	2.	Concept of Reflective Knowledge
	3.	Sharing and publishing
	4.	Building Communities of Knowledge
	5.	Self-Assessment

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two or more assignments will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts:

1. Belarmino, J. J. (2017). *Exploring the nature of models in science, philosophy of science, and science education.* Ph. D. Thesis University of Illinois at Urbana-Champaign.
2. McPeck, J. E. (2016). *Teaching critical thinking: Dialogue and dialectic*. Routledge

Suggested Readings:

1. Dash, N. R. (2015). *Philosophical foundation of education*. Directorate of Distance & Continuing Education, Utkal University, Bhubaneswar.
2. Rosenberg, A. (2005). *Philosophy of science.* (2nd Ed.). Routledge.

Semester –III

Course Name:		**Laboratory Organization and Management**		
Course Code:		EDUC-6513	**Credit Hours:**	3(3+0)
Course Description				
Science is an inquiry based practical subject and the "learning by doing" method is the most effective method for learning Science. In schools, laboratory is essential part of the teaching and learning of science subjects. Laboratory organization involves both the physical establishment and its operations while lab management is maintaining the laboratory which includes planning, organizing. Leading and controlling the tasks. This course "Laboratory Organization and Management" provides the insight of requirements and knowledge of organizing a scientific laboratory for science students and necessary steps to manage it effectively. The skilled and well-equipped science teachers can foster the science learning process through the use of laboratory. Another major objective to teach this course is to prepare the future science teachers by providing them extended knowledge of safety measures for a safe and hazard free laboratory work. The qualified future science teachers may therefore, be able to handle the practical work in the laboratories with security and accuracy.				
Learning outcomes:				
After completing the course, learners will be able to: i. Manage laboratories more effectively ii. Apply different laboratory strategies iii. Develop positive attitude towards laboratory work iv. Apply safety measures for a safe and secure (hazard free) laboratory work. v. To implement the safety rules in the laboratory effectively.				
Prerequisite: N / A				
		Course Outline		
Unit 1		**Aims and Objectives of Laboratory Works**		
	17.	General Goals and Aims		
	18.	Generating Aims and Objectives		
	19.	Using Implementation of Aims and Objectives		
	20.	Using aims and Objectives to Guide Student Learning		
Unit 2		**Laboratory Design**		
	18.	Flexible and Traditional Design		
	19.	Space requirement		
	20.	Furniture		
	21.	Other Facilities		
	22.	Requirements and Design of Preparation Room.		
	23.	Storage of Biological and Chemical Containers		
	24.	Storage of Laboratory Equipment		
	25.	Management of Pupils		
Unit 3		**Day to Day Management of Laboratory**		
	20.	Organization of Practical Work and Demonstration		
	21.	Everyday Preparation		
	22.	Day to Day Cleaning up		
	23.	Maintenance of equipment's		
	24.	Service Related to Emergency		
	25.	General Emergency Procedures		
Unit 4		**Store Designing**		

	20.	Building Designing
	21.	Physical Considerations
	22.	Location layout
Unit 5		**Practical Science in Low-Income Countries**
	20.	Introduction
	21.	Context and Aims
	22.	Present Practice
	23.	Barriers to Change
	24.	Providing the Resources
	25.	Role of different organizations in development of low-cost materials
Unit 6		**Teaching Strategies in Lab**
	8.	Controlled Exercises
	9.	Experimental investigations
	10.	Research Projects
Unit 7		**Sequencing and Organization of Laboratory Activities**
	1.	Principles for sequencing
	2.	Strategies for sequencing
	3.	Some factors influencing sequencing
	4.	Organizing student's activity
Unit 8		**Assessment of Lab Work**
	1.	Assessment for feedback
	2.	Assessment for grading
	3.	Techniques for assessment
	4.	Assessment of research projects
Unit 9		**Laboratory Safety**
	1.	General Laboratory Safety and Techniques
	2.	Chemical Hazards
	3.	Biological Hazards
	4.	Radiation Hazards
	5.	Fire Hazards
	6.	First Aid Treatment

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two or more assignments will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts:

1. Salerno, R.M, Gaudioso, J. (2015). *Laboratory biorisk management: Biosafety and biosecurity*. CRC Press Inc.
2. Belarmino, J. J. (2017). *Exploring the nature of models in science, philosophy of science, and Science Education*. Ph. D. Thesis University of Illinois at Urbana-Champaign.

Suggested Readings:

1. Dash, N. R. (2015). *Philosophical foundation of education*. Directorate of Distance & Continuing Education, Utkal University, Bhubaneswar.

Course Name:		**Academic Writing Skills**		
Course Code:		EDUC-6514	**Credit Hours:**	3(3+0)
Course Description				
Academic writing is a formal, structured and sophisticated writing to fulfill the requirements for a particular field of study. This course "Academic Writing Skills" aims at providing understanding of writer's goal of writing (i.e. clear, organized and effective content) and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to the content logically to add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing				
Learning outcomes:				
The students will be able to: i. Explain the important features of academic writing ii. Comprehend the elements of writing iii. Understand the academic writing process iv. Practice the accuracy in writing and proof reading v. Understand report writing				
Prerequisite: N / A				
Course Outline				
Unit 1		**The writing process**		
	1.	The purpose of academic writing		
	2.	The features of academic writing		
	3.	Common types of academic writing		
	4.	long and short writing tasks		
	5.	Simple and complex sentences		
	6.	Writing in paragraphs		
Unit 2		**Reading: finding suitable sources**		
	1.	Academic texts		
	2.	Types of text		
	3.	Using reading lists		
	4.	Using library catalogues & websites		
Unit 3		**Finding key points and note-making**		
	1.	Finding key points		
	2.	Note-making methods		
	3.	Finding relevant points		
	4.	Effective note-making		
Unit 4		**Paraphrasing & Summarising**		
	1.	The elements of effective paraphrasing		
	2.	Techniques for paraphrasing		
	3.	Paragraph structure		
	4.	Development of ideas		
	5.	Linking paragraphs together		
	6.	What makes a good summary?		
	7.	Stages of summarizing		

Unit 5		**Elements of writing**
	1.	Argument and discussion
	2.	The language of cause and effect
	3.	Reference words
	4.	Forms of comparison and Comparison structures
	5.	Simple and Complex definitions
	6.	Using Phrases and examples
	7.	Using generalizations
	8.	The language of numbers & Percentages
	9.	Simplification
Unit 6		**Academic style**
	1.	Components of academic style
	2.	Guidelines for academic styles
	3.	Avoiding repetition and redundancy
	4.	Varying sentence length
	5.	Visual information, Types of visuals; Describing visuals and Labelling
Unit 7		**Accuracy in writing**
	1.	Abbreviations in writing
	2.	Academic vocabulary; Adjectives, nouns and verbs
	3.	Use of articles; Conjunctions, nouns and adjectives
	4.	How prefixes and suffixes work
	5.	Using prepositions & Punctuation
	6.	Using Singular or plural and Synonyms
	7.	Time words; Active and passive Verbs
	8.	Using tenses and Verbs of reference
Unit 8		**Literature reviews**
	1.	Example literature review
	2.	Writing longer essays
Unit 9		**Avoiding plagiarism; Re-writing and proof-reading**
	1.	What is plagiarism?
	2.	Avoiding plagiarism by summarizing and paraphrasing
	3.	Avoiding plagiarism by developing good study habits
	4.	Introductions and conclusions
	5.	Re-writing and proof-reading

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. The 5 seminars and two or more assignments will be arranged during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%	
Discussion session	1 weeks	16 %	
Presentations	3 weeks	20%	

Recommended Texts:

Bailey, S. (2017). *Academic Writing: A Handbook for International Students*. (3rd Ed.). Routledge an imprint of the Taylor & Francis Group. Retrieved from www.eBookstore.tandf.co.uk.

Suggested Readings:

Fry, H., Ketteridge, S., & Marshall, S. (2009). *A Handbook for Teaching and Learning in Higher Education*. Retrieved from www.eBookstore.tandf.co.uk.

Phye, G. D. (1997). *Handbook of academic learning*. Academic Press Limited. Retrieved from www.eBookstore.tandf.co.uk.

Course Name:	**Teaching Practice**		
Course Code:	EDUC-6515	**Credit Hours:**	12(0+12)

Course Description

Teaching practice is a period that a student-teacher spends in teaching at schools as a part of his or her training. Teaching is very dynamic and challenging task; therefore, teaching practice is an important component towards becoming a teacher. In this course, through teaching practice, professional traits inculcate in student-teachers, and prepare them for the real classroom and school situation. It provides experiences to student teachers in the actual teaching and learning environment. During this teaching practice, a student-teacher is given the opportunity to try the art of teaching in real-time scenario before actually getting into the real world of the teaching profession. This practical course, as an important tool of learning, provides the chance to the prospect teachers to utilize their learned knowledge and teaching strategies into the practical form by communicating with pupils having individual differences and managing the classroom in order to enrich their teaching experience as well as their attitude towards teaching profession.

Learning outcomes:

After completion of this course, Student Teachers will be able to do the following:

i. Practice the different teaching techniques
ii. Use different AV-aids during teaching
iii. Select a relevant and appropriate methodology with respect to lesson requirement Practice classroom management
iv. develop lesson plans
v. Develop assessment tools and AV-aids
vi. identify different topics for final lesson plans
vii. Develop final lesson plans

Prerequisite: N / A

Course Outline

Unit 1	Orientation of Teaching practice
Unit 2	Identify different topics for lesson plans
Unit 3	Developing 40 Lesson Plans
Unit 4	Observation
Unit 5	Development of assessment tools and AV-aids
Unit 6	Draft final lesson plans
Unit 7	Accuracy in writing
Unit 8	Final Lesson

Course Assignment

Students will develop daily lesson plans for teaching in actual classroom setting, which will be checked by supervisor periodically. Students will use different AV-aids and show the supervisor during his visit. Under the school supervisor they will learn to manage classroom and discipline the students. Students will also develop final lesson plan.

Assessment Criteria and Time Distribution of Course

Attendance * (Below 80% attendance does not qualify)		10%	
Draft final lesson plans		5%	
Development of assessment tools and AV-aids		10%	
40 Lesson Plans		35%	
Final Lesson		40%	

Recommended Texts:

1. *Norton, P. & Sprague, D. (2001).* Technology for teaching. *Boston Allyn & Bacon*
2. *Feden, P. D., & Vogel, R. M. (2018). Methods of teaching. Boston: McGraw Hill.*

Suggested Readings:

1. Rashid, M. (Ed.). (2001). *Allied material on teaching strategies*. Islamabad: AIOU.

B. Ed (1.5 Year) ELT Program
(Semester System)

Scheme of Studies
and
Course Outlines

2020
Department of Education
University of Sargodha

Introduction

The Department of Education is one of those departments which have the privilege of being set up soon after the establishment of the University of Sargodha and classes for M.A. Education were started w.e.f. 20th March, 2003. Department of Education provides and facilitates pre - service education and in-service training to the teachers and teacher educators. Any program of teacher education is perhaps devoid of sense without the practical training of theory and practice of education. The department has decided to commence bachelor's program in English Language Teaching BEd ELT 1.5 years. Master degree (or 16 year education) in English is the pre-requisite for this program. In view to provide pre-service teacher training, specialization in English Language Teaching will be ensured as English is being taught as a compulsory subject at elementary and secondary level in our country. So in this regard, a rigorous teaching practice is also a pre-requisite for awarding the degree. The students of this department also have the capability to render their services in various research and social welfare institutions as managers, researchers and consultants.

Mission Statement

To render services in the field of English language teaching by preparing well-educated, trained, competent and effective teachers and teacher educators; making them independent learners and contributing members of society, providing a dynamic, creative and efficient learning environment in order to improve the quality of education in particular and standard of living in general.

Salient Features of the Program

- Along with strengthening the knowledge base emphasis is on making students independent learners.
- Focus is on imparting knowledge, skills and attitudes pertinent with the field of English language teaching.
- Emphasis is on imparting pedagogical & communication skills in English.
- Practical training of presentation and demonstration skills through classroom presentation, seminars, symposia and conferences.
- A detailed analysis of students' English language teaching skills through microteaching approach to bring about sophistication and refinement in their styles and methods of teaching.
- A dynamic, interactive and creative teaching and learning environment.
- Development of the competencies and skills of searching, identifying, selecting and developing teaching and instructional materials as per demand of English language.
- Emphasis on professionalism and entrepreneurship.
- Development of critical thinking, scientific attitude, creativity and innovation related to language teaching.
- Highlighting the importance of learning as a continuous and life-long process.
- Constructivist approach towards teachings and learning of English language.
- Considerably long practical training of teaching of English.
- Ability to teach English as a medium of oral and written communication.

Program Objectives

i. To produce competent English teachers at elementary & secondary level college & Universities

ii. To train English language teachers who can meet the demands of society in both public and private enterprises.

iii. To develop personality of prospective English teachers through academic activities.

iv. To provide quality education to prospective teachers by ensuring the provision of highly qualified faculty and better teaching-learning facilities.

v. To provide multi-dimensional and multipurpose training related to curricular activities which can enhance self-confidence of prospective English teachers.

vi. To create liking, interest, association and commitment to teaching profession among the prospective English teachers through model behavior of teacher educators.

vii. To create awareness among the prospective English teachers about the national and global issues, problems and trends related to English language teaching.

viii. To develop the ability among prospective English teachers to solve their local educational and social problems particularly in relation to English language learning.

ix. To inculcate values of tolerance, peace and amity among the students through provision of literature, co-curricular activities, print and electronic media.

x. To prepare skilled manpower that can contribute towards the essential psychological, social, moral, economic and spiritual growth and development of children.

BEd (ELT) 1.5 Years
SCHEME OF STUDIES

Total Credit Hours 54
Medium of Instruction English
Passing Marks (Assignments / Exam) 50 %
Entry Qualification: 16 years of Education; MA / BS in English in Minimum Second Division (in annual system) or Minimum CGPA 2.00 (in semester system).

Semester –I

Code	Course	Credit Hours
EDUC-6601	Philosophy of Language Teaching	3(3+0)
EDUC-6602	Curriculum Development in ELT	3(3+0)
EDUC-6603	Assessment in ELT	3(3+0)
EDUC-6604	Educational Leadership	3(3+0)
EDUC-6605	Research Methods in ELT	3(3+0)
EDUC-6606	Educational Psychology	3(3+0)
	Total Credit Hours	**18**

Semester –II

Code	Course	Credit Hours
EDUC-6607	Teaching of Oral Skills	3(3+0)
EDUC-6608	Teaching of English Pronunciation	3(3+0)
EDUC-6609	Professionalism in Teacher Education in Pakistan	3(3+0)
EDUC-6610	Computer Assisted Language Learning (CALL)	3(3+0)
EDUC-6611	Academic Writing Skill	3(3+0)
EDUC-6612	Language Teaching Methods and Approaches	3(3+0)
	Total Credit Hours	**18**

Semester –III

Code	Course	Credit Hours
EDUC-6613	Trends and Issues in English Language Teaching	3(3+0)
EDUC-6614	Classroom Management and Micro-Teaching	3(3+0)
EDUC-6615	Teaching practice for ELT (9+3= 12 credits)	12(3+9)
	Total Credit Hours	**18**

Semester I

Course Name**:**	**Philosophy of Language Teaching**	
Course Code:	**EDUC-6601**	**Credit Hours:** **3(3+0)**
Course Description:		
This course deals with development of English language teaching in the course of history from its origin to a bit developed form in the modern era. From the origin of English Language Teaching in the middle ages and Elizabethan era to the recognition of English as second language and official language of British colonies in nineteenth century and, ultimately, towards the evolution of English as a foreign language and language of the global community which lead to the reformation of its teaching strategies in the twentieth century, it covers the evolution of teaching and learning methodologies by the teachers and preferences of the learners according to their learning needs. Epistemological nature of language teaching methodologies is also discussed in the content. Debate about language as Behavioural or Mental phenomenon is stated in the last unit. The two issues of language; meaning and reference are discussed in the second part of the course.		
Learning outcomes:		
After completion of the course, the prospective teachers will be able to; i. Understand the meaning of the term Philosophy ii. Understand the historical background of English language teaching iii. Analyse contemporary trends in language teaching in the light of its historical development iv. Understand the terms 'Meaning' and 'Reference' in philosophy of language. v. Apply theories in their educational experiences		
Prerequisite: N/A		
Course Outline		
Unit 1		**Origin of English Language Teaching**
	1.	The early years
	2.	'Refugiate in a strange country': the refugee language teachers in Elizabethan London
	3.	Towards 'The great and common world'
	4.	The spread of English language teaching in Europe
	5.	Early pedagogical grammars of English for foreign learners: Ben Jonson's 'English Grammar' John Wallis's 'Grammatical Linguae Anglicanae'
Unit 2		**Language teaching in the nineteenth century**
	1.	The Grammar Translation Method
	2.	Individual Reformers
	3.	The Reform Movement
	4.	Natural method of language teaching from Montaigne to Berlitz
Unit 3		**ELT in the world: context and goals**
	1.	World Englishes and English as a Lingua Franca: a changing context for ELT
	2.	Politics, power relationships and ELT
	3.	Language and culture in ELT
	4.	'Native speakers'. English and ELT: changing perspectives
	5.	Educational perspectives on ELT: society and the individual: traditional, progressive and transformative
Unit 4		**Epistemological Nature of Language Teaching Methodology**
	1.	LTM and the challenge of complexity
	2.	Native, Foreign, Second, Ethnic, Classical, and Artificial Languages

	3.	Theory, Approach, Method and Technique
	4.	From theory to practice, from application to implication
	5.	The epistemological universe of LTM
	6.	From a simple to a complex perspective: an historical sketch
Unit 5		**The Complexity of Linguistic Structure**
	1.	A sociological problem
	2.	The structure of a simple sentence
	3.	Phonological structure
	4.	Syntactic structure
	5.	Semantic/conceptual and spatial structure
	6.	Connecting the levels
	7.	Anaphora and unbounded dependencies
Unit 6		**Language as a Mental Phenomenon**
	1.	What do we mean by "mental"?
	2.	How to interpret linguistic notation mentally
	3.	Knowledge of language
	4.	Competence versus performance
	5.	Language in a social context

Course Assignment

A variety of assessments will be used to assess student learning.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20%
Final	50%

Reading Material:

1 Hall, G. (2016). *The Routledge handbook of English language teaching*. New York: Routledge.

2 Pennycook, A. (2017). *The cultural politics of English as an international language*. New York: Routledge.

Suggested Readings:

1 Balboni, P. E. (2015). *The epistemological nature of language teaching methodology*. Venice: Ca: Foscari University.

2 Jackendoff, R. (2016). *Foundations of language*. Oxford: Oxford University Press.

3 Lycan, W. G. (2018). *Philosophy of language*: *A contemporary introduction.* New York: Routledge.

Course Name:		Curriculum Development in ELT		
Course Code:		**EDUC-6602**	**Credit Hours:**	**3(3+0)**
Course Description				
This course will provide opportunities to enable and prepare learners to introduce the ideas and procedures involved in curriculum development and further develop their skills in curriculum design in ELT. The course also assists to develop a deeper understanding of the testing, measurement and evaluation in ELT curriculum. Course planning and syllabus design of English language courses and of Curriculum Development and importance of goals and their importance in planning a curriculum are discussed in the relevant sections of the contents. Need analysis for English for appropriate curriculum for language teaching will be carried out by the students. Situation analysis of curriculum development in relation to English language teaching will be discussed during the course. It first examines foundations of curriculum then conceptual framework and approaches to designing a curriculum. Comparative studies will be discussed as well. In the last section, approaches in vogue to evaluation of curriculum development have been discussed.				
Learning outcomes:				
More specifically, following are the main learning outcomes of this course: i. To introduce the learners to the concept, History and foundation of curriculum development in ELT. ii. To familiarize with conceptual framework of curriculum development in ELT. iii. To introduce the content selection and evaluation process of the curriculum. iv. To familiarize the learners with the process of syllabus designing and course planning. v. To enable learners to apply principles of curriculum development, implementation and evaluation in teaching and learning process and curriculum planning.				
Prerequisite: N/A				
Course Outline				
Unit 1		**The Origins of Language Curriculum Development**		
	1	Historical background		
	2	Vocabulary selection		
	3	Grammar selection and gradation		
	4	Assumption underlying early approaches to syllabus design		
	5	Discussion question and activities		
Unit 2		**Form Syllabus Design to Curriculum Development**		
	1	The quest for new methods		
	2	Changing needs for foreign languages in Europe		
	3	English for specific purposes		
	4	Needs analysis in ESP		
	5	Communicative language teaching		
	6	Emergence of a curriculum approach in language teaching		
	7	Discussion question and activities		
Unit 3		**Need Analysis of Curriculum Development**		
	1	The purpose of needs analysis		
	2	What are needs?		
	3	The use of needs analysis		
	4	The target population		
	5	Administering the needs analysis		
	6	Procedures for conducting needs analysis		
	7	Designing the needs analysis		
	8	Making use of the information obtained		
	9	Discussion question and activities		
	10	Examples of needs analysis		
Unit 4		**Situation Analysis of Curriculum Development**		
	1	Societal factors		
	2	Project factor		
	3	Institutional factor		

	4	Teacher factor
	5	Learner factors
	6	Adoption factors
	7	Profiling the factors identified in the situation analysis
	8	Discussion question and activities
Unit 5		**Planning Goals of Curriculum Development**
	1	The ideology of the curriculum
	2	Stating curriculum outcomes
	3	Non-language outcomes and process objectives
	4	Discussion question and activities
Unit 6		**Course planning and Syllabus Design of Curriculum Development**
	1.	The course rational
	2.	Describing the entry and exit level
	3.	Choosing course content
	4.	Determining the scope and sequence
	5.	Planning the course structure
	6.	Preparing the scope and sequence plan
	7.	Discussion question and activities
Unit 7		**Providing for Effective Teaching Curriculum Development**
	1.	The institution
	2.	The teacher
	3.	The teaching process
	4.	The learning process
	5.	Discussion question and activities
Unit 8		**The Role and Design of Instructional Materials**
	1.	Authentic versus created materials
	2.	Textbook
	3.	Evaluating textbook
	4.	Adapting textbook
	5.	Preparing materials for a program
	6.	Managing the use of materials
	7.	Discussion question and activities
Unit 9		**Approaches to Evaluation of Curriculum Development**
	1.	Purpose of evaluation
	2.	Formative of evaluation
	3.	Summative evaluation
	4.	Issues in program evaluation
	5.	Procedures used in conducting evaluations
	6.	Discussion question and activities

Course Assignment	
A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.	
Assessment Criteria and Time Distribution of Course	
Mid term	30%
Sessional	20%
Final	50%

Reading Material:

1 Nunan, D. (2016). *Syllabus design.* Oxford: Oxford Unversity Press.

2 Wiles J.W & Bondi J.C., (2018). *Curriculum development: a guide to practice* (9th ed) ISBN-13: 978-0133572322.

Suggested Readings:

1 Nunan, D. (2015). *The learner-centred curriculum: a study in second language teaching* (8th ed.). Cambridge: Cambridge University Press.

2 Richards, J. C. (2016). *Curriculum development in language teaching.* Cambridge: Cambrdige University Press.

Course Name:	**Assessment in English Language Teaching (ELT)**		
Course Code:	**EDUC-6603**	**Credit Hours:**	**3(3+0)**

Course Description

The course provides answer to the queries; What is the best way to assess learners' ability? What are the most practical assessment instruments available? Are current standardized tests of language proficiency accurate and reliable? In an era of communicative language teaching, do our classroom tests measure up to standards of authenticity and meaningfulness? How can a teacher design tests that serve as motivating learning experiences rather than anxiety-provoking threats? All these and many more questions now being addressed by teachers, researchers, and specialists can be overwhelming to the novice language teacher, who is already baffled by linguistic and psychological paradigms and by a multitude of methodological options. This book provides the teacher trainee with a clear, reader-friendly presentation of the essential foundation stones of language assessment, with ample practical examples to illustrate their application in language classrooms. Assessment is focused on the four language skills; listening, speaking, reading and writing.

Learning outcomes:

After studying this course the prospective teachers will be able to:

i. Understand the concepts and application of language assessment.
ii. Know about the practical assessment instruments available.
iii. Integrate objectives with evaluation and measurement.
iv. Acquire skills of assessing the learning outcomes in language teaching.
v. Interpret test scores.
vi. Know about the trends and techniques of language assessment.

Prerequisite: N/A

		Course Outline
Unit 1		**Testing, Assessing and Teaching**
	1	What is a test?
	2	Assessment and teaching
	3	Approaches to language teaching: A brief history
	4	Current issues in classroom testing
Unit 2		**Principles of Language Assessment**
	1	Practicality
	2	Reliability
	3	Validity
	4	Authenticity
	5	Washback
	6	Applying principles to the evaluation of classroom tests
Unit 3		**Designing Classroom Language Tests**
	1	Test types
	2	Some practical steps to test construction
	3	Scoring, grading and giving feedback
Unit 4		**Standardized Testing**
	1	What is standardization?
	2	Advantages and disadvantages of standardized tests
	3	Developing standardized tests
	4	Standardized language proficiency
	5	Four standardized language proficiency
Unit 5		**Assessing Listening**
	1	Observing the performance of the four skills

	2	The importance of listening
	3	Basic types of listening
	4	Designing assessment tasks for listening
Unit 6		**Assessing Speaking**
	1.	Basic types of speaking
	2.	Micro and macro skills of speaking
	3.	Designing assessment tasks for speaking
	4.	Test of spoken English
Unit 7		**Assessing Reading**
	1.	Types of reading
	2.	Micro-skills, macro-skills, and strategies for reading
	3.	Designing assessment tasks for reading
Unit 8		**Assessing Writing**
	1.	Genres of written language
	2.	Types of writing performance
	3.	Micro and macro skills of writing
	4.	Designing assessment tasks for writing

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20%
Final	50%

Reading Material:

1 Brown, H. D. (2016). *Language assessment principle and classroom practices*. New York: Pearson Education, Inc.

2 Damböck, B., & Bachman, L. F. (2018). *Language assessment for classroom teachers.* Oxford: Oxford University Press.

Suggested Readings:

1 Aiken, L.R., (2013). *Psychological testing and assessment*. Boston: Allyn & Bacon.

2 Miller, M. D., Linn, R. L., & Gronlund, N. E. (2015). *Measurement and assessment in teaching* (11th ed.). New Jersey: Pearson Education, Inc.

Course Name:	**Educational Leadership**		
Course Code:	**EDUC-6604**	**Credit Hours:**	**3(3+0)**

Course Description

It has become the dire need for society that everyone must have a specialization in every field of life due to rapid expansion of knowledge. Education modifies the behaviour of a person; thus education can perform this duty well if the system of education runs effectively. For making, developing and establishing the education system administration, management and supervision to play an in important role as well as in all other aspects of society. In Pakistan the existing system of educational management and supervision is considered as defective system which does not cope with the national, and local level needs of education system. There are so many reasons. One, reason is that we cannot yet established a firm administrative structure for education-system. It-is always uncertain and wavering. -So it is the need of our educational institution to prepare those personnel at higher level who are highly skilled professional trained and capable in their field particularly in school management and leadership.

Learning outcomes:

Upon completion of the course, the prospective teachers will be able to:

i. Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
ii. Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.
iii. Implement authentic and meaningful strategies for supporting and supervising teachers' instructional capacities to maximize student learning and achievement.
iv. Lead collaborative and systematic inquiry processes that support school improvement.

Prerequisite: N/A

Course Outline

Unit 1		**Concept of Administration**
	1	Educational Administration meaning and nature
	2	Approaches to Educational Management and Administration
	3	Basic principles of Educational Administration
	4	Meaning and spirit of Islamic Administration
	5	Fundamental principles of Islamic Administration
	6	Dynamics of Islamic Model
Unit 2		**Concept of Educational Management**
	1	Meaning of basic elements of Management
	2	Concepts of Management in education
Unit 3		**Concept of Supervision**
	1	Meaning of Supervision
	2	Kinds of Supervision
	3	Nature and Characteristics of Supervision
	4	Difference between Administration and Supervision
	5	Purpose and Need of Supervision
	6	Qualities of An effective Supervision
	7	Different Techniques of Supervision
	8	Role of Supervision
Unit 4		**Educational Planning**
	1	Definitions, Aims and objectives of Education
	2	Approaches of Educational Plan

	3	Types and Goals of Educational Planning
	4	The Process of Plan Formulation
	5	Process of Project Planning
Unit 5		**School Discipline and Classroom Management**
	1	Meaning and purpose of School discipline
	2	Factor effecting School discipline
	3	Meaning of Classroom-and its Management
	4	Criteria for student Classification
	5	Psychological factors of Classification
Unit 6		**Management of Resources**
	1.	Physical Aspects (School Building and Hostel etc.)
	2.	Learning resources (Library, A.V. Aids, Instructional Material)
	3.	Educational Financing
	4.	Budgeting
Unit 7		**School Records**
	1.	Need for School Records
	2.	Essential Requirements of School Records
	3.	Kinds of School Records
Unit 8		**Administrative and Supervisory Structure in Pakistan**
	1.	Meaning of Education
	2.	Educational Secretariat
	3.	Provincial Development of Education
	4.	Boards of Secondary and Intermediate Education
	5.	National Bureau of Curriculum and Text Book
	6.	Educational Code
Unit 9		**Evaluation Management System**
	1.	Need and Improvement of Evaluation in
	2.	Management System of Evaluation
	3.	Criteria of evaluation
	4.	Improving Management through Evaluation

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1 Coleman, M., & Glover, D. (2016). *Educational leadership and management: developing insights and skills*. Berkshire: McGraw-Hill Education.

2 Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2016). *The basic guide to supervision and instructional leadership.* Boston: Pearson Education, Inc.

Suggested Readings:

1 Brundrett, M., Burton, N., & Smith, R. (2017). *Leadership in education*. London: SAGE Publications.

2 Razik, T.A. & Swanson, A.D. (2016). *Fundamental concepts of educational leadership and management (3rd ed.)*. New York: Allyn& Bacon.

Course Name:		**Research Methods in ELT**		
Course Code:		**EDUC-6605**	**Credit Hours:**	**3(3+0)**
Course Description				
Within the language teaching literature there are numerous works containing, at worst, wish lists for teacher action and, at least, powerful rhetorical prescriptions for practice. In both cases, the precepts tend to be couched in the form of received wisdom – in other words, exhortations for one line of action rather than another are argued logico-deductively rather than on the basis of empirical evidence about what teachers and learners actually do, inside and outside the classroom, as they teach, learn, and use language. If teachers are to benefit from the research of others, and if they are to contextualize research outcomes against the reality of their own classrooms, they need to be able to read the research reports of others in an informed and critical way. Unfortunately, published research is all too often presented in neat, unproblematic packages, and critical skills are needed to get beneath the surface and evaluate the reliability and validity of research outcomes. A major function of this course, in addition to providing a contemporary account of the 'what' and the 'how' of research, is to help non researchers develop the critical, analytical skills which will enable them to read and evaluate research reports in an informed and knowledgeable way.				
Learning outcomes:				
After completion of this course, the students will: i. Demonstrate knowledge of basic concepts of research in ELT ii. Understand need for scientific inquiry/research on educational issues. iii. Understand the research methods in ELT iv. Develop a proposal to conduct research on educational issues related to English language teaching v. Analyse data using simple data analysis techniques vi. Conduct a small research and write report.				
Prerequisite: N / A				
		Course Outline		
Unit 1		**An Introduction to Research Methods and Traditions**		
	1	Research traditions in applied linguistics		
	2	The status of knowledge		
	3	Some key concepts in research		
Unit 2		**The Experimental Method**		
	1	The context of experimentation		
	2	The logic of statistical inference		
	3	Additional statistical tools		
	4	Types of experiments		
	5	The psychometric study: an example		
Unit 3		**Ethnography**		
	1	Principles of ethnographic research		
	2	The reliability and validity of ethnographic inquiry		
	3	Contrasting psychometry and ethnography		
Unit 4		**Case Study**		
	1	Defining case studies		
	2	Reliability and validity of case study research		
	3	Single case research		
	4	The case study: an example		
Unit 5		**Classroom Observation and Research**		
	1	Methods of classroom observation and research		
	2	A review of research		
	3	Classroom research: sample studies		

Unit 6		**Elicitation Techniques**
	1.	Production tasks
	2.	Surveys
	3.	Questionnaires
	4.	Interviews
	5.	A sample study
Unit 7		**Doing Research**
	1.	Developing a research question
	2.	The literature review
	3.	Implementing the research project
	4.	Presenting the research

Course Assignment

A variety of assessments will be used to assess student learning. Small scale research projects will be assigned to the students. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Creswell, J. W. (2017). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education, Inc.
2. Nunan, D. (2015). *Research methods in language learning* . New York: Cambridge University Press.

Suggested Readings:

1. Burns, A. (2016). *Doing action research in english language teaching: a guide for practoners*. New York: Routledge.
2. Gay, L. R. (2014). *Educational research: competencies for analysis and application (9th ed.)*. Islamabad: Allama Iqbal Open University.

Course Name:		**Educational Psychology**		
Course Code:		**EDUC-6606**	**Credit Hours:**	**3(3+0)**
Course Description				
The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The course is intended to improve the reading, writing and communication skills of students. For this purpose, various structured and unstructured activities will be designed and assigned to the students so that they can better develop their abilities and skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It will also provide them with the tools needed to be a better teacher, counsellor and guide.				
Learning outcomes:				
After the successful completion of the course, the participants will be able to: i. Understand the need and importance of psychology in education ii. Comprehend the scope, methodology and usefulness of educational psychology in effective teaching iii. Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications iv. Develop skills to understand and identify the individual differences among the students to improve their teaching by adopting appropriate strategies v. Adopt the measures to enhance the creative potentials of themselves as well as of their students				
Prerequisite: N/A				
		Course Outline		
Unit 1		**Introduction**		
	1	Meaning and nature of psychology		
	2	Meaning and nature of educational psychology		
	3	Educational psychology: Some basic problems to solve simultaneously		
	4	Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology		
	5	Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology		
Unit 2		**Learning and Instruction**		
	1	Educational psychology and teaching		
	2	Objectives for learning		
	3	Mastery learning		
	4	Direct instruction		
	5	Expository learning &teaching		
	6	Constructivist & situated learning		
	7	Inquiry & problem –based learning		
	8	Group work & cooperation in learning		
Unit 3		**Motivation: Theory and Practice**		
	1	Concept of motivation.		
	2	Theories of motivation.		
	3	Strategies for motivation		
Unit 4		**Creating Learning Environments**		
	1	The ecology of classroom		
	2	Creating a possible learning environment		

	3	Maintaining a good learning environment
	4	Special programs for classroom management to create a better learning environment
	5	The need for better communication
	6	Some guidelines
Unit 5		**Teaching for Learning (i.e. Effective Teaching)**
	1	Planning for effective teaching
	2	Teaching large & small groups effectively
	3	Characteristics of effective teachers
	4	Matching methods to goals
Unit 6		**Individual Differences / Variations**
	1.	Nature, types causes and measurement of individual differences(Individual differences in intelligence , creativity , cognitive and learning styles& students with learning challenges or disorders)
	2.	Handling with individual differences in the classroom
Unit 7		**Intelligence and Personality Theories**
	1.	Intelligence: Meaning, nature and theories of intelligence
	2.	Personality: Meaning, nature and theories of personality
Unit 8		**Complex Cognitive Processes**
	1.	Thinking & understanding :Needs & importance
	2.	Concepts of problem solving :Nature, steps , strategies, factors
	3.	Teaching & learning about thinking
	4.	Teaching for transfer

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Dash, B.N., Dash, N., and Rath, M.P. (2017). *A text book of educational psychology*. New Delhi: Dominant Publishers and Distributors.
2. Woolfolk, A. (2016). *Educational psychology* (13th ed.). Harlow: Pearson Education Limited.

Suggested Readings:

1. Iqbal, M. Z., & Shahid, S. M. (2014). *Educational psychology guidance*. Islamabad: AIOU.
2. Santrock, J. W. (2016). *Educational psychology*. Boston: McGraw –Hill

Semester II

Course Name:		**Teaching of Oral Skills**		
Course Code:		**EDUC-6607**	**Credit Hours:**	**3(3+0)**
Course Description				
As a language of global communication, English is to be taught as language of communication especially oral communication. To fulfill this purpose, speaking and listening need to be focused. As students of Department of Education are likely to become teachers, it becomes all the more important for them to gain mastery on oral skills. To effectively teach speaking and listening, teachers need to provide meaningful opportunities for students to talk for a range of purposes. Teachers are also required to explicitly teach the components of different types of discourse, e.g. planned and unplanned, formal and informal, dialogue and monologue, public and private. Teachers can significantly assist students by discussing the demands of each of these contexts, and by identifying strategies that might be useful. This course focuses on the ability to provide skilful instruction to the prospective teachers that balances explicit skills instruction within authentic contextually grounded activities. To make prospective teachers practice speaking in the classroom, a verified module for English speaking will be applied.				
Learning outcomes:				
After successful completion of the course, the prospective teachers will be able to; i. Listening to the connected speech by native speakers. ii. Speak clearly in real life situation. iii. Teach listening and speaking to their students in actual teaching situation with the help of appropriate techniques.				
Prerequisite:				
		Course Outline		
Unit 1		**Introduction**		
	1	The Explicit Teaching of Speaking and Listening		
Unit 2		**Use of Texts**		
	1	Procedures for Teaching Speaking and Listening		
	2	The Functions of Oral Language		
Unit 3		**Contextual Understanding**		
	1	Developing Contextual Understanding for Speaking and Listening		
	2	Situational Context, Socio-cultural Context		
	3	Embedding Speaking and Listening within the Classroom		
Unit 4		**Processes and Strategies**		
	1	Speaking and Listening Processes and Strategies		
	2	Developing Metalinguistic Awareness		
	3	What Are the Speaking and Listening Strategies?		
	4	What Are the Speaking and Listening Processes?		
	5	Teaching the Speaking and Listening Processes and Strategies		
Unit 5		**English Speaking Module for Prospective Teachers**		
	1.	Education and its Types		
	2.	Attributes of a Teacher, Teaching Approach, Method, Strategy and Technique		
	3.	Foundations of Education		
	4.	Philosophies of Education		
	5.	Testing and Assessment		

Course Assignment	
A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.	
Assessment Criteria and Time Distribution of Course	
Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Alam, M. (2018). *English speaking module for prospective teachers*. Sargodha: Department of Education, University of Sargodha.
2. Harmer, J. (2017). *The practice of English language teaching*. London: Pearson Longman ELT.

Suggested Readings:

1. Brace, J. (2016). *Speaking and listening resource book*. Ascot: Department of Education WA.
2. Nunan, D. (2015). *Teaching English to speakers of other languages*: An Introduction. New York: Routledge.

Course Name:		**Teaching of English Pronunciation**	
Course Code:	**EDUC-6608**	**Credit Hours:**	**3(3+0)**

Course Description

English pronunciation becomes all the more significant when it comes to the learners who are likely to become English language teachers in Public and private sector. If a student has no clear idea about the syllable stress pattern of English words, he/she will definitely pronounce majority of the English words in a wrong way. Therefore, it is of vital importance not only to train the prospective teachers in correct English pronunciation but also train them to teach pronunciation in their future teaching career. This course aims to give a general introduction to pronunciation of English language and to familiarize the prospective teachers with the approaches and models of teaching pronunciation. This course focuses on both segmental and supra segmental features of English phonology and familiarizes the students with the current standard of International Phonetic Alphabet. This course also aims to make the students proficient in spoken language through extensive practice in the pronunciation of English and spoken Discourse.

Learning outcomes:

After completion of the course, prospective teachers will be able to;

i. Be familiarize with different sound patterns of English language
ii. Practice and teach various vowel and consonant sounds
iii. Recognize international phonetic alphabets
iv. To write in phonetic script
v. Practice and teach stress patterns and intonation
vi. Learn and teach different aspects of connected speech

Prerequisite: N/A

Course Outline		
Unit 1		**The Description of Speech**
	1.	What are the main features of pronunciation?
	2.	The physiology of pronunciation
	3.	The articulation of phonemes
	4.	Phonemic transcription
	5.	Phonetics and phonology
Unit 2		**Teaching Pronunciation**
	1	Why teach pronunciation?
	2	Problems and approaches in pronunciation teaching
	3	What pronunciation model to teach
	4	Techniques and activities
	5	Sample lessons
Unit 3		**Vowels**
	1	The characteristics of the ‘pure’ vowel sound
	2	The characteristics of diphthongs
	3	Raising awareness of vowel sounds
	4	Sample lessons
	5	Further ideas for activities
Unit 4		**Consonants**
	1	The characteristics of the consonant sounds
	2	Raising awareness of consonant sounds
	3	Sample lessons
	4	Further ideas for activities
Unit 5		**Word and Sentence Stress**
	1.	What is word stress?
	2.	Rules of word stress

	3.	Levels of stress
	4.	Sentences: Stress timings and syllable timing
	5.	Sentence stress and tonic syllables
	6.	Sentence stress and weak forms
	7.	Raising awareness of word and sentence stress
	8.	Sample lessons
	9.	Further ideas for activities
	10.	Putting sentence stress into perspective
Unit 6		**Intonation**
	1.	What is intonation and why teach it?
	2.	Tones, tonic syllables and tonic units
	3.	Grammar and intonation; sample lessons
	4.	Attitude and intonation; sample lessons
	5.	Discourse and intonation; sample lessons
	6.	How teachable is intonation?
Unit 7		**Other Aspects of Connected Speech**
	1.	Why 'other' aspects of connected speech?
	2.	Assimilation
	3.	Elision
	4.	Linking and intrusion
	5.	Juncture
	6.	Contractions
	7.	Should we teach these aspects of connected speech?
	8.	Sample lessons
Unit 8		**Pronunciation and Spelling**
	1.	English spelling is not phonetic
	2.	Regular features of English pronunciation and spelling
	3.	Problems and approaches in the teaching of pronunciation and spelling
	4.	Sample lessons

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Cameron, S. (2018). *Perfecting your English pronunciation* (2nd ed.). New York: McGraw-Hill.
2. Kelly, G. (2016). *How to teach pronunciation*. Harlow: Pearson Education Limited.

Suggested Readings:

1. Ladefoged, Peter & Ian Macidieson. (2016). *The sounds of the world's languages*.Cambridge: MA, Blackwell Publishers.
2. Ladefoged, Peter. (2015). *A course in phonetics* Harcourt.
3. Roach P., (2008). *English phonetics and phonology*. Cambridge: CUP.

Course Name:	**Professionalism in Teacher Education in Pakistan**		
Course Code:	**EDUC-6609**	**Credit Hours:**	**3(3+0)**

Course Description

Learning to teach is a continuous process which involves pre-service teacher preparation, and mentoring for beginning teachers and professional development. The purpose of this course is to assist student teachers to grasp the theory of professionalism and implement the same into practice needed for teaching profession. Teaching is the profession that is on the edge of a great transformation all over the world. At the same time the expectations about teacher's performance, roles, responsibilities, enthusiasm and commitment are increasing. Enhancing professionalism among teachers is an area of global concern. Developing cognitive skills is not the only criteria for effective performance, we also need to develop the affective skills of student teachers so that they can demonstrate the dispositions required of them mentioned in the National Standards for Teachers in Pakistan. This course will broaden the horizon of student teachers in determining the relationship of theory and practice of professionalism in respect of commitment and dedication for teaching through depicting dispositions required for teaching profession.

Learning outcomes:

After studying the course, the student teachers will be able to:

i. Explain the concept and characteristics of profession and professional;
ii. Describe and adopt the characteristics professionals and effective teaching;
iii. Define and discuss the term professionalization and its process and establish their awareness about the professionalization of teaching profession;
iv. Recognize the requirements and characteristics of professionalism and depict their commitment and enthusiasm towards teaching profession;
v. Adhere to the professional code of conduct and professional values and showtheir commitment to professional renewal.
vi. Depict their commitment towards teaching through practicing professional dispositions for teachers;
vii. Demonstrate and practice Islamic principles of professionalism regarding teacher's accountability;
viii. Identify the difficulties that beginners teachers face and recognize the role of mentor in overcoming these difficulties;
ix. Develop awareness about the attributes of professional teachers as reflective practitioner, transformative, enquiring, committed and a role model;
x. Recognize their professional distinctiveness and develop skills for carrier development to match their expertise with changing teaching learning scenarios;
xi. Appraise and align their knowledge, skills and attitudes with reference to national Professional Standards for Teachers in Pakistan;
xii. Write reflective journals and become effective professional teacher of 21st Century.

Prerequisite: N/A

Course Outline

Unit 1		**Introduction of Profession and Concept of Teaching**
	1	Concept of Profession and Professionals
	2	Characteristics of Profession and Professionals
	3	Assumption about Teaching
	4	Teaching as a Profession
	5	Characteristics of Effective Teaching
Unit 2		**Professionalization Process and Professionalism**
	`1	Definition and Characteristics of Professionalism
	2	Concept and Process of Professionalization
	3	Professions, Professionalism and Professional ethics

	4	Professionalization of Teaching Profession
	5	Subject and Pedagogical Knowledge
	6	Importance of Values in Teaching
Unit 3		**Professionalism in Teaching: Theory to Practice**
	1	Code of Professional Conduct and Values
	2	Commitment to Professional Renewal
	3	Professional Dispositions for Teachers
	4	Islamic Principles of Professionalism
	5	Problems faced by Beginner Teachers: Highlighting Role of Mentoring
Unit 4		**Attributes of Professional Teacher**
	1	Reflective Practitioner
	2	Transformative Teacher
	3	Enquiring Teacher
	4	Committed Teacher
	5	Moral-agent- Role Model
Unit 5		**Changing Role of the Teacher: Beyond Classroom**
	1	Teacher's Professional Identity
	2	Career Development
	3	Writing Reflective Journals
	4	Write A Review of National Professional Standards for Teachers in Pakistan
Unit 6		**Ethics, Education and Teacher**
	1.	Educational rights and Professional wrongs
	2.	Schooling and Teaching
	3.	The moral role of teacher
Unit 7		**Teaching Profession and Globalization**
	1.	Teacher professionalism and Globalization
	2.	Teaching Profession and ODL
	3.	New Millennium: Pressures and possibilities
Unit 8		**Society, Culture and Teaching Profession**
	1.	Social context
	2.	Cultural context
	3.	Political context
	4.	Interplay with Value education and teaching profession
Unit 9		**Ethical Issues in Teaching Profession**
	1.	Professionalism in teacher education
	2.	Ethical issues pertaining to the role of Teacher
	3.	Ethical issues pertaining to Education and Schooling
Course Assignment		
A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.		

Assessment Criteria and Time Distribution of Course	
Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Day, C., Kington, A., Stobart, G., Sammons, P. and Gu, Q. (2017). *Teachers matter*. Open University Press.
2. Gutierrez, A., Fox, J., & Alexander, C. (2019). *Professionalism and teacher education*. Singapore: Springer Nature Singapore Pte Ltd.

Suggested Readings:

1. Edwards, R. and Usher, R. (2016). *Globalisation and pedagogy: space, place and identity*. London: Routledge
2. Singer, A. J. (2016). *Teaching to learn, learning to teach.* London: Lawrence Erlbaum Associates, Publishers.

Course Name:	**Computer Assisted Language Learning (CALL)**		
Course Code:	**EDUC-6610**	**Credit Hours:**	**3(3+0)**

Course Description

Technology is powerful, and it has a uniquely strong way of grabbing attention, finding a relevant footing and really tuning students in to their language lessons. But it is not often exactly known how to use this powerful technology that results in maximum benefit for learners as well as teachers. This is especially the issue in a third world country like Pakistan. In today's world of scientific advancement, computer has a vital role in almost every field including English language learning. Many a software has been developed and available in the market which can be instrumental in the process of teaching and learning a language. Therefore, it is need of the hour to make students familiar with usage of computer in language teaching and enable them to apply it in real teaching situation. This course caters the need of the prospective teachers to be familiarized with computer application in language teaching.

Learning outcomes:

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

i. Identify the basic components of computer and describe the function of each
ii. Learn different applications of computers in education
iii. Develop skills to use computer for language learning

Prerequisite: N/A

Course Outline

Unit 1		**Introduction to Computer**
	1	Computer hardware
	2	Computer software
	3	Microsoft word
	4	Microsoft windows
	5	Microsoft Power Point
	6	Microsoft Front Page
	7	Internet
Unit 2		**Introduction to CALL**
	1	History of CALL
	2	Traditional CALL
	3	Explorative CALL
	4	Behaviouristic CALL
	5	Communicative CALL
	6	Multimedia CALL
	7	Web-Based CALL
	8	Integrative CALL
Unit 3		**CALL Hardware**
	1	Computer-mediated Communication:
	2	Asynchronous Written communication: e-mail.
	3	Synchronous written communication: chat, MOO.WES, SES
	4	Synchronous oral communication: video-conference
Unit 4		**World Wide Web Resources in CALL**
	1	CALL website collection
	2	Review of CALL web sites
	3	Researching and evaluating internet resources
	4	Using the internet for teaching English

	5	Communicative Skills Building by CALL
	6	Computer assisted development of spoken language
	7	Computer assisted development of writing Skills
	8	Computer assisted development of Reading skills
	9	Computer assisted development of listening skills
Unit 5		**Evaluation of CALL Software**
	1	Criteria.
	2	Application in a language classroom
	3	Using web for Language Teaching
	4	Dominant Types of CALL Activities
	5	Designing and development multimedia instructional materials
	6	Planning CALL activities for specific teaching contexts
Unit 6		**Technology Integration Strategies for ELL and Foreign Language Instruction**
	1.	Multimedia software
	2.	Learning games on handled computers
	3.	Language labs
	4.	Radio Broadcast
	5.	Presentation Aids
Unit 7		**Virtual Platforms of Communication**
	1.	LMs (Learning Management Systems)
	2.	VLE (Virtual Learning Environment)
	3.	E fronts
	4.	Dokeos
	5.	A tutor
	6.	OLAT
	7.	Claroline
	8.	ILIAS

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Gimeno-Sanz, A., Levy, M., Blin, F., & Barr, D. (2017). *World CALL: sustainability and computer assisted language learning*. London: Bloomsbury.
2. Holland, M., & Fisher, P. (2016). *The path of speech technologies in computer assisted language learning*. New York: Routledge.

Suggested Readings:

1. Beatty, K. (2015). *Teaching and researching computer assisted language learning (2nd ed.)*. Harlow: Pearson Education Limited.
2. Hunston, S. (2015). *Corpora in applied linguistics*. Cambridge: Cambridge University Press.

Course Name:		**Academic Writing Skills**		
Course Code:		**EDUC-6611**	**Credit Hours:**	**3(3+0)**
Course Description				
This course has been developed to help students with their written assignments in English at both undergraduate and postgraduate level. Students who are not native speakers of English often find the written demands of their courses very challenging. After learning English formerly for fourteen to sixteen years, students in Pakistan do not even know the basics of sentence structure whereas academic writing demands advance writing skills on part of the learner such as summarizing and extended response. In addition to the vocabulary of academic English they have to learn new conventions of style, referencing and format. Furthermore, their lecturers are often concerned by their lack of critical thinking skills, and also mention students' failure to answer the specific question and their inability to develop answers logically. Issues around vocabulary, plagiarism and referencing skills are significant additional worries. This course is designed to be used on both pre-sessional and in-sessional courses, is also suitable for multi-discipline courses and research report (thesis) writing.				
Learning outcomes:				
The students will be able to: i. Explain the important features of academic writing ii. Comprehend the elements of writing iii. Understand the academic writing process iv. Practice the accuracy in writing and proof reading v. Understand report writing				
Prerequisite: N / A				
		Course Outline		
Unit 1		**The Writing Process**		
	1	The purpose of academic writing		
	2	The features of academic writing		
	3	Common types of academic writing		
	4	long and short writing tasks		
	5	Simple and complex sentences		
	6	Writing in paragraphs		
Unit 2		**Reading: Finding Suitable Sources**		
	1	Academic texts		
	2	Types of text		
	3	Using reading lists		
	4	Using library catalogues & websites		
Unit 3		**Finding Key Points and Note-making**		
	1	Finding key points		
	2	Note-making methods		
	3	Finding relevant points		
	4	Effective note-making		
Unit 4		**Paraphrasing &Summarising**		
	1	The elements of effective paraphrasing		
	2	Techniques for paraphrasing		
	3	Paragraph structure		
	4	Development of ideas		
	5	Linking paragraphs together		
	6	What makes a good summary?		
	7	Stages of summarizing		
Unit 5		**Elements of Writing**		
	1	Argument and discussion		

	2	The language of cause and effect
	3	Reference words
	4	Forms of comparison and Comparison structures
	5	Simple and Complex definitions
	6	Using Phrases and examples
	7	Using generalizations
	8	The language of numbers & Percentages
	9	Simplification
Unit 6		**Academic Style**
	1.	Components of academic style
	2.	Guidelines for academic styles
	3.	Avoiding repetition and redundancy
	4.	Varying sentence length
	5.	Visual information, Types of visuals; Describing visuals and Labeling
Unit 7		**Accuracy in Writing**
	1.	Abbreviations in writing
	2.	Academic vocabulary; Adjectives, nouns and verbs
	3.	Use of articles; Conjunctions, nouns and adjectives
	4.	How prefixes and suffixes work
	5.	Using prepositions & Punctuation
	6.	Using Singular or plural and Synonyms
	7.	Time words; Active and passive Verbs
	8.	Using tenses and Verbs of reference
Unit 8		**Literature Reviews**
	1.	Example literature review
	2.	Writing longer essays
Unit 9		**Avoiding Plagiarism; Re-writing and Proof-reading**
	1.	What is plagiarism?
	2.	Avoiding plagiarism by summarizing and paraphrasing
	3.	Avoiding plagiarism by developing good study habits
	4.	Introductions and conclusions
	5.	Re-writing and proof-reading

Course Assignment

A variety of assessments will be used to assess student learning. It is recommended that practical work will count towards 64% of the final grade and all the components of practical work will be completed in consecutively 10 weeks. Students will actively work in community for at least on 10 projects and these projects will finalize after need assessment of the area. The 5 seminars and two visits of schools will be arranged for awareness during this period.

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%
Discussion session	1 weeks	16 %
Presentations	3 weeks	20%

Reading Material:

1. Bailey, S. (2015). *Academic writing: a handbook for international students*. (4th Ed.). Routledge an imprint of the Taylor & Francis Group. Retrieved from www.eBookstore.tandf.co.uk.
2. Fry, H., Ketteridge, S., & Marshall, S. (2016). *A handbook for teaching and learning in higher education*.

Recommended Readings:

1. Oshima, A., & Hogue, A. (2016).*Introduction to academic writing*. (3rd Ed.). Pearson Education,
2. Whitaker, A. (2010). *Academic writing guide*. Retrieved from http://www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf Inc.

https://edisciplinas.usp.br/pluginfile.php/3928474/mod_resource/content/1/Introduction%20to%20Academic%20Writing.pdf

Course Name:		**Language Teaching Methods and Approaches**		
Course Code:		**EDUC-6612**	**Credit Hours:**	**3(3+0)**
Course Description				
The deteriorating standard and quality of education in general and at elementary & secondary level in particular are due to substandard and low quality of ELT. The major drawbacks of our students up to secondary level are their poor pronunciation, fluency, comprehension and creative writing. Moreover, their skills of reading, writing, speaking and listening are also deficient. The major reason for these deficiencies is our English teachers who are not well-trained only but are also non-professionals. They have no idea what method or technique is appropriate for their classroom teaching situation in general and the lesson they are delivering in particular. Keeping these deficiencies in view, this course focuses on the latest methods & techniques especially the modern software's & simulations available in the market. The second part of the course in this regard consists of the review of English content from class I--X and its effective teaching by applying various methods studied in the first course.				
Learning outcomes:				
After successful completion of the course, the prospective teachers will be able to; i. Teach different units of the syllabi efficiently and effectively up to secondary level ii. Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching iii. Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching				
Prerequisite: N/A				
		Course Outline		
Unit 1		**Introduction**		
	1.	Theoretical background to language teaching		
	2.	Difference between first language, second language learning		
	3.	Status of English in Pakistan		
	4.	Why learn second language?		
	5.	Theories of learning and their applications in language learning and teaching		
Unit 2	1	**Teaching Vocabulary**		
	2	Introducing new words and improving vocabulary		
	3	Vocabulary through reading		
	4	Guessing through contexts		
	5	Spellings		
Unit 3		**Teaching Grammar**		
	1	What is grammar? Basic concepts		
	2	Parts of speech		
	3	Phrases		
	4	Clauses		
	5	Punctuation		
	6	Tenses		
	7	Change of voice		
	8	Change of narration		
		Common grammatical errors		
Unit 4		**Methodologies**		
	1	The grammar translation method		
	2	The direct method		
	3	The audio-lingual method		
	4	The natural approach		

	5	The communicative language teaching
	6	The eclectic approach
Unit 5		**Error Analysis**
	1	What is error analysis?
	2	Why do errors occur? (Causes or sources of errors)
	3	Types of errors
	4	Different stages of Error Analysis: Recognition, interpretation, reconstruction classification and explanation.
	5	Extensive practice of error analysis and correction of errors.
Unit 6		**Lesson Planning and Presentation**

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present lessons assigned to them before the class.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Harmer, J. (2016). *The practice of English language teaching*. London: Pearson Longman ELT.
2. Patel, M., & Jain, P. M. (2016). *English language teaching: methods, tools & techniques*. Jaipur: Sunrise Publishers & Distributors.

Suggested Readings:

1. Hall, G. (2015). *Exploring English language teaching.* Oxon: Routledge.
2. Nunan, D. (2015). *Teaching English to speakers of other languages: an introduction*. New York: Routledge.

Semester III

Course Name:	Trends and Issues in English Language Teaching (ELT)		
Course Code:	**EDUC-6613**	**Credit Hours:**	**3(3+0)**

Course Description

Today, no one would doubt the fact that English has become an international language. English is the language that has spread throughout the world most extensively and is dominating in a number of important fields including international commerce, education, and communication. Pakistan is not an exception to such a global trend. Though English is mostly taught in Pakistan for academic purposes; for scoring better grades in higher exams and conduct research to obtain a higher education degree, English is now used for specific purposes like technical fields, business communication and law etc. With the spread of social media, people have even more started feeling the need of English than it was used to be in the past few decades. Many Asian countries have included English in the school curriculum in recognition that it can contribute to students' personal, linguistic, social, and cultural development. Keeping the current situation in view, this course aims to make the students familiar with the modern trends and issues in English Language teaching.

Learning outcomes:

On the successful completion of this course the student teachers will be able to:

i. Be familiar with the current trends and issues in English language teaching.
ii. Be acquainted with the current trends in curriculum development in language.
iii. Be aware of the cultural and contextual issues.
iv. Know about the role technology in English language teaching.

Prerequisite:

		Course Outline
Unit 1		Teaching of English as a Foreign Language
Unit 2		Use of Multimedia in ELT
Unit 3		Teaching English to Young Learners
Unit 4		Integrating CALL into ELT
Unit 5		Cultural and Contextual Issues in ELT
Unit 6		Learning Strategies in ELT
Unit 7		Developing Practical Skills in Learners
Unit 8		Language Teaching and Learning Practices in Class room
Unit 9		Recent Trends in ELT Methodology

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Renandya, W. A., & Widodo, H. P. (2016). *English language teaching today*. Switzerland: Springer.
2. Sayer, P. (2016). *Ambiguities and tensions in English language teaching*. New York: Routledge.

Suggested Books:

1. Gass, S.M. & Mackey, A., (2015) *Stimulated Recall Methodology in Second Language Research*. Mahwah, NJ: Lawrence Erlhaum Association.
2. Huston, .Susan. (2014). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.

Course Name:		**Classroom Management and Micro-Teaching**	
Course Code:	**EDUC-6614**	**Credit Hours:**	**3(3+0)**

Course Description

A program of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for become effective managers of classrooms. In its narrowest sense, classroom management is defined in terms of 'disciplining' and 'controlling' students. This course, however, places the goal of 'student learning' at the heart of classroom management. That is, it views the best-managed classrooms as ones where each learner is effectively engaged in constructing knowledge. To this end, teachers must manage teaching content, plan lessons, develop responsive instructional strategies, differentiate instruction, create predictable structures and routines and connect learning to the real world outside the classroom. It also views the best- managed classrooms as learning communities with shared values of respect and caring. In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places 'learning' as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of 'what to teach' and 'how to teach it' and view lesson planning as the consequence of these decisions. They will also study and go through the process of micro-teaching for their teaching skill development.

Learning outcomes:

After completing this course, prospective teachers will be able to:

i. Define classroom management as a means to maximizing student learning.
ii. Identify key features of a well-managed classroom.
iii. Plan lessons, activities and assignments to maximize student learning.
iv. Differentiate instruction according to student needs, interests and levels.
v. Design and practice predictable classroom routines and structures to minimize disruptions
vi. Plan for a culture of caring and community in the classroom
vii. Participate in micro-teaching activities in the class.

Prerequisite: N/A

Course Outline

Unit 1		**Course Description Rules and Procedures**
	1.	General classroom behaviour
	2.	Beginning and ending the period or the day
	3.	Transitions and interruptions
	4.	Use of materials and equipment
	5.	Group work
	6.	Seat work and teacher-led activities
Unit 2		**Discipline and Consequences**
	1.	Teacher reaction
	2.	Tangible rewards
	3.	Direct cost
	4.	Group contingency
	5.	Home contingency
Unit 3		**Teacher-Student Relationship**
	1.	Demonstrating personal interest in students
	2.	Behaving equitably and responding affirmatively to questions
	3.	Exhibiting an assertive connection
	4.	Being aware of the needs of different types of students
Unit 4		**Student Responsibility**
	1.	The nature of responsibility
	2.	Strategies for personal development

	3.	Strategies for conflict prevention and resolution
Unit 5		**Getting Off to a Good Start**
	1.	Before school begins
	2.	The first day of school
	3.	The first two weeks of school
Unit 6		**Management at the School Level**
	1.	Establishing and enforcing school wide rules
	2.	Procedures and consequences
	3.	Establishing norms of conduct for faculty and staff
Unit 7		**Microteaching**
	1.	Introduction
	2.	Definitions and basic concepts
	3.	Implementation of microteaching in medical education
	4.	Steps and requirements of microteaching
Unit 8		**Microteaching Practice Sessions**

Course Assignment

A variety of assessments will be used to assess student learning. Students will also present their assigned tasks before the class for discussion.

Assessment Criteria and Time Distribution of Course

Mid term	30%
Sessional	20 %
Final	50%

Reading Material:

1. Singh, Y. K. (2010). *Micro Teaching.* Delhi: APH Publishing.
2. Tauber, R. T. (2016). *Classroom management: sound theory and effective practice*. Westport: Praeger Publishers.

Suggested Readings:

1. Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, S. J. (2015). A *Handbook for classroom management that works*. Alexandria: ASCD.
2. Singer, A. J. (2013). *Teaching to learn, learning to teach*. London: Lawrence Erlbaum Associates, Publishers.

Course Name:	**Teaching Practice for ELT (Long Term)**		
Course Code:	**EDUC-6615**	**Credit Hours:**	**12(3+9)**

Course Description

English language teaching is not achieving its objectives in real life teaching situations in Pakistan. Lack of inability on part of the teachers is one of the major reasons behind this issue. The focus of teaching practice is to train the prospective English teachers to teach English according to the demands of today's global community. As this course is of practical nature, prospective teachers will spend most of their time in the real life teaching situation in the schools. First of all, prospective teachers will be given orientation in the department about the teaching assignment they are going to perform in the schools. They will be briefed about the classroom norms and expected attitude of the teacher with respect to those norms. They will also be briefed about school rules and regulations and record keeping which they will be likely to come across and maintain some of the record during practice teaching. Then prospective teachers will be sent to the allotted schools for practical teaching for the duration of six weeks.

Learning outcomes:

After completion of this course, Student Teachers will be able to do the following:

i. Practice the different techniques of English language teaching.
ii. Use different AV-aids during English teaching
iii. Select a relevant and appropriate language teaching methodology with respect to lesson requirement Practice classroom management.
iv. Develop lesson plans
v. Develop assessment tools and AV-aids.
vi. Identify different topics of English language for final lesson plans
vii. Develop final lesson plans.

Prerequisite: N / A

	Course Outline
Unit 1	Teaching practice
Unit 2	Identify different topics for English language lesson plans
Unit 3	Developing 40 Lesson Plans for teaching English
Unit 4	Paraphrasing &Summarising
Unit 5	Development of assessment tools and AV-aids
Unit 6	Draft final lesson plans
Unit 7	Accuracy in writing
Unit 8	Final Lesson

Course Assignment

Students will develop daily lesson plans for teaching in actual classroom setting, which will be checked by supervisor periodically. Students will use different AV-aids and show the supervisor during his visit. Under the school supervisor they will learn to manage classroom and discipline the students. Students will also develop final lesson plan.

Assessment Criteria and Time Distribution of Course

Attendance * (Below 80% attendance does not qualify)	10%
Draft final lesson plans	5%
Development of assessment tools and AV-aids	10%
40 Lesson Plans	35%
Final Lesson	40%

Reading Material:

1. Norton, P. & Sprague, D. (2016). *Technology for teaching.* Boston Allyn & Bacon.
2. Sharma, S. R. (2015). *Effective classroom teaching: modern methods, tools and techniques*. Jaipur: Mangal Deep Publications.

Recommended Readings:

1. Feden, P. D. and Vogel, R. M. (2015). *Methods of teaching*. Boston: Mc-Graw Hill.
2. Norton, P. & Sprague , D. (2010). *Technology for teaching*. Boston Allyn & Bacon.

Scheme of Studies & Course Outlines

MPhil in Education



2020

Department of Education

University of Sargodha

Vision

Generate and impart knowledge through innovative learning, research and training in line with national and international norms in order to support the knowledge-based economy

Mission

Development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit through purposeful education and training, and excel in research relevant to regional, national and global needs through innovation

UNIVERSITY OF SARGODHA

DEPARTMENT OF EDUCATION

MPHIL EDUCATION PROGRAM
MPHIL EDUCATION LEADING TO PHD PROGRAM

Objectives

The objectives of MPhil Education Leading to PhD program are to:

- Provide Leadership to Prepare educational leaders for educational institutions of public and private sectors
- Enable to conduct various types of research and their importance in education
- Provide the learners with knowledge about educational plans, policies and their implementation
- Provide skills in methodology of conducting various types of research and their importance in education
- Enable the learners to use various techniques of educational measurement and evaluation
- Enable the learners to be familiar with the modern trends in educational process
- To develop critical and reflective skills for improvement of educational practices
- To develop analytical approaches in the learners for the future professionals in the field
- To develop a theoretical background for contemporary theory and practices in the field of education
- To boost the potentials for the implementation of reflective teaching practices in higher education
- To develop research and assessment skills to promote research culture in the field of education

MPhil Education
Scheme of Studies (30 Credits)

Code	Course Title	Credits

MPhil Course Work (24 Credits)

SEMESTER I
Core Courses (12 Credits)

EDUC – 7101	Research Methods in Education	3(3+0)
EDUC – 7102	Statistics in Education	3(3+0)
EDUC – 7103	Instrument Development and Data Analysis	3(3+0)
EDUC – 7104	Policy Studies	3(3+0)
EDUC – 7105	Computers in Education	Non-Credit

SEMESTER II
Areas of Specializations (12 Credits) (Three courses from any one area)

A) Educational Assessment and Evaluation

EDUC – 7106	Introduction to Assessment and Evaluation	4(4+0)
EDUC – 7107	Test Theories and Design	4(4+0)
EDUC – 7108	Test Construction and Standardization	4(4+0)
EDUC – 7109	Seminars on Issues and Trends in Assessment	4(4+0)

B) Educational Planning and Management

EDUC – 7110	Instructional Leadership and Supervision	4(4+0)
EDUC – 7111	Educational Planning and Management	4(4+0)
EDUC – 7112	Organizational Theory and Behavior in Education	4(4+0)
EDUC – 7113	Human Resource Management in Education	4(4+0)

SEMESTER III & IV
Research Work (6 Credits)

EDUC – 7118 MPhil Thesis in the area of specialization 6(0+6)
(for those having minimum CGPA of 2.50 out of 4.00 and have passed University Qualifying Examination)

EDUC-7101 Research Methods in Education 3 (3+0)

In order to get research students prepared to be research professionals and to enhance their professional practice it is sagaciously recommended to engage them in a critical analysis of different research work and relate it to their own context; so that they may be better able to only identify the problem in that very context but also to find and suggest a tailored way to approach it and consequently reach workable solution to the problem. This course offers students a comprehensive introduction of research methodologies. Objectives of this course are to make students able: to conduct research in Education and other interdisciplinary areas; to think scientifically towards the solution of research problems; to respect the ethics of research; to differentiate between qualitative and quantitative research methodologies; to understand and conduct mixed-methods research in Education; to develop different kinds of research instruments; to develop quality research proposals in the areas of their interests; and to write a good research report.

Objectives

After studying the course, the students will be able to:

- Conduct research in Education and other interdisciplinary disciplines
- Think scientifically towards the solution of research problems
- Respect the ethics of research
- Differentiate qualitative and quantitative research methodologies
- Distinguish the range of the types of research
- Understand and conduct mixed-methods research in Education
- Design different types of sampling
- Develop different kinds of research instruments
- Develop quality research proposals in the areas of their interests
- Write a good research report

Contents

Unit-1. Introduction to Research

1.1 The need and importance of research
1.2 Scientific method and educational research
1.3 Ethics and legal issues of research in education
1.4 Variables and measurement scales

Unit-2. Problem Identification and Hypotheses Formulation

2.1 Understanding research problem
2.2 Identification of research problem
2.3 Review of related literature
2.4 Understanding variables of research problem and their mutual relationship
2.5 Writing the objectives of research
2.6 Understanding different types of hypotheses
2.7 Formulating hypotheses and research questions
2.8 Hypotheses testing

Unit-3. Qualitative and Quantitative Research

- 3.1 Qualitative Research
  - 3.1.1 The salient features of qualitative research
  - 3.1.2 Approaches to qualitative research
  - 3.1.3 Designing and conducting qualitative research
  - 3.1.4 Data analysis and reporting results
- 3.2 Mixed-method research (qualitative-cum-quantitative)
- 3.3 Quantitative Research: The salient features of quantitative research
  - 3.3.1 Designing and conducting quantitative research
  - 3.3.2 The application of statistics and data analysis
  - 3.3.3 Techniques for reporting research results
  - 3.3.4 Review of Research Methodologies

Unit-4. Sampling Designs

- 4.1 Sampling size for the range of research
- 4.2 Types of sampling Designs
- 4.3 Considerations on drawing samples

Unit-5. Data Collection

- 5.1 Data collection: procedures and considerations
- 5.2 Pre analysis Considerations
- 5.3 Post Analysis Considerations

Unit-6. Developing a Research Proposal

Unit-7. Writing a Research Report

- 7.1 Content and Organization of a Manuscript
- 7.2 APA Editorial style and Mechanics
- 7.3 APA References and bibliography
- 7.4 Types of Research reports: Thesis, dissertation and Journal article

Recommended Texts

1. Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. NY: Routledge.
2. Fraenklen, J. R. and Wallen, N. E. (2017). *How to design and evaluate research in education* 4th ed. New York: McGraw Hill Book Co.

Suggested Readings

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Wadsworth CA: Cengage Learning.
2. Check, J., & Schutt, R. K. (2011). *Research methods in education*. Thousand Oaks, CA: Sage Publications.
3. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education*. Thousand Oaks, CA: Sage Publications.
4. Walliman, N. (2017). *Research methods: The basics*. London: Routledge.

EDUC-7102 Statistics in Education 3 (3+0)

Statistics refer to numerical data or facts. The meaning and the importance of statistics is inevitable for the researchers particularly the young ones. 'Statistics', as a subject, refers to that branch of knowledge which helps in the scientific collection, presentation, analysis and interpretation of numerical facts. The knowledge of statistics will provide students a firm foundation which will help them carry out the statistical analyses to the problems encountered in Education. Statistics is to develop analytical literacy and statistical skills of graduates. In the social sciences, it is imperative to understand the rationale for statistical modelling, with its merits and limitations. Objectives of this course are to make students able: to comprehend the basic concepts of statistics; to understand the statistical concepts frequently applied in Education and other social sciences; to apply various statistical techniques in analysing research data in Education and other social sciences; to apply appropriate statistics in qualitative and quantitative researches; and to understand the advanced concepts of statistics.

Objectives

After studying the course, the students will be able to:

- Comprehend the basic concepts of statistics;
- Understand the statistical concepts more frequently applied in Education and other social sciences
- Apply various statistical techniques in analyzing research data in Education and other social sciences
- Apply appropriate statistics in qualitative and quantitative researches
- Understand the advanced concepts of statistics especially multivariate analysis

Course Outline

Unit-1: Introduction to statistics

Unit-2: Inferential Statistics

2.1 Concept of Inferential Statistics
2.2 Parametric versus Non-parametric Tests
2.3 Hypothesis Testing
2.4 Level of Significance
2.5 Types of Error

Unit-3: Comparing Measures of Central Tendency between Groups

3.1 Differences between Groups
3.2 Comparing a Single Group
3.3 Comparing Two Groups
3.4 Comparing Two or More Groups
3.5 Paired or Dependent Measures
3.6 Two-way ANOVA
3.7 Factorial Analysis of Variance

Unit-4: Correlation and Regression

4.1 Correlation
4.2 Properties of Correlation Co-efficient
4.3 Factors Affecting Correlation
4.4 Multiple Correlation Co-efficient
4.5 Scatter Plots
4.6 Cronbach's Alpha
4.7 The Regression Line

Unit-5: Probability and Distribution of Sample Means

5.1 Concept of Probability
5.2 Probability and the Normal Distribution
5.3 The Distribution of Sample Means
5.4 Probability and the Distribution of Sample Means

Unit-6: Tests for Ordinal Data and Nominal Data

6.1 Spearman's Correlation
6.2 Tests for Nominal Data
6.3 Chi-Square Goodness-of-Fit
6.4 Chi-Square Independence
6.6 Cochran's Q
6.7 Phi or Cramer's V (Correlations for Nominal Data)

Multivariate Analysis

Unit-7: Introduction

7.1 Introduction to Multivariate statist number, nature, and combination of variable In Multivariate statistics
7.2 The Data Matrix
7.3 The Correlation Matrix
7.4 The variance –covariance Matrix
7.5 The sum of squares and crocs-Production Matrix
7.6 Residuals

Unit-8: Data preparation: screening data prior to Analysis

8.1 Accuracy of Data file
8.2 Honest Correlations
8.3 Missing data Analysis
8.4 Outlines
8.5 Normality
8.6 Exploratory Factor Analysis

Unit-9: Multiple Regressions

9.1 General purpose and Description
9.2 Kinds of Research Question
9.3 Limitation to Regression Analysis
9.4 Fundamental Equations for Multiple Regressions

Unit-10: Discriminate Analysis

10.1 General Purpose and Description
10.2 Kind of research Question
10.3 Limitation to Discriminate Analysis
10.4 Fundamental Equation for Discriminate Analysis
10.5 Types of Discriminate Function Analysis
10.6 Issues of Discriminate Analyses.

Unit-11: Logistic Regressions

11.1 General purpose Descriptions
11.2 Kinds of Research Question
11.3 Limitation to logistic Regression Analysis
11.4 Fundamental equations for logistic Regression
11.5 Types of logistic Regression
11.6 Issues of logistic Regression

Unit-12: Multivariate Analysis of Analysis of Variance & Covariance MANCOVA.

11.7 General Purpose and Description
11.8 Limitation to Multivariate Analysis of Variance (MANOVA) & MANCOVA
11.9 Fundamental Equations for multivariate Analysis of variance
11.10 Issues of MANOVA

Recommended Texts:

1. Coladarci, T., Cobb, C. D., Minium, E. W., & Clarke, R. C. (2016). *Fundamentals of statistical reasoning in education.* Oviedo: John Wiley & Sons.
2. Dunn, D. S., Smith, R. A., & Beins, B. C. (Eds.). (2007). *Best practices in teaching statistics and research methods in the behavioral sciences*. NY: Routledge.

Suggested Readings

1. Bluman, A. G. (2014). *Elementary statistics: A step by step approach: A brief version* (No. 519.5 B585E.). NY: McGraw-Hill.
2. Howell, D. C. (2012). *Statistical methods for psychology.* Wadsworth CA: Cengage Learning.
3. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the behavioral sciences.* Wadsworth CA: Cengage Learning.

EDUC-7103 Instrument Development and Data Analysis 3(3+0)

Instrument is the device used by the researchers for collecting data. Instrument development is about the ways how items in a psychological measure are created and decided upon. It is related not only to instrument design, selection, construction, and assessment, but also to the conditions under which the designated instruments are administered. There are three commonly used general strategies: inductive, deductive and empirical. Scales used in research instruments, nowadays, often incorporate elements of all (or these) three methods. Data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information, and informing conclusions. The objectives of the course are to make the students capable: to comprehend the basic concepts of instrument development and data analysis; to develop different types of research instruments; to apply various statistical techniques in analysing research data in education; to apply appropriate statistics in qualitative and quantitative researches and to use SPSS for descriptive and inferential statistics.

Objectives

After studying the course, the students will be able to:

- Comprehend the basic concepts of Instrument development and data analysis
- Develop different types of research instruments
- Understand the statistical concepts more frequently applied in
- Apply various statistical techniques in analyzing research data in Education
- Apply appropriate statistics in qualitative and quantitative researches
- Use SPSS for descriptive and inferential statistics.

Course Outline

Part-I Instrument Development

Unit-1: Educational and psychological measurement –Basic concept.

1.1 **Measurement in social sciences**

- 1.1.1 Role of mathematic and statistics.
- 1.1.2 Validation of standardization of measures.
- 1.1.3 Advantages of standardization measures (objectivity, quantification, communication, economy, of scientific generation)

1.2 **Measurement Scales** (Nature of variables)

- 1.2.1 Types based on level of measurement
- 1.2.2 Decision about measurement scales.
- 1.2.3 Classifications as measurement
- 1.2.4 Recent Trends in measurement
- 1.2.5 Traditional Approaches to Scaling.

1.3 **Evaluation of Models**

- 1.3.1 Scaling stimuli versus scaling people
- 1.3.2 Psychophysics and Psychophysical Scaling
- 1.3.3 Types of stimuli and responses
- 1.3.4 Judgments versus sentiments
- 1.3.5 Absolutes versus comparative responses
- 1.3.6 Responses versus similarity responses

1.3.7 Specified versus similarity unspecified

1.4 **Methods for Converting Responses to Stimuli Scales**

1.4.1 Ordinal, interval and Ratio methods

1.4.2 Deterministic models for Scaling

1.4.3 Probabilistic models for scaling

Unit-2: Types of Scales/ measures

2.1 Thurston scales
2.2 Likert scales
2.3 Symantec differential Scales
2.4 Multidimensional scales
2.5 Others types of scales e.g Bipolar
2.6 Single items vs multi items scales

Unit-3: Paradigms of Approaches to Scales Development:

3.1 Churchill's paradigms
3.2 Anderson (1977) and Garbing's (1988) paradigms
3.3 Loewenthal(1996) Approach
3.4 Electic Approach

Unit-4: An Overview of Psychometric Properties of a Scale

4.1 Psychometric properties of a scale
4.2 Internal consistency
4.3 Reliability
4.4 Validity
4.5 Dimensionality
4.6 Stability of dimensionality (factor structure)
4.7 Scale length (No. of items)
4.8 Validation
4.9 Standardization

Unit-5: Assessment of Scale Reliability and Validity

5.1 Concept of the reliability of a scale
5.2 Sources of error
5.3 Estimate (Cronbach) of various types of reliability and their Cronbach
5.4 Internal consistency/ coefficient alpha
5.5 Test retest reliability, Split half reliability
5.6 Uses of the reliability coefficient
5.7 Analysis of various (ANOVA) Approach to reliability
5.8 Generalizability theory
5.9 Scale validity – Basic concept of general consideration
5.10 Types of validity
5.11 Explication of construct

5.12 Issues concerning validity (Relation among various types, nomenclature / different names and place of factor analysis).

Unit-6: Constructions of Conversation Measures of Tests: Classical Test Theory.

5.13 Construction of test design for content validation
5.14 Construction of test design for construct validation
5.15 Construction of test design for predictive validation
5.16 Problems of certain testing situations
5.17 Reversing the direction to keying
5.18 Unipolar vs Bipolar attributes
5.19 Discrimination at a point
5.20 Equidiscriminating tests
5.21 Weighting of items
5.22 Taking adventure of chance
5.23 Special problems in classical test theory
5.24 Guessing speed tests

Part-II Data Analysis

Unit-1: Data Analysis

1.1 Data and its types

Unit-2: Analysis of Quantitative data through SPSS

1.1 Descriptive statistics
1.2 Measures of central tendency and variability
1.3 Measures of relationship
1.4 Inferential statistics (correlation + regression)
1.5 Hypothesis testing; the null hypothesis; one and two tailed tests; use of null hypotheses
1.6 Parametric vs. nonparametric techniques
1.7 Carrying out parametric statistical tests: t-distribution, z-test, ANOVA and ANCOVA.
1.8 Carrying out non-parametric statistical tests: Chi Square test
1.9 The role of statistical analysis
1.10 Selecting an appropriate statistical analysis
1.11 Coding and inputting data

Unit-3: Data Analysis in Qualitative Research

3.1 Analysis of data in the field:
3.1.1 Field memos
3.1.2 Discovering themes and hypotheses
3.1.3 More about analysis in the field
3.2 Analysis after data collection:
3.2.1 Coding and coding categories

3.2.2 Developing coding categories
3.2.3 Influence on coding and analysis
3.2.4 Data displays etc
3.2.5 Mechanics of working with data
3.2.6 Using a computer for analysis

Recommended Texts

1. Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. NY: Routledge.
2. Colton, D., & Covert, R. W. (2017). *Designing and constructing instruments for social research and evaluation.* San Francisco: Jossey-Bass.

Suggested Readings

1. Aneshensel, C. S. (2012). *Theory-based data analysis for the social sciences*. Thousand Oaks: Sage Publications.
2. Bordens, K.S. and Abbot, B. B. (2002). *Research design and methods: A process approach.* Boston: McGraw-Hill.
3. Fraenklen, J. R. and Wallen, N. E. (2017). *How to design and evaluate research in education*. NY: McGraw Hill Book Co.

EDUC-7104 Policy Studies 3(3+0)

The world of public policy has become an increasingly small one as a consequence of dramatic changes to global political and economic institutional structures and to nation states themselves. These changes at the structural level of the global system have impacted upon the work of public organizations either directly or indirectly and have broadened the field of action in policy studies. This course intends to give students' fundamental understanding of Education policies of Pakistan. Objectives of this course are to make students able: to examine the influence of political and organizational factors on policy process; to understand how to implement a policy in its true spirit; to apply analytical tools for the effective implementation of policies and programs; to explore into the ethical challenges confronting public policymaking and the normative obligations of public actors in serving the public interest; to apply statistical techniques in policy analysis and decision-making analysis. This course will help learners promote constructive debate on theoretical, methodological and empirical issues in policy analysis and will encourage them to have greater interaction between the world of academia and the world of practice.

Objectives

After studying the course, the students will be able to:

- Develop different types solutions to public problems based on principles of micro and macroeconomics
- Examines the influence of political and organizational factors on policy process
- To implement the policy in its true spirit
- Focuses on the instruments available to government to achieve policy and program objectives (e.g., regulation, grants-in-aid, purchase of service contracting, loan guarantees, direct payments, procurement, and vouchers).
- To apply analytical tools to the effective implementation of policies and programs
- Explore the ethical challenges confronting public policymaking and the normative obligations of public actors in serving the public interest.
- To Apply statistical techniques in policy analysis and decision-making analysis

Course Outline

Unit-1: Applied Micro and Macroeconomics for Policy Decision-making

Basic principles of micro and macroeconomics by emphasizing applications to the solution of public problems.

Unit-2: The Policy Process

Examines the influence of political and organizational factors on the various stages of the policy process including problem identification, developing alternative responses, assessing the political feasibility of alternative responses, generating political support, budgeting and resource allocation, and implementing policy decisions through both public and private institutions.

Unit-3: Policy Tools

Focuses on the instruments available to government to achieve policy and program objectives (e.g., regulation, grants-in-aid, purchase of service contracting, loan guarantees, direct payments, procurement, and vouchers). Students learn that the choice of instrument affects the operation of programs and their success at meeting objectives. Additionally, students investigate the challenges of managing the complex public-private collaborations from either direction.

Unit-4: Policy Implementation

Build on the analytic tools' students have already honed. It will help them learn how to apply those tools to the effective implementation of policies and programs in the public and not-for-profit sectors and through public private partnerships. There is an "art" to leading and a "science" to managing systems. A successful leader/manager combines both sets of skills. Students will learn the tools and techniques of implementation, including selecting strategies, weighing alternatives, planning for contingencies and developing assessment tools. Other skills to be learned include preparing budgets, which are the circulatory systems of programs, and developing schedules that ensure that plans are realized.

Unit-5: Values, Ethics, and Public Policy

Explore the ethical challenges confronting public policymaking and the normative obligations of public actors in serving the public interest. Students are exposed to a variety of ethical issues ranging from questions of justice and social equity, liberty and individual freedom, and globalization to issues confronted in a professional setting (e.g., conflict of interest, lying and deception, and whistle-blowing, to name just a few).

Unit-6: Education Policy Practicum

Students will work collectively to develop a policy brief on a selected education topic. Together, students will examine a variety of questions and issues relate to this topic. Each week students will work in teams to research answers to key questions and present findings to their classmates.

Unit-7: Policy Analysis

To think analytically, and to apply analytic thinking to master the essential steps of any policy analysis: identifying the problem, specifying goals and constraints, examining policy alternatives, and assessing the available evidence.

Unit-8: Statistical Analysis for Policymaking

Application of statistical techniques commonly used in policy analysis and decision-making analysis including measures of central tendency, correlation, analysis of variance, and multivariate analysis. Students study actual policy problems to demonstrate applications of techniques.

Unit-9: Policy Evaluation

Introduction to the use of qualitative and quantitative evaluation of social programs. The course reviews rationale for evaluation and its use in budgeting, policy assessments, research and development, and program improvement. The course addresses

experimental and quasi-experimental designs, selection bias, and methods of overcoming problems and includes an introduction to the use of cost-benefit analysis.

Recommended Texts

1. Bowe, R., Ball, S. J., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy sociology.* NY: Routledge.
2. Mingat, A. and Tan, J. P. (2013). *Tools for education policy analysis.* Washington, DC: The World Bank. www.worldbank.org

Suggested Readings

1. Bengali, K. (1999). *History of educational policy making and planning in Pakistan.* Islamabad: Sustainable Development Policy Institute.
2. Cairney, P. (2016). *Policy and policymaking in the UK*. Retrieved from, https://paulcairney.files.wordpress.com/2013/08/polu9uk-handout-autum-2016.pdf
3. Hameed-ur-Rehman, M., & Sewani, S. M. S. (2013). Critical Analysis of the Educational Policies of Pakistan. *Dialogue (Pakistan)*, *8*(3).

N.B: All Education Policies and related documents from 1947 to 2017 are the part of recommended books.

EDUC-7105 Computer in Education Non-credit

The purpose of this course provides scholars with the opportunity to gain an insight into the theory of the computer, practice using computer operating systems and its application in the field of education. Scholars will actively explore the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. They use graphic design applications, spread sheets and the Internet. Scholars practice using command keys and formatting material for ease of reading and learn to use Microsoft Word, Excel and PowerPoint to create presentations, spread sheets and text documents. They will also learn to develop skills like collaboration, higher-order thinking, problem solving, and self-direction through effective use of technology tools and resources, thus enabling them to be lifelong learners in the twenty-first century. Moreover, many software's are now available to the calculations using various statistical methods. Software like SPSS and spread sheets are the widely used. Scholars can learn the use of computers in extensive literature review, data collection and analysis.

Objectives

After studying the course, the students will be able to:

- Understand the basics of computer
- Send and receive emails
- Upload and download internet files
- Use MS Words, Excel and Power Point
- Use some computer software in research
- Print documents

Contents

Unit-1: What is Computer?

Unit-2: Input Devices
- 2.1 Mouse
- 2.2 Key Board
- 2.3 USB
- 2.4 Scanner

Unit-3: Output Devices
- 3.1 Monitor
- 3.2 Printer
- 3.3 Faxs

Unit-4: Windows (XP, Professional, 2007)

Unit-5: MS Words

Unit-6: MS Excel

Unit-7: MS Power Point

Unit-8: Using Computer Software in Research

8.1 SPSS
8.2 MINITAB
9.3 SAS

Unit-9: Using Internet Technology

9.1 Files Saving
9.2 Web sources – opening websites
9.3 Networking
9.4 Sending and Receiving E-mails,
9.5 Uploading and downloading files

Unit-10: Using Printer

Recommended Texts:

1. Vermaat, M. E., Sebok, S. L., Frydenberg, M., & Campbell, J. T. (2016). *Enhanced Discovering Computers© 2017, Essentials*. Nelson Education.
2. Bucki, LA. (2014). *Teach Yourself Visually Microsoft Power Point 2007,* Canada: Willey Publishing, Inc.

Suggested Readings:

1. Shelly, G.B & Vermaat, M.E. (2014). *Discovering Computers 2010: Living in Digital World Fundamental* (6th Ed.). US: Cangage Learning,inc
2. Sinha, P. K., & Sinha, P. (2010). *Computer fundamentals*. Delhi: BPB publications.
3. Lowe, D. (2015). *Networking all in one for Dummies (4th ed.).*Canada: Willy Publishing.

AREAS OF SPECIALIZATION

A) Educational Assessment and Evaluation

EDUC – 7106 Introduction to Assessment and Evaluation	4
EDUC – 7107 Test Theories and Design	4
EDUC – 7108 Test Construction and Standardization	4
EDUC – 7109 Seminars on Issues and Trends in Assessment	4

EDUC-7106 Introduction to Assessment and Evaluation 4(4+0)

Systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs of the learners is what makes the core of this course. Indeed, it helps to get the programs refine and improve their learning as well. Assessment of learning and Assessment for learning are inevitable in the teaching learning process; and probably the only way to establish if the learning outcomes have been achieved and to what extent they have been achieved. The purpose of this course is to equip students with the latest development in the area of assessment, evaluation and testing. It mainly covers fundamental concepts in assessment and evaluation, taxonomies of educational objectives, test item development and analysis using different software, alternative assessment techniques, computer-assisted assessment in higher education, teacher-made and standardized tests, and role of different agencies in testing and assessment at national and international perspectives. Contextualised notion of assessment and evaluation is more required to reap greater benefit of it.

Objectives

After studying the course, the students will be able to:

- Understand the basic concepts of assessment, evaluation and measurement;
- Distinguish between classroom, national and international assessment;
- Understand taxonomies of educational objectives
- Use assessment instruments in respect to objectives achievement;
- Develop students' achievement tests at different levels;
- Understand the test administration and assembling procedures;
- Analyse test items by using different softwares such as Quest, Itteman etc.
- Comment upon the role of national and international testing agencies such as ETS, SAT, NTS etc.

Contents

Unit-1: Basic Concepts in Assessment and Evaluation

1.1 Distinction between assessment, measurement and evaluation
1.2 Types of assessment (Formative, summative, diagnostic etc)
1.3 Purposes and multiple roles of assessment in educational process
1.4 Prevailing practices in regard to assessment and evaluation in Pakistan

Unit-2: Taxonomies of Educational Objectives

2.1 Aims, goals and objectives

2.2 Bloom's Taxonomy Educational Objectives
2.3 Cognitive domain
2.4 Affective Domain
2.5 Psychomotor Domain

Unit-3: Alternative Assessment Strategies

3.1 Classroom observations
3.2 Assignments and presentations
3.3 Projects
3.4 Discussion
3.5 Oral questioning
3.6 Peer appraisal
3.7 Interview
3.8 Other assessment strategies

Unit-4: Tests

4.1 Concept of standardized testing
4.2 Distinguishing teacher made and standardized tests
4.3 Advantages and limitations of standardized tests
4.4 Standardized tests in Education used internationally

Unit-5: Assessment and Evaluation at School and Higher Level in Pakistan

5.1 Assessment of students learning at school level
5.2 Assessment of students learning at higher education level
5.3 GRE type tests
5.4 Grading and ranking
5.5 Reporting assessment results
5.6 Issues in testing and assessment

Unit-6: Computer Assisted Assessment in Higher Education

6.1 Concept of Computer Assisted Assessment
6.2 Automated online tutorials: new formats for assessment
6.3 Automatic test generation from a data base
6.4 Validating formative and summative assessment
6.5 Online assessment
6.6 Computer-assisted peer review
6.6 Advantages and limitations of CAA

Unit-7: Seminar in Assessment and Evaluation

Recommended Texts

1. Cooper, C. (2019). *Psychological testing: Theory and practice.* NY: Routledge.
2. Urbina, S. (2014). *Essentials of psychological testing*. New Jersey: John Wiley & Sons.

Suggested Readings

1. Boud, D., & Falchikov, N. (Eds.). (2017). *Rethinking assessment in higher education: Learning for the longer term.* NY: Routledge.
2. Brookhart, S. M., & McMillan, J. H. (Eds.). (2020). *Classroom assessment and educational measurement.* NY: Routledge.
3. Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks: Corwin Press.
4. Hambleton, R. K., & Zaal, J. N. (Eds.). (2013). *Advances in educational and psychological testing: Theory and applications*. NY: Springer.

EDUC-7107 Test Theories and Design 4(4+0)

Classical test theory says that the observed test scores are the sum of a true score and an error score where the true and the error scores are independent. Generalizability theory acknowledges and allows for variability in assessment conditions that may affect measurements. Advantage of this theory lies in the fact that researchers can estimate what proportion of the total variance in the results is due to the individual factors that often vary in assessment, e.g. setting, time, items, and raters. Item response theory was proposed for ability assessment. It offers a paradigm for the design, analysis, and scoring of tests, questionnaires, and similar instruments measuring abilities, attitudes, or other variables of interest among students. The aim of this course is to provide students with the latest development in the area of assessment, evaluation and testing. It mainly covers: appraising the history of test development in international perspective, critically reviewing the test theories, explaining the concepts of NRT and CRT, explaining the concept of standardized testing, critically reconsidering the models of assembling test items, explaining the concepts in item generation and item banking, critically revisiting the models of assembling multiple tests, and demonstrating the basics of computer-based test design models.

Objectives

After studying the course, the students will be able to:

- Review the history of test development in international perspectives
- Critically review the test theories (Classical, Generalizability and Item Response)
- Understand the concepts of NRT and CRT
- Understand the concept of standardized testing
- Critically review the models of assembling test items in regard to IRT
- Explain the concepts of item generation and item banking using IRT
- Critically review the models of assembling multiple tests
- Understand basics of computer-based test design models (CAT, MST)

Contents

Unit-1: Test Theories in Historical Perspectives

1.1 Classical test theory
1.2 Theory of generalizability
1.3 Item response theory
1.4 Comparative view of test theories
1.5 IRT and new notion of test standardization
1.6 Item banking using IRT

Unit-2: Test Development Process (both NRT and CRT Perspectives)

2.1 Understanding of norm standard / NRT and criterion standard / CRT
2.2 Reviewing course curricula and reading materials
2.3 Writing objectives and competencies (Activity)
2.4 Designing specification grid/test specification (Activity)

Unit-3: Test Equating and DIF

3.1 Test score equating using IRT
3.2 Differential item functioning (DIF)

Unit-4: Models for Assembling Test Items

4.1 IRT-based test assembly (absolute and relative targets, cut-off scores)
4.2 CRT-based test assembly (maximizing test validity and reliability)
4.3 Matching observed score distributions

Unit-5: Models of Assembling Multiple Tests

5.1 Sequential and simultaneous assembly
5.2 Big-shadow test method
5.3 Optimizing Bib design

Unit-6: Models of Assembling Tests with Item Sets

6.1 Power-set method
6.2 Edited-set method
6.3 Pivot-item method
6.4 Two-stage method

Unit-7: Item Generation and computer-based test designs

7.1 Foundation of item generation of mass testing
7.2 Item generation models for lower and higher order cognitive abilities
7.3 Computer-based test designs (CAT, MST)
7.4 Foundation of item generation of mass testing

Unit-8: Seminars on Contemporary Relevant Theme

Recommended Texts

1. Boud, D., & Falchikov, N. (Eds.). (2017). *Rethinking assessment in higher education: Learning for the longer term.* NY: Routledge.
2. Shultz, K. S., Whitney, D. J. & Zickar. M. J. (2014). *Measurement theory in action: case studies and exercises*. NY: Routledge.

Suggested Readings

1. Brookhart, S. M., & McMillan, J. H. (Eds.). (2020). *Classroom assessment and educational measurement*. NY: Routledge.
2. Cooper, C. (2019). *Psychological testing: Theory and practice*. NY: Routledge.
3. Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks: Corwin Press.
4. Eckes, T. (2015). *Introduction to many-facet Rasch measurement: analyzing and evaluating rater-mediated assessments*. NY: Peeterlang.

EDUC-7108 Test Construction and Standardization 4(4+0)

Test construction is a difficult chore. Besides technical knowledge, there it requires patience and hard work as necessary ingredients in the process. Constructing a good test asks for a good amount of responsibility on the part of the test constructor. Consistency and objectivity in administering and scoring the test is what refers to Standardization. Standardized testing is an examination that is administered and scored in a predetermined, standard manner. It allows for comparisons to be made among schools in regard to student achievement, ensures accountability for teachers, and has the ability to inform instruction for educators. The aim of this course is to provide students with the latest development in the area of assessment, evaluation and testing. Selecting the successful assessment techniques is required for efficacious preparation on the part of the student. It mainly covers: history of test development in international context, concept of standard setting, the standard setting methods, practical issues in standard setting on Computer Adaptive Tests, psychometric theory and the validation of performance standards, and challenges and future directions of the standard setting.

Objectives

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

- Comprehend the concept of standard setting
- Critically examine the standard setting method
- Compare Angoff method of standard setting with other methods
- Understand the concept of vertically-moderated standardized testing (VMSS)
- Apply VMSS
- Use multiple methods of standard setting
- Explore practical issues in SS on Computerized Adaptive Tests
- Understand psychometric theory and the validation of performance standards
- Explore challenges and future directions of standard setting

Contents

Unit-1: Standard Setting for Testing

- 1.1 Definitions and concept of standard setting
- 1.2 Standard setting: An enduring need
- 1.3 General approaches to standard setting
- 1.4 Standard setting
  - 1.4.1 Policy issues
  - 1.4.2 Item scoring criteria
  - 1.4.3 Total test performance standards
- 1.5 Benefits of standard setting

Unit-2: Common Elements in Setting Performance Standards

- 2.1 Purpose
- 2.2 Choosing a standard setting method
- 2.3 Performance level labels and descriptions
- 2.4 Key conceptualizations
- 2.5 Selecting and training participants
- 2.6 Professional guidelines for standard setting

2.7 Evaluating standard setting
2.8 Providing feed back to participants

Unit-3: Development of Table of Specifications

3.1 Bloom Taxonomy

Unit-4: Test Development

4.1 Types of Tests
4.2 Extended Response questions
4.3 Constructed Response Questions
4.4 Types of Essay Tests
4.5 Developing test items
4.6 Improving test items through repeated reviews and experts' opinions

Unit-5: Item Analysis

3.1 Definition, advantages and limitations of item analysis
3.2 Test characteristics (Difficulty level, discrimination index, destructor power etc)
3.3 Reviewing and marking the tests (rubrics)
3.4 Item analysis by using Iteman, Quest or other software
3.5 Ensuring validity and reliability of test items
3.6 Test administration and assembling
3.7 Difference between NRT and CRT item analysis
3.8 Practicum on use of item analysis (Demonstration

Unit-6: Scoring of Extended Response Questions (Essay type)

5.1 Scoring standards for Essay Type tests
5.2 Use of Command words in constructing Marking Scheme
5.2 Inter Rater Reliability

Unit-7: Scoring Objective Type Tests

6.1 Item analysis
6.2 Difficulty Level
6.3 Discriminatory Power

Unit-8: Process of Test Standardization

Unit-9: Testing Higher Order Learning

8.1 Development of Rubrics
8.2 Use of Rubrics

Unit-10: Seminar on issues in Test Construction and Standardization

Recommended Texts

1. Brookhart, S. M., & McMillan, J. H. (Eds.). (2020). *Classroom assessment and educational measurement*. NY: Routledge.
2. Hambleton, R. K., & Zaal, J. N. (Eds.). (2013). *Advances in educational and psychological testing: Theory and applications* (Vol. 28). NY: Springer Science & Business Media.

Suggested Readings

1. Cizek, G. J. & Sternberg, R. J. (2011) *Setting performance standards: Concepts, methods, and perspectives.* New Jersey: Lawrence Erlbaum Associates, Publishers.
2. Cooper, C. (2019). *Psychological testing: Theory and practice.* NY: Routledge.
3. Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks: Corwin Press.
4. Urbina, S. (2014). *Essentials of psychological testing*. NJ: John Wiley & Sons.

EDUC-7109 Seminars on Issues and Trends in Assessment 4(4+0)

Criticism over the years has focused largely on the impacts of attaching high stakes to assessment results, because of their connection to teacher and school evaluations. Access, acceptability, and extent of technology use in assessment are some of the sensitivities we go along. There is still another dimension that beyond network issues, navigational limitations have also hindered student performance. Such issues and trends in assessment cannot be overlooked at all. Therefore, this course aims at creating an enabling guide on how to use the modern techniques in assessment. After the seminars required for this course, students should have adequate knowledge on educational assessment enabling them to analyse a research problem, conduct literature review, and understand methods of data gathering, analysis and interpretation and discussion of research findings. This course comprised the discussion of assigned readings and presentation and critical evaluation of scholars' emerging research proposals. This course is vibrant and novel in because it builds students' confidence so that they can assess their work and others' work effectively, structure an assessment criteria and use modern techniques to explain things in a wider context, embark on modern trends in assessment and evaluation, and pursue an analysis in both quantitative and qualitative fashion.

Objectives

This course will be helpful for scholars to:

- Gain better insight into the subject matter
- Be able to critically examine the theory
- Learn skills of integrative discussion
- Know the ways of exploring and mining a text
- Have experience of diverse views on a text
- Clarify their own views through discussion
- Know the systematic organization of content
- Have more in-depth understanding of the material due to group sharing
- Build students' confidence so that they can assess their work and others' work effectively
- Increase their vocabulary

Note: *Each student will conduct seminar on the topic assigned to him/her. Concerned teacher may include any other emerging topic along with topics mentioned above. Topic for Issues and Trends in Assessment*

1. Introduction to Assessment and Evaluation
2. How to design assessment criteria
3. Evaluation of a research proposal (Criteria of different high ranked universities)
4. Defining Different Assessment Terms and Techniques
5. Describing the modern trends in Educational Assessment
6. Use of Formal Assessment Techniques in Educational Assessment
7. Use of Informal Assessment Techniques in Educational Assessment
8. Use of Alternative Assessment Techniques in Educational Assessment

9. Exploring novel Assessment Strategies
10. Evaluation of a research dissertation (Criteria of different high ranked universities)
11. How to evaluate plagiarism in a dissertation (Criteria of different high ranked universities)
12. Presenting a seminar by the scholars

Recommended Texts

1. Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks: Corwin Press.
2. Eckes, T. (2015). *Introduction to many-facet Rasch measurement: analyzing and evaluating rater-mediated assessments*. NY: Peeterlang.

Suggested Readings

1. Brookhart, S. M., & *McMillan*, J. H. (Eds.). (2019). *Classroom assessment and educational measurement*. NY: Routledge.
2. Cizek, G. J. and Sternberg, R. J. (2011). *Setting performance standards: Concepts, methods, and perspectives.* New Jersey: Lawrence Erlbaum Associates.
3. Cooper, C. (2019). *Psychological testing: Theory and practice.* NY: Routledge.
4. Urbina, S. (2014). *Essentials of psychological testing*. New Jersey: John Wiley & Sons.

B) Educational Planning and Management

EDUC – 7110 Instructional Leadership and Supervision	4(4+0)
EDUC – 7111 Educational Planning and Management	4(4+0)
EDUC – 7112 Organizational Theory and Design	4(4+0)
EDUC – 7113 Organizational Behavior	4(4+0)

EDUC-7110 Instructional Leadership and Supervision 4(4+0)

Student success is the prime goal of education. Instructional leadership is generally defined as the management of curriculum and instruction by the head of institution. Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students. Leadership plays a vital role in the success of an organization. Focusing on instructional activities is inevitable for effective teaching and learning. This course covers: concepts, theories and models of educational leadership and management, difference between the concept of leadership and management, different roles and responsibilities of leadership, different qualities and skills of effective leadership, styles of leadership and their implication for educational institutions improvement, effective leadership and management practices, key theories of leadership to their own working environment, and ways in which educational management and leadership can contribute to improving quality of teaching and learning process.

Objectives

After studying the course, the students will be able to:

- Understand concepts, theories and models of educational leadership and management
- Differentiate between the concept of leadership and management
- Describe different roles and responsibilities of leadership
- List the different qualities and skills of effective leadership
- Explain different styles of leadership and their implication for educational institutions improvement
- Demonstrate effective leadership and management practices
- Apply key theories of leadership to their own working environment
- Explore ways in which educational management and leadership can contribute to improving quality of teaching and learning process

Contents

Unit-1: Introduction to Leadership

1.1 Concept of Leadership
1.2 Educational Leadership
  1.2.1 Moral dimensions of educational leadership
  1.2.2 Ethical dimensions of educational leadership
1.5 Role of Educational Leadership in School Improvement and Management
1.6 Educational Change and Leadership in National and International Perspectives

Unit-2: Leadership Models and Theories

2.1 Philosophical Background: Theory X and Y
2.2 Trait Theories
2.3 Behavioural Theories
2.4 Contingency Theories
2.5 Transformational Theories
2.6 Application of Leadership Theories to the Leadership and Management of Education

Unit-3: Leadership Styles

3.1 Authoritative/Bureaucratic Leadership
3.2 Democratic/Participative Leadership
3.3 Distributed Leadership
3.4 Instructional Leadership
3.5 Pedagogical Leadership
3.6 Teacher Leadership
3.7 Other Leadership Styles

Unit-4: Roles and Responsibilities of Leadership

4.1 Setting Directions
4.2 Developing People
4.3 Strengthening School Cultures
4.4 Providing Instructional Leadership
4.5 Developing and Executing Strategic Plans
4.6 Staff Evaluation
4.7 Budget Management
4.8 Performance Assessment
4.9 Held Accountable for Results
4.10 Community Relations
4.12 Other Role and Responsibilities

Unit-5: Instructional Leadership

5.1 Introducing Principals to the Role of Instructional Leadership
5.2 Instructional leadership and school improvement
5.3 Developing Instructional Leaders
5.4 Beyond Instructional Leadership: Towards Pedagogic Leadership
5.5 Leadership in Schools
5.6 Pedagogy and Leadership
5.7 School Leadership and Change
5.8 Distributed Leadership
5.9 How Leadership Influences Student Learning
5.10 Leading for Learning

Unit-6: Leadership: Values and Ethics

6.1 Caring, Respect for Individual and Group Rights
6.2 Respect of Roles and Responsibilities
6.3 Justice, Honesty, Integrity, Fairness, Courage and Good Character

6.4 Creating Shared Vision
6.5 Ethical Decision-Making
6.6 sensitivity to Self and Others

Unit-7: Introduction to Supervision

7.1 Concept of Supervision
7.2 Leadership versus Supervision
7.3 Concept of Educational Supervision
7.4 Types of Educational Supervision

Unit-8: Supervision and Inspection

8.1 Concept of supervision
8.2 Need, importance and aims of supervision and inspection
8.3 Types of supervision
8.4 New trends in supervision
8.5 Modern vs. old concept of inspection
8.6 Techniques of supervision
8.7 Factors affecting educational supervision
8.8 Roles and Responsibilities of Supervisor

Unit-9: Seminars in instructional Leadership and Supervision

Recommended Texts

1. Hallinger, P. (2010). *Developing instructional leadership. In developing successful leadership* (pp. 61-76). Dordrecht: Springer.
2. Hallinger, P., Wang, W. C., Chen, C. W., & Liare, D. (2015). *Assessing instructional leadership with the principal instructional management rating scale*. Dordrecht: Springer.

Suggested Readings

1. Blase, J., & Blase, J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning*. Thousand Oaks: Corwin Press, Inc.
2. Davies, B. (2013) *Handbook of educational leadership and management*. London: Pearson Education.
3. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and instructional leadership: A developmental approach.* MA: Allyn & Bacon Publishing http://www.abacon.com
4. Smith, W. F., & Andrews, R. L. (1999). *Instructional leadership: How principals make a difference*. Alexandria, VA: Association for Supervision and Curriculum Development.

EDUC-7111 Educational Planning and Management 4(4+0)

Educational planning is the systematic analysis of educational development. It aims at making education more effective and efficient in responding to the needs and goals of its students and society. Educational Management is the process of planning, organising, directing and controlling the activities of an institution no matter how big or small it may be. Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system. This course contains a number of themes connected to educational management and planning from policy formulation perspective. It contains theoretical perspectives as well as examples of what planning means in practice. The themes covered herein are strategic planning, analysis of education systems and financing, planning related to placement and development of personnel, the analysis of different measures taken, questions about planning, management and policy at national and local levels, and the follow up and evaluation of quality-related issues.

Objectives

After studying the course, the students will be able to:

- Differentiate among policy, planning and strategy
- Understand the process of policy making and implementation
- Describe the outcomes of educational planning
- Describe the different types of plans and the processes of educational planning
- Aware of the different approaches for educational planning
- Understand the key concepts of educational financing
- Aware of the different agencies and process of educational planning, implementation and monitoring in Pakistan
- Evaluate the different education policies and plans of Pakistan
- Describe the concept and process of total quality management

Contents

Unit-1: 1.1 Policy, Planning and Strategy
1.2 Role of Strategy in Planning
1.3 Role of Policy in Planning
1.4 Policy Definition and Scope

Unit-2: Educational Policy Making
2.1 Approaches to Policy Making
2.2 Process of Policy Making
2.2.1 Analysis of the existing situation
2.2.2 The process of generating policy options
2.2.3 Evaluation of policy options
2.2.4 Making the policy decision
2.2.5 Planning policy implementation

2.2.6 Policy impact assessment
2.2.7 Subsequent policy cycle

Unit-3: Educational Planning

3.1 The Nature and Scope of Educational Planning
3.2 The Role of Educational Planning
3.3 The Emergence of Educational Planning
3.4 Objectives for Educational Planning- National and Regional Levels
3.5 Factors Affecting Educational Planning (Political, Administrative and Economic etc.)

Unit-4: Types of Plans

4.1 Academic or Strategic Plan
4.2 Financial Plan
4.3 Campus Plan
4.4 Master Plan
4.5 Landscape Plan
4.6 Programmatic Plan
4.7 Building Plan
4.8 Technology Plan

Unit-5: The Process of Educational Planning and Implementation

5.1 Conditions for Planning
5.2 Educational Planning Bodies
5.3 Planning for Planning
5.4 Data Collection and Processing
5.5 Stages of Educational Planning Process
  5.5.1 Vision and academic plan
  5.5.2 Assessment of existing situation
  5.5.3 Articulation of needs
  5.5.4 Alternatives –benefits and costs
  5.5.5 Plan of action
  5.5.6 Implementation strategy
  5.5.7 Assessment/evaluation
5.6 Plan Implementation
  5.6.1 Process of implementation
  5.6.2 Strategies for implementation

Unit-6: Approaches to Educational Planning

6.1 Social Demand Approach
  6.1.1 The importance of human resources
  6.1.2 Manpower requirements and educational planning
  6.1.3 Preparation of projections
  6.1.4 Sources of data for manpower forecasting
  6.1.5 Analysis of the existing situation of education and employment
  6.1.6 Estimation future manpower requirements
6.2 Manpower and Rate of Return Approach
  6.2.1 Cost-benefit and rate of return analysis in educational planning

6.2.2 The measurement of cost
6.2.3 The measurement of benefits
6.2.4 Cost-benefit analysis and decision making

Unit-7: Introduction to Management

7.1 Concept of Management
7.2 Leadership versus Management
7.3 Concept of Educational Management
7.4 Principles of Educational Management
7.5 Management Competencies for Effective Implementation
7.6 Management Practices/Techniques
7.6. 1 Human resource management
7.6.2 Performance management
7.6. 3 Change management
7.6.4 Conflict management
7.6. 5 Financial management

Unit-8: Emerging Issues in Educational Leadership and Management

8.1 Gender Issues
8.2 Ethical Issues and Dilemmas
8.3 Leadership of Educational Transformation
8.4 Strategic Leadership and Educational Improvement
8.5 Other Emerging Issues in Leadership and Management

Unit-9: Educational Policy and Planning in Pakistan

9.1 Different Bodies of Education Planning
9.2 Process of Education Planning in Pakistan
9.3 Implementation, Monitoring and Evaluation
9.4 Different Education Policies of Pakistan
9.4.1 First Educational Conference (1947)
9.4.2 National Commission on Education (1959)
9.4.3 New Education Policy (1970)
9.4.4 Education Policy (1972)
9.4.5 National Education Policy (1979)
9.4.6 National Education Policy (1992)
9.4.7 National Education Policy (1998-2010)
9.4.8 Education Sector Reforms
9.5 Five-year Development Plans for Education
Seventh Five Year Plan (1988
Eighth Five
Ninth Five Year Plan (1998

Unit-10: Seminars on Educational planning and Management

Recommended Texts

1. Bush, T. (2015) *Theories of educational leadership and management.* London: Sage.
2. Hargreaves, A., & Fink, D. (2012). *Sustainable leadership* (Vol. 6). NY: John Wiley & Sons.

Suggested Readings

1. Coleman, M., & Briggs, A. R. (Eds.). (2012). *Research methods in educational leadership and management.* London: Sage.
2. Government of Pakistan, (2017) *The ninth five year plan 2017.* Islamabad: Planning Commission
3. Norton, M. S., Webb, L. D., Dlugosh, L. L., & Sybouts, W. (1996). *The school superintendency: New responsibilities, new leadership*. MA: Allyn & Bacon Publishing.
4. Rumble, G. (2019). *The planning and management of distance education.* NY: Routledge.

EDUC-7112 Organizational Theory and Behavior in Education 4(4+0)

Organizational behavior studies organizations from multiple viewpoints, including behavior within the organization and in relation to other organizations. It helps people building better relationship achieving organizational and social objectives. It covers a wide array of human resource like behavior, training and development, change management, leadership, teams etc. It brings coordination which is the essence of management. Organizational behavior is the study of how individuals and groups act within the confines of a larger system. Managing human resources effectively has become the key challenge to compete. Managers must understand and be able to apply innovative techniques to better manage their human resources. This is why the study and application of organizational theory and behavior becomes so important. The purpose of one part of this course is to provide a strong conceptual framework for studying, understanding, and applying theory and practice of organization behavior, while the other portion explores the nature of organizational behavior. This course on organization theory and behavior thus provides knowledge that helps people understand, diagnose, and respond to emerging organizational needs and problems of our educational institutions.

Objectives

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of organizational theory
- Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory
- Review and evaluate the specific organizational conditions
- Understand and analyze organizational behavior of employees in work place conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.

Contents

Unit-1: Organization and Organization Theory

1.1 Theory defined and described
1.2 Organization theory in action
1.3 Organization as a system
1.4 Dimensions of organization design: Structural and contextual dimensions
1.5 Evaluation of organization theory and design
1.6 Two major perspectives on educational organizations
    1.6.1 Bureaucratic view
    1.6.2 Human resource development view
1.7 The role of organizational theory and design: need and importance

Unit-2: Strategy, Organization Design and Effectiveness

2.1 Introduction: Basic concepts
2.2 The management strategies: New directions
2.3 Organizational purpose
2.4 Organizational effectiveness

2.5 Organizational strategies and design
2.6 Contingency effectiveness approaches
2.7 Balanced effectiveness approaches

Unit-3: The External Environment
3.1 Introduction: Basic concepts
3.2 Organizational ecosystems
3.3 Resource dependence
3.4 Collaborative networks
3.5 Population ecology
3.6 Institutionalism

Unit-4: Fundamentals of Organization Structure
4.1 Organizational structures: Basic concepts
4.2 Centralization and decentralization
4.3 Organizational design: Alternatives
4.4 Flat and tall (i.e. Horizontal and vertical) structures
4.5 Hybrid structure
4.6 Matrix structure
4.7 Departmentalization
4.8 Information processing perspectives on structure
4.9 Functional, divisional and geographical designs

Unit-5: Organization Technology, Size and Life Cycle
5.1 Introduction: Basic concepts
5.2 Information technology revolution
5.3 Strategic use of information technology
5.4 New options for organizational design and knowledge management
5.5 Organization size: Is bigger better or not?
5.6 Organizational life cycle
5.7 Organizational bureaucracy and control
5.8 Dynamic control systems

Unit-6: Organizational Behavior
6.1 Introduction: Basic concepts
6.2 The history, nature and scope of organization behavior

Unit-7: Group Dynamics and Social Influence
7.1 The nature of groups
7.2 Types of groups
7.3 The dynamics of informal and formal groups
7.4 Positive and negative attributes of committees
7.5 Teams in the work place

Unit-8: Organizational Culture and Climate
8.1 The nature of organizational culture and climate Definition and characteristics
8.2 Uniformity of culture
8.3 Strong and weak types of culture

8.4 Creating and maintaining a positive culture
8.5 Desired and undesired characteristics of organizational climate

Unit-9: Innovation, Change and Development
9.1 Basic concepts: what is meant by change and innovation?
9.2 Levels and degrees of organizational change and development
9.3 Analyzing resistance to change
9.4 What is organizational development?
9.5 Situations appropriate for organizational development
9.6 A framework for describing and analyzing OD program

Unit-10: Conflict, Power and Politics
10.1 Intra- individual and inter personal conflicts
10.2 Inter-group and organizational conflicts
10.3 Conflict management in educational institutions
10.4 Negotiation skills
10.5 The meaning of power
10.6 The distinction between power, authority and influence
10.7 The classification of power
10.8 Contingency approaches to power
10.9 Political implications of power

Unit-11: Communication
11.1 The definitions of communication
11.2 Communication models
11.3 Communication flow
11.4 Communication network
11.5 Communication skills
11.6 Barriers to effective communication
11.7 Communication technology
11.8 Communication in the computerized information age
11.9 Non -verbal communication and interpersonal communication

Unit-12: Motivation
12.1 Meaning and importance of motivation
12.2 Kinds of motivation
12.3 Motivation, ability, and performance
12.4 Theories of motivation
12.4 Job satisfaction and job performance
12.5 The causes and consequences of job satisfaction

Unit-13: Occupational Stress
13.1 Meaning, definition and background of stress
13.2 The causes of stress and stressors
13.3 The effects of occupational stress
13.4 Coping strategies for stress
13.5 Managing occupational stress: Different strategies

Recommended Texts

1. Daft, R. L. (2015). *Organization theory and design*. Wadsworth CA: Cengage learning.
2. Robbins, S. P., & Judge, T. (2012). *Essentials of organizational behavior*. Upper Saddle River, NJ: Prentice Hall.

Suggested Readings

1. Daft, R. L., Murphy, J., & Willmott, H. (2010). *Organization theory and design*. Wadsworth CA: Cengage learning EMEA.
2. Jones, G. R. (2013). *Organizational theory, design, and change.* Upper Saddle River, NJ: Pearson.
3. Scandura, T. A. (2017). *Essentials of organizational behavior: An evidence-based approach*. Thousand Oaks, CA: Sage publications.
4. Timothy, J. & Robins, S. P. (2017). *Organizational behavior (5th ed.).* Boston: Pearson.

EDUC-7113 Human Resource Management in Education 4(4+0)

The general purpose of the human resource management in any educational organisation is to attract, develop, retain, and motivate personnel in order to achieve the institution's mission. This course illustrates that human resource management is more than just accepting employment applications and keeping records. It is a central organizational activity of increasing complexity and importance to institutional improvement. Scholars are to be made able to broaden their vision in theoretical foundations and to envision the implications of human resource management practices in educational institutions/departments successfully. Major objectives of this course are: to understand management framework of human resources and organizational development; to identify best practices, tools and models to implement an effective HRM; to develop a human resource plan and design a valid recruitment and selection system; to develop and implement a performance evaluation system; and to assess training needs of the various stakeholders in the educational ladder.

Objectives

After studying the course, the students will be able to:

- Understand the management framework of human resources and organizational development
- Identify best practices, tools and models to implement an effective HRM
- Develop a human resource plan and design a valid recruitment and selection system
- Develop and implement a performance evaluation system
- Assess training needs of the various stakeholders in the educational ladder

Contents

Unit-1: Human Resource Management (HRM): An Overview

1.1 The Origins of HRM
1.2 Aims of HRM
1.3 The Driving Forces for HRM
1.4 Issues of HRM

Unit-2: HRM Framework

2.1 A Productive Workforce
  2.2.1 Service delivery
  2.2.2 Clarity of responsibilities
  2.2.3 Organization of work
  2.2.4 Employment strategies
2.2 An Enabling Work Environment
  2.3.1 Supportive culture
  2.3.2 Respect for the individual
  2.3.3 Communication
  2.3.4 Well-being and safety
2.3 A Sustainable Workforce
  2.4.1 Human resources planning and analysis
  2.4.2 Learning and development

2.4.3 Workload management
2.4.4 Compensation

Unit-3: Models and Theories of HRMs

3.1 Harvard Model
3.2 Michigan Model
3.3 Human Resource Competencies Model
3.4 Diagnostic Approach Model
3.5 Training and Development Approach Model
3.6 Multiple Role Model
3.7 Sustainable Career Development Model
3.8 Integrated Performance Management Model
3.9 Other Models

Unit-4: Human Resources Planning

4.1 Origin and Evolution
4.2 Analysing and Designing Job
4.3 Job analysis (collecting and analysing job information)
4.4 Job description and personnel specifications
4.5 Recruitment
4.6 Source of recruitment
4.7 Planning for recruitment
4.8 Selection
4.9 Selection strategies
  4.9.1 Selection process
  4.9.2 Assessing the selection process
  4.9.3 Validity and reliability of selection methods
4.10 Placement and Separation
4.11 Promotion and Transfer

Unit-5: Performance Appraisal

5.1 Objectives of Performance Appraisal
5.2 Process of Performance Appraisal
5.3 Improving the Process of Appraisal
5.4 Developing a Performance Appraisal System
5.5 Performance Criteria
5.6 Benefits of Performance Appraisal
5.7 Pitfalls, Constraints
5.8 New Trends in Performance Appraisal Systems

Unit-6: Human Resource Development

6.1 Orientation, Training and Development
6.2 Training Evaluation
6.3 Approaches of Evaluation
6.4 Training the Trainers
6.5 Developing Effective Training Programme

Unit-7: Environmental Challenges in HRM

7.1 Diverse Talents
7.2 Diverse Cultural Backgrounds
7.3 Genders, Ages and Lifestyles
7.4 Physical Abilities/Qualities
7.5 Race, Sexual Orientation
7.6 Educational Background
7.7 Geographic Location
7.8 Religious Beliefs
7.9 Work Experience etc.

Unit-8: Maintaining Effective Relationships

8.1 HRM communication
8.2 Labor Relations
8.3 Labor Unions
8.4 Conflicts
8.5 Conflict Resolution
8.6 HRM Skill; Negotiations

Unit-9: Seminar in HRM

Recommended Texts

1. Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice*. London: Kogan Page Publishers.
2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human resource management: Gaining a competitive advantage.* NY: McGraw-Hill Education.

Suggested Readings

1. Armstrong, M. (2013). *A handbook of human resource management practice*. London: Kogan Page.
2. Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. NY: Macmillan International Higher Education.
3. Dessler, G. (2014). *Human resource management*. New Dehli: Prentice-Hall.
4. Noe, R. A., *Hollenbeck*, J. R., Gerhart, B., & Wright, P. M. (2015). *Fundamentals of human resource management* (6th ed.). Boston: McGraw-Hill.

Scheme of Studies & Course Outlines
PhD in Education

2020

Department of Education

University of Sargodha

VISION

To produce educational researchers who could conduct quality research in their areas of specialization and could contribute towards the national development by raising questions, suggesting answers and attempting the solutions of the prevailing educational problems.

Goals:

To identify research problems in the area of education and suggest their solutions

To produce good quality researchers who can;

- design good research projects
- conduct quality research according to standards
- get their research published at national and international level.

Program objectives

- To appraise the philosophical paradigms of research
- To design research by keeping in mind the latest trends and issues in education
- To produce sophisticated high quality publishable research in their respective fields
- To analyze prominent educational system of the world in comparative perspective for quality enhancement
- To identify and evaluate the latest trends and issues in Education
- To analyze the different trends in different geographical areas and schools of thoughts
- To critically analyze the essential differences between general philosophies and educational philosophies.
- To develop and validate theories and evaluate various theories in comparative perspective

PhD in Education

Scheme of Studies (18 Credits)

Eligibility Criteria: Minimum CGPA 3.00 out of 4.00 in M Phil in relevant subject and GRE (International or as per HEC rules).

Code #	Course Title	Credits
Semester I		
EDUC – 8101	Philosophical Paradigms of Education	3(3+0)
EDUC – 8102	Advance Research Methods	3(3+0)
EDUC – 8103	Contemporary Trends in Education	3(3+0)
Semester II		
EDUC – 8104	Topical Seminar on Research Designs	3(3+0)
Note: Scholar will select any two from the following courses.		
EDUC – 8105	Comparative Education	3(3+0)
EDUC – 8106	Theories and Models of Curriculum Development	3(3+0)
EDUC – 8107	Advance Educational Psychology	3(3+0)
EDUC – 8108	Teacher Education	3(3+0)
EDUC – 8109	Advance Educational Assessment and Evaluation Procedure	3(3+0)
Total Credits		(18)

Semester III-VI

EDUC – 8110 Doctoral Dissertation (in the area of specialization)

Rules and regulations for assessment, promotion and comprehensive examination framed by University of Sargodha relating to PhD are applicable.

EDUC-8101 Philosophical Paradigms of Education 3 (3+0)

Multiplicity in philosophical paradigms of education adds versatility and complementarity to the overall education system in both concepts and functions. Each paradigm of education has a different perspective on the purpose of education, what it means to learn, and the roles of teachers and students in the learning process. These paradigms influence entire education design and practice - how students are taught, how they are assessed, and what is valued and included in the curriculum. Awareness of the different paradigms, and how they work together, can support alignment of teaching and assessment approaches. This course is to inculcate deeper reflection among students so that they may be able to develop better rationale for their intended research project and can appraise critically their point of focus in research. This course intends to: explain, describe and use correctly the significant terms and concepts of philosophy; identify and evaluate main characteristics of leading general philosophies and philosophies of Education in different contexts; critically analyse the essential differences between general philosophies; identify and synthesis the main features of the Islamic view about the concepts of reality, knowledge and values; and apply the philosophical methods to the examination of educational problems /issues.

Objectives:

At the conclusion of the study of this course, the students will be able to;

- Explain, describe and use correctly the significant terms / concepts of philosophy;
- Identify and evaluate the main characteristics of main philosophies of Education in different contexts.
- Critically analyze the essential differences between general philosophies.
- Identify and synthesis the main features of the Islamic view about the concepts of reality, knowledge and values
- Apply the philosophical methods to the examination of educational problems /issues.

Outline

Unit-1: Meaning and Importance of Philosophy

1.1. What is philosophy?

1.2. Importance of Philosophy.

1.3. The function and scope of philosophy

1.4. The styles of philosophy; speculative, prescriptive, and analytic

Unit-2: Branches of Philosophy

2.1 Ontology: Existence, reality, cosmology, nature and nurture of human beings

2.2 Epistemology

2.2.1 Sources of knowledge

2.2.2 Theories of truth and types of propositions

2.2.3 Logic or the method of establishing truth

2.3 Axiology

2.3.1 Theories of instronsic values absolute, permanent and deterministic

2.3.2 Theory of instrumental values (utility, temporal).

2.3.3 Ethics theory of morality.

2.3.4 Aesthetics theory of beauty

2.4 Implications of various concepts for society and education

Unit-3: Philosophy of Education

3.1 Is there really a philosophy of education?

3.2 Meanings/concepts of education

3.3 Subject matter of philosophy of education

3.4 Impact of philosophy of education

3.4.1 Aims and objectives and functions of education

3.4.2 Curriculum

3.4.3 Teaching learning process

3.4.4 The role of the school and society

Unit-4: Main Types of General Philosophies and Educational Philosophies

4.1 Naturalism

4.2 Idealism

4.3 Realism

4.4 Pragmatism/experimentalism

4.5 Existentialism

Unit-5: Contemporary Philosophies of Education

5.1 Conservative philosophies

5.1.1 Perrenialism

5.1.2 Essentialism

5.2 Progressive philosophies

5.2.1 Progressivism

5.2.2 Deconstructionism

5.3 Is there any elective philosophy of education?

Unit-6: Analytic Approach to Clarifying Major Concepts in the Field of Education

6.1 Education, training and introduction

6.2 Development and growth

6.3 Authority and Freedom

Unit-7: Practicum

Each student will have to work on the educational philosophy of a selected philosopher like Plato, Aristotle, Socrates, Lock, Frobel, Pestalozzi, Dewey, Hume etc., in a structured way under the following headings:

a. Ontology
b. Axiology
c. Epistemology
d. Curriculum
e. Method of Teaching etc.

Recommended Texts

1. Haynes, J., Gale, K., & Parker, M. (2016). *Philosophy and education: An introduction to key questions and themes.* London: Routledge.
2. Noddings, N. (2018). *Philosophy of education*. London: Routledge.

Suggested Readings

1. Bhatt, S. R. (2018). *Philosophical foundations of education*. New Delhi: Kanishka Publishers.
2. Blake, N., Smeyers, P., Smith, R., & Standish, P. (2012). *The Blackwell guide to philosophy of education*. NY: Blackwell Publishing.
3. Ozmon, H., & Craver, S. M. (2008). *Philosophical foundations of education.* NJ: Merrill Prentice Hall.
4. Shrivastava, K. K. (2013). *Philosophical foundations of education.* New Delhi: Kanishka Publishers.

EDUC-8102 Advanced Research Methods 3(3+0)

Research is the systematic investigation of a subject at its forefront in order to find something new. The course is designed to help students improve their writing and research skills, specific to Education. It includes an overview of the writing mechanics and process, how to properly conduct research, cite sources and guidelines for writing specific types of papers. This course will help to produce educational researchers capable of conducting high quality research in their areas of specialization. It will help researchers identifying some researchable questions and devise strategy to find possible answers for them. The main objectives of the course are: critically analysing different approaches of quantitative and qualitative research focusing on the objectives; devising appropriate research methodology and the data analysis strategies; develop and apply major instruments of quantitative and qualitative research i.e. questionnaire, observation and interviewing schedule etc., and writing a comprehensive research report using APA style manual.

Objectives

The students will be able to:

- Critically analyze the different approaches of quantitative and qualitative research focusing objectives, methodology and data analysis strategies.
- Develop and apply major instruments of quantitative and qualitative research i.e. questionnaire, observation and interviewing schedule etc.
- Comprehend the key issues of quantitative and qualitative research

Outline

Unit-1: Introduction to Research

1.1. The need and importance of research

Unit-2: Problem Identification and Hypotheses Formulation

2.1 Identification of research problem

2.2 Review of related literature

2.3 Formulating hypotheses and research questions

2.4 Hypotheses testing

Unit-3: Quantitative Research Designs

3.1 Experimental and Quasi-experimental research

3.2 Causal -comparative research

3.3 Co relational Research

3.4 Survey research

Unit-4: Sampling Designs

Unit-5: Foundations of Qualitative Research in Education

5.1 Traditions of qualitative research in Education

5.2 Characteristics of qualitative research

5.3 Theoretical underpinnings

5.4 Phenomenological approach

5.5 Culture and Cultural studies

Unit-6: Research Designs

6.1 Case studies

6.2 Symbolic interaction

6.3 Historical research

6.4 Ethnography

6.5 Ethnomethodology

6.6 Ethology

6.7 Grounded Theory

6.8 Phenomenology

Unit-7: Qualitative data collection and Fieldwork

7.1 Focus groups

7.2 Participant and non participant observation

7.3 In-depth interviews

Unit-8: Qualitative Data

8.1 Transcripts from taped interviews

8.2 Personal and official documents

8.3 Photography

8.4 Official statistics and other quantitative data

Unit-9: Data Analysis

9.1 Developing coding categories

9.2 Using computer for analysis (use of software)

9.3 Content Analysis

9.4 Discourse analysis

Unit-10: Mixed-method research (qualitative-cum-quantitative)

10.1 Mixed Method Research, Definition, Purpose, Scope and Steps

10.2 Triangulation Approach

10.3 Explanatory Approach

10.4 Exploratory Approach

10.5 Embeded Approach

Unit-11: Writing a Research Report

11.1 Content and Organization of a Manuscript

11.2 APA Editorial style and Mechanics

11.3 APA References and bibliography

11.4 Types of Research reports: Thesis, dissertation and Journal article

Recommended Texts

1. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education.* NY: Routledge.
2. Fraenklen, J. R. & Wallen, N. E. (2017) *How to design and evaluate research in education* (4th ed). NY: McGraw Hill Book Co.

Suggested Readings

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education.* Wadsworth CA: Cengage Learning.
2. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, California: Sage publications.
3. Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences.* NY: Pearson Higher Education.
4. Walliman, N. (2017). *Research methods: The basics.* NY: Routledge.

EDUC-8103 Contemporary Trends in Education 3 (3+0)

The changing scenario of world economy and advancement in technology has resulted in the beginning of many new trends and issues in education. Modern day education is all about innovation, accessibility, and suitability. From kindergarten to university, students are encouraged to learn through interactive and practical tools. Higher education is more career-oriented today than ever before. The barriers of time and age have also been removed, while geographical boundaries don't matter anymore. At the same time identifying the expected challenges (i.e. Futurology) and its impact on mass education is imperative for making the education market oriented. This course covers: extent of social change and relating it to the various aspects of the educational process; significant changes which have taken place in the field of science and technology, demography and manner in which they are influencing the system of education; relationship between the process of education and the development; the emerging role which education is assigned to play in the socio economic development of the country; implications of the political process for education and their impact on each other and relevant controversial issues in education in Pakistan.

Objectives:

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

- Identify the expected challenges of futurology and its impact on education
- Delineate natural and extent of social change and relate it to the various aspects of the educational process
- Describe significant changes which have taken place in the field of science and technology demography and manner in which they are in flouncing the system of education
- Establish relationship between the process of education and development
- Analyze the emerging role which education is assigned to play in the socio-economic development of the country.
- Work out implications of the political process for education and find out their impact on each other
- Identity relevant controversial issues in education in Pakistan.

Outline

Unit-1: Futurology and Education

1.1. Emergence of futurology

1.1.1. Future promises and hazards

1.1.2. Future challenges

Unit-2: Social Change and Education

2.1 Meaning of social change

2.2 Gap of expectations and responses from education

2.3 Current socio economics characteristics and education

2.4 Socio political forces effecting education in Pakistan

Unit-3: Populations Dynamics and socio-economic development

3.1 Future populations situation and source constraints

3.2 Demographic situation of Pakistan

3.3 Population presume and socio-economic development in Pakistan

Unit-4: Education and Development

4.1 Education and economic development

4.2 Education social structure and development

4.3 Primary education as instrument of rural development

4.4 Economics of education in Pakistan

Unit-5: Methods, media and material in education

5.1 Problems and issues in electronic learning process

5.2 Communication technologies in higher education

5.3 Role of teacher in use of various methods and media of education

5.4 Towards realistic adoption of new media in education

5.5 Empowered Parents: Role Models for Taking Charge of TV Viewing for educational purposes

5.6 Empowerment through Education

5.7 How to Use Technology to Make You More Aware and Alive

5.8 Learning with Technology

5.9 Literacy for the 21st Century: The Hope and the Promise

5.10 Where Media Literacy Fits in the World of Education

5.11 The Global Classroom

5.12 Media literacy skills

Unit-6: Politics and Education

6.1 The politics of education planning

6.2 The political economy of education

6.3 Disparities and inequalities in education

6.4 Emerging socio-political context and education

6.5 Politics and education in Pakistan

Unit-7: Problems and issues in Education

7.1 Indoctrination or Academic Freedom (How Much)

7.2 Elitist or Mass Education (Quality Versus Quantity in Education)

7.3 Islamizations of Education

7.4 Role of Private Sector in Education

7.5 Medium of Instruction

7.6 Separate or Co-education

7.7 Centralization versus decentralization

7.8 Examination system (internal versus external)

7.9 Population Education

7.10 Empowerment through Education

7.11 Green Education

7.12 Multiple literacies of the 21st century – aligned to living and working in a globalized new millennium.

7.13 Collaboration across Networks and Leading by Influence

7.14 Agility and Adaptability

7.15 Initiative and Entrepreneurialism

7.16 Accessing and Analyzing Information

7.17 Real life vs virtual life

7.18 Learning in an Era of Information Explosion: The Student Is at Ground Zero

7.19 Higher Education in Developing Countries: The Great Awakening and great

7.20 Expectations

Recommended Texts

1. Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2019). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO.
2. Facer, K. (2015). *Learning futures: Education, technology and social change.* NY: Routledge.

Suggested Readings

3. Enaohwo, J. O. (2010). *Education futurology: praxis, problems and the way forward* (No. 27). Nigeria: University of Port Harcourt Press.

4. Halls, W. D. (1999). *Comparative Education: Contemporary Issues and Trends.* United Nations Educational, Scientific, and Cultural Organization, Paris: UNESCO.
5. Singh, R., & Singh, Y. (2017). Perspective of futurology and its implication in education. *Global Journal of Enterprise Information System*, 9(4), 57-61.
6. Szirmai, A. (2015). *Socio-economic development.* Cambridge: Cambridge University Press.

EDUC-8104 Topical Seminar on Research Design 3 (3+0)

Research design is a critical topic that is central to research studies in Education. The existence of multiple approaches is a powerful source in the development of a research design, but conversely, it is a source of confusion as well. It is required to lessen the confusion over research design and offer a better practical understanding on it. This course aims at creating an enabling guide on how to select topic and write a successful academic thesis. Selecting the topic and writing an excellent thesis requires high level of organization and preparation on the part of the students. After the seminars required for this course, students should have adequate knowledge on research design so as to enable them how to formulate a research problem, conduct literature review, and understand methods of data gathering, analysis and interpretation of research findings. This course includes the discussion of assigned readings, and the presentation and critical evaluation of scholars' research proposals.

Objectives

This course will be helpful for scholars to:

- Gain better insight into the research subject
- Be able to critically examine different research designs and theory
- Learn skills of integrative discussion
- Know the ways of exploring and mining the literature
- Have experience of diverse views on a text
- Smaller group discussion allows exploration of texts that might not occur in classroom environment
- Clarify their own views through academic discussion
- Know the systematic organization of content
- Have more in-depth understanding of the research process due to group sharing
- Build students' confidence so that they can assess their work and others' work effectively
- Increase their vocabulary knowledge, improve reading and listening comprehension,
- Asking questions and forming opinions for seminar leads students to a discovery of who they are.
- Develop learner autonomy & Build confidence to use of English language for oral communicative purposes

Note: *Each student will conduct seminar on the topic assigned to him/her. Concerned teacher may include any other emerging topic along with topics mentioned below.*

Outline

1. Introduction to research designs
2. How to develop a research proposal,
3. How to evaluate a research proposal (Criteria of different high ranked universities)
4. Defining research topics and Writing Objectives
5. Synthesising research findings for literature review

6. Exploring research papers having discourse about research methodologies
7. Exploring novel methodologies
8. Developing a research proposal using descriptive research methodology
9. Developing Research proposal using experimental research design
10. How to evaluate a dissertation (Criteria of different high ranked universities)
11. Developing Research proposal for Presenting a seminar
12. Presenting a seminar by the scholars

Recommended Texts

1. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education.* NY: Routledge.
2. Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (2nd ed). Thousand Oaks, CA: SAGE Publications.

Suggested Readings

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education.* Wadsworth CA: Cengage Learning.
2. Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences.* NY: Pearson Higher Education.
3. Walliman, N. (2017). *Research methods: The basics*. London: Routledge.

EDUC-8105 Comparative Education 3 (3+0)

In this course scholars will examine and make a critique on the role of education in national and global development in comparative perspective. They will explore the methods, major concepts and current trends in comparative education, and will explore various facets of societies that impact teacher education system. The course covers a wide range of past and current issues in teacher education. It helps scholars understand the teacher education process, thus enhancing their ability to contribute to addressing problems and resolving challenges within their country. It will help them relate teacher education to national development and explain the contribution of teacher education to national development. This course will enable them to analyse the issues and challenges facing teacher education systems in an era of change. Scholars will compare and contrast teacher education system and highlight key issues in an effort to improve teacher education system (Pakistan in comparison to other teacher education system e.g. developed, developing and under-developed countries of the world).

Objectives:

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

- Describe the meaning and significance of comparative teacher education studies
- Study the courses / factors of success and failure of teacher education systems of other countries and compare to those with our own national system.
- Analyze and criticize the weakness among various teacher education systems and analyzing results of future programs.
- Describe how Pakistani system of teacher education can benefit from system of other countries.

Outlines

Unit-1: Comparative Education

1.1. Origin of comparative teacher education

1.2. Need for comparative teacher education

1.3. Scope of comparative teacher education

1.4. Meaning of comparative teacher education

1.5. Purpose of comparative teacher education

1.6. Significance of comparative teacher education

Unit-2: Methods / Approach of Comparative Studies

2.1 Study of educational objectives

2.2 Methods of evaluating program

2.3 Study of equipment and facilities

2.4 Basics and criteria of comparison of factors leading to some misconceptions

Unit-3: Comparative Studies in Teacher Education

3.1 Natural level (current, past and future trends)

3.2 International level (developed, developing, under development)

3.3 Teacher Education system of Pakistan a profile study of national objectives / aspirations, history and cultural, economic, social and demographic situation – educational and societal structure, organizational administration structure etc.

Unit-4: Teacher Education of Developed Countries (USA, UK, JAPAN)

1.1 Objectives

1.2 Educational structure and administration

1.3 Finances

1.4 Curriculum

1.5 Evaluation and certification

1.6 Innovations

Unit-5: Teacher Education of Developing Countries

5.1 Objectives

5.2 Educational structure and administration

5.3 Finance

5.4 Curriculum

5.5 Evaluation and Certification

5.6 Innovations

Unit-6: Teacher Education of Under Development Countries

6.1 Objectives

6.2 Educational Structure and administration

6.3 Finance

6.4 Curriculum

6.5 Evaluation and Certification

6.6 Innovations

Unit-7: Comparative Perspectives

6.7 Teacher Education in Pakistan in comparison with those of non developed countries

6.8 Teacher Education in Pakistan in caparison with those of under development countries

6.9 Teacher Education in Pakistan in comparison with those of developed countries.

Recommended Texts

1. Hans, N. (2013). *Comparative education: A study of educational factors and traditions.* London: Routledge.
2. Holmes, B. (2018). *Comparative education: Some considerations of method.* London: Routledge.

Suggested Readings

1. Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative education research: Approaches and methods*. NJ: Springer.
2. Jalalzai, M. K. (2005). *The crisis of education in Pakistan: State policies and textbook*. Lahore: Al-Abbas International.
3. Lynd, D. (2007). *The education system in Pakistan: Assessment of the National Education Census*. Islamabad: UNESCO.
4. Phillips, D., & Schweisfurth, M. (2006). *Comparative and international education: An introductory to theory, method and practice*. NY: Continuum International Publishing.

EDUC-8106 Theories and Models of Curriculum Development 3 (3+0)

Recommended curriculum is one which identifies the skills, concepts and content that will be emphasized throughout the learning process in a particular context to cater for the appropriation between the individuals and the society in their very context. Curriculum theories help desirably shaping and developing the curriculum. Curriculum model – the process model and the product model – is a broader term referring to the guide used to write curriculum documents used in education to determine specific aspects of teaching, such as subject, time frame, and manner of instruction. This course describes approaches to curriculum development, curriculum design and curriculum change. It will enable students to select appropriate strategies in changing a curriculum for making more effective contribution towards curriculum design. It involves conceptual models of curriculum development, and trends and issues on school program effectiveness. Scholars will be able to plan curricula in terms of needs assessment, writing objectives, conducting task analysis, identifying and interpreting valid measures of performance, and appraising the curricula.

Objectives:

After studying this course the participant will be able to:

- Comprehend a body of knowledge related to past and present curriculum Development theory and practice.
- Comprehend conceptual models of curriculum development.
- Comprehend trends and issues on school program effectiveness.
- Conduct a study of or develop a curriculum.
- Demonstrate skills necessary to plan curricula:
  a. Assess needs
  b. Write objectives
  c. Conduct a task analysis
  e. Identify and interpret valid measures of performance
  g. Perform formative and summative evaluation
  h. Appraise the curriculum

Outline

Unit 1: Introduction to Curriculum

1.1 Overview of definitions, field, types, approaches and foundations of Curriculum
1.2 Revision of Curriculum Theories
1.3 Overview of models, process, principles and designs of curriculum development
1.4 Revising implementation and evaluation of curriculum
1.5 Curriculum development in Pakistan (Current Practices)

Unit 2: Portrayal: The curriculum field

2.1 Curriculum as field of study
  2.1.1 Images of curriculum
  2.1.2 Curriculum as related sub-division of education

2.1.3 Domains within curriculum studies
2.1.4 Resources for curriculum knowledge
2.2 Curriculum and Instruction; instructional innovations
2.3 Five basic Orientations to the curriculum
2.3.1 Development of cognitive processes
2.3.2 Academic rationalism
2.3.3 Personal relevance
2.3.4 Social adaptation and social reconstruction
2.3.5 Curriculum as Technology

Unit 3: Curriculum Studies and the Traditions of Inquiry

3.1 The Scientific method
3.2 The humanistic tradition
3.3 Philosophical ideas in education;
3.3.1 Idealism, realism, perennialism, essentialism, pragmatism, progressivism, social deconstructionism, existentialism, clash of civilization, Philosophical analysis.
3.4 Philosophy the realms of assumption:
3.4.1 A model of theory and practice;
3.4.2 Schools of philosophical thoughts; positivism, phenomenology, critical theory and feminism.

Unit 4: Educational Theories

4.1 Curriculum theory;
4.1.1. Nature and definition of theory; functions of theory and theory building
4.1.2 Explanatory and practical theories, educational & philosophy theories and psychology & sociology theories
i. Descriptive and prescriptive theories, critical and personal theories.
ii. Empirical theory, Language analysis and theory
iii. Phenomenological alternatives
iv. Justifying an educational theory
v. Scientific theory and curriculum theory
vi. Intellectual and traditionalist, social behaviorist, experientialist
vii. Theories of curriculum legitimization; process theories, structural theories, theories of curriculum implementation
- The domains of curriculum studies
- Towards improved curriculum theory

Unit 5: Models of Curriculum Development

5.1 Curriculum models; conceptual models of curriculum
5.2 A schema for curriculum
5.2.1 Dynamics of curriculum and instruction system: Johson's Model, The Tylor, Model, The Taba Model, The Saylor, Alexander and Lewis Model and Olivia Model
5.3 Critical analysis of Models and Eclectic Model
5.4 Models of curriculum – Instruction relationship

Unit 6: Modern Trends and Issues in Curriculum Development

Unit 7: Curriculum Development in Pakistan: Trends and critique

7.1 Curriculum development after establishment of Pakistan
7.2 Curriculum development in 1960s (Ayyub Khan Era)
7.3 Curriculum development after Dhaka Fall (Bhutto Era)
7.4 Curriculum development & Islamization of Knowledge (Zia-ul-Haq Era)
7.5 Curriculum development & Modern enlightenment (Mushraf Era)
7.6 Curriculum development after 18th amendment (Recent Practices)

Recommended Texts

1. Talla, M. (2015). *Curriculum development: Perspectives, principles and issues.* New Delhi: Pearson
2. Pinar, W. F. (2013). *International handbook of curriculum research*. NJ: Routledge.

Suggested Readings

1. Macalister, J., & Nation, I. S. P. (2019). *Language curriculum design*. NY: Routledge.
2. Oloruntegbe, K. O. (2011). Teachers' involvement, commitment and innovativeness in curriculum development and implementation. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(6), 443-449.
3. Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs*. NJ: Prentice Hall.

EDUC-8107 Advanced Educational Psychology 3 (3+0)

Advanced Educational Psychology provides a comprehensive analysis of the concepts and theories of psychology related to instructional practice and offers a wide variety of classroom strategies to help students of all ages succeed in the classroom. The study of learning processes, from both cognitive and behavioural perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. It is to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan. This course is designed to enable scholars to apply the insight of psychology to issues related to learning and development. It will cover schools of psychology and their bearing on education, the processes involved in student's development, thinking and learning, the factors disrupting classroom and maintaining an effective learning environment, the relationship between emotion, attitudes, society and student Learning, the important factors effecting cognition, behaviour, attitude, and emotions for identifying the causes of behaviour.

Objectives:

On completion of this course PhD Scholars will be able to:

- Apply the insights of psychology to issues related to learning and Development
- Systems or Schools of Psychology and their bearing on Education
- Know the processes involved in student's development, thinking and learning.
- Comprehend the factors disrupting classroom and maintaining an effective learning environment
- Understand the relationship between emotion, attitudes, society and student Learning.
- Develop an awareness of important factors in cognition, behavior, attitude, emotion identifying the causes of behavior
- Able to direct the student suitably towards learning and growth by motivating him effectively

Outline

Unit 1: Psychology; a science and a perspective

1.1 Psychology: Emergence as discipline
1.2 Psychology and the scientific perspective; from science to practice
1.3 Research Methods in Psychology
1.4 Issues and Key perspectives of Modern Psychology
1.5 Trends in Psychology for the new millennium

Unit 2: Educational Psychology

2.1. Educational psychology; scope and implications
2.1.1. Educational Psychology and effective teaching interactions

Unit 3: Human Development:

3.1 Behaviorist approach,
3.2 Cognitivist's view
3.3 Constructivists view
3.3.1 Cognitive Constructivism

3.3.2 Radical Constructivism
3.3.3 Social constructivists view

Unit 4: Cognitive Development

4.1 Basics of cognitive; Cognitive Neuroscience
4.2 Piaget and his work,
4.3 Genetic epistemology of Piaget: appreciation and critique
4.4 New Piagetian
4.5 Cognitivist views from Ausubel to Bruner and Piaget
4.6 Vygotsky's theory of cognitive development
4.7 Information processing view of cognitive development (Attention, Sensation & Perception, Memory, Visual imagery, Language, Thinking, Decision making and Problem solving)
4.9 Meta-cognition (Learning to learn); cognitive vs meta-cognitive learning strategies

Unit 5: Social Development

5.1 Concept and overview
5.2. Ericson's Psycho-social development views
5.3. Social cognition: understanding the social world
5.4 Attitude and attitude change; Theories influencing attitude
5.5 Behaviour; individual and group behavior
5.6 Attitude behavior relationship
5.7 Teacher's role in social development

Unit 6: Moral Development

6.1 Concept and overview of moral development
6.2 Piaget's moral development views and it educational implications
6.3 Kohlberg's Moral Development theory and it educational implications
6.4 Gilligan and moral voices and Damon's Moral Identity-
6.5 Models of the place of gender in Ethics
6.6 Teacher and moral development

Unit 7: Emotional Development

7.1 Concept and overview of emotional development
7.2 Development of Social-Emotional Skills
7.3 Emotional development and learning
7.4 Temperament: Biological foundations and experiences
7.5 Emotional change
7.6 Measurement of Emotions: Emotional Quotient
7.7 Emotional Quotient (EQ) and Intelligence Quotient (IQ)

Unit 8: Psychological Testing

8.1. Concept and overview of Psychological Testing
8.2. Historical antecedents of Modern testing
8.3. Norms and meaning of test scores
8.4. Ability testing
8.5 Personality testing
8.6 Ethical and social considerations in testing
8.7 Issues and trends in psychological testing

Recommended Texts

1. Berliner, D. C., & Calfee, R. C. (2015). *Handbook of educational psychology.* NY: Routledge.
2. Slavin, R. E. (2019). *Educational psychology: Theory and practice.* NY: Pearson

Suggested Readings

1. Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development.* NJ: Pearson Education, Inc.
2. Mangal, S. K. (2012). *Advanced educational psychology.* New Delhi: PHI Learning Pvt. Ltd.
3. Neisser, U. (2014). *Cognitive psychology*. NY: Psychology Press.
4. Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2006). *Educational psychology: Developing learners.* NJ: Pearson.

EDUC-8108 Teacher Education 3 (3+0)

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Effective teacher learning and professional development is important for student achievement. It is a continuous process that promotes teachers' teaching skills, masters new knowledge, and develops new proficiency, which in turn, help improve students' learning. Efforts are being made globally to improve teacher education programs and enhance teachers' professional development in the wake of the advent of ICT and growing notions of globalization, including theories of free-trade market economy. The course of teacher education will help the scholars to: demonstrate an understanding of the history of teacher education in the Pakistan, articulate how agencies can help experts and administrators develop teacher education, be able to explain the teacher education programs at different levels-their objectives, structure, curriculum, and role and competencies of the teacher, describe the need for teacher education at tertiary level, describe issues, problems and innovative practices in Teacher Education in Pakistan, and be able to synthesize recent research.

Objectives:

At the conclusion of the study of this course, the students will be able to;

- Explain, describe and use correctly the significant terms / concepts of Teacher Education;
- Comprehend the key issues and trends of teacher education
- Identify and address the expected challenges of teacher education
- Analyze and improve the emerging role of teachers in school, college and universities.
- Understand the key issues in financing of teachers
- education
- Grasp the concept of technical teacher education and suggest measures for its improvement
- Comprehend and suggest improvement for quality teaching and value education
- Analyze, critics and propose new strategies for teacher education in Pakistan

Outline

Unit 1: Introduction to Teacher Education

1.1. History,
1.2. Philosophy and modes of teacher education

Unit 2: Teacher Education through Open and Distance Learning

2.1 Open and distance learning for initial teacher education
2.2 A capability approach to open and distance learning for in-service teacher

education

2.3 A capability approach to open and distance learning for pre-service teacher education

2.4 The Use of media in teacher education through open and distance learning

2.5 Open and distance teacher education: case study of AIOU

Unit 3: Teacher in School Education

3.1 Effective teacher

3.2 Primary teaching

3.3 Secondary teaching

3.4 Planning teaching and learning

3.5 Teaching strategies, methods & skills

3.6 Teaching and technology

3.7 Teaching and research

3.8 Teaching and management

Unit 4: Teacher in Higher Education

4.1 Teaching at colleges

4.2 Teaching at universities

4.3 Assessment at higher education level

Unit 5: Advanced Professional Practice

5.1 Integrating ICT into teacher education

5.2 E-learning

5.3 E-library and E-brary

Unit 6: Financing of Teacher Education

Unit 7: Technical Teacher Education

7.1 Quality Assurance in teacher education

7.2 Research and practice in values education

7.3 Teacher Leadership and vision

7.4 Professional lifelong learning of teachers

Unit 8: Teacher Education in Pakistan

8.1.1 Principles and policies framing teacher education

8.1.2 Teacher education institutions

8.1.3 Cost effectiveness of teacher education

Unit 9: Future of Teaching Profession

9.1 New Forms of teacher education

9.2 Teacher accreditation & certification programs

9.3 New trends in teacher education

Recommended Texts

1. Murray, J., Swennen, A., & Kosnik, C. (Eds.). (2018). *International research, policy and practice in teacher education: Insider perspectives.* Cham, Switzerland: Springer.

2. Sharma, S., & Lazar, A. M. (2018). *Rethinking 21st century diversity in teacher preparation, K-*

12 education, and school policy: Theory, research, and practice. Cham, Switzerland: Springer.

Suggested Readings

1. Casares, J. (2011). *The future of teaching and learning in higher education.* R. I. T. https://www.rit.edu/academicaffairs/sites/rit.edu.academicaffairs/files/docs/future_of_teaching_and_learning_reportv13.pdf
2. Danaher, P. A. and Umar, A. (2010). *Teacher education through open and distance learning.* Vancouver: Pearson Higher Education.

EDUC-8109 Advanced Educational Assessment and Evaluation Procedure 3(3+0)

Assessment and evaluation are the key directors of education and are vital to teaching and learning. Assessment is classroom research to provide useful feedback for the improvement of teaching and learning; whereas evaluation uses methods and measures to judge student learning and understanding of the material for the purpose of grading and reporting. The focus of this course is the analysis of Assessment and Evaluation, as a means of assessing and disseminating knowledge. This course develops students' abilities to construct, interpret and evaluate information about educational achievement. It enables students to develop a range of assessment skills, including table of specification, internet searches and evaluation of material on a topic of professional interests and assessment in education. The objectives of the course are to plan, conduct and use self-, peer- and teacher-assessment for better learning, adapt latest trends in assessment, identify and address the issues and challenges of assessment, design, conduct and interpret psychological testing for diagnostic purposes in educational settings, and devise a comprehensive strategy for overall quality enhancement.

Objectives:

At the conclusion of the study of this course, the students will be able to;

- Plan, conduct and use self, peer and teacher assessment for better learning
- Adapt latest trends in assessment
- Identify and address the issues and challenges of assessment
- Design, conduct and interpret psychological testing for diagnostic purposes in educational settings
- Devise comprehensive strategy for quality enhancement through post-conduct- exam-assessment of learning outcomes
- Demonstrate quality enhancement strategy through program evaluation
- Evaluate research reports
- Conduct bias free assessments

Outline

Unit-1: The World of Psychological Testing: Major categories of tests (with some examples), uses and users of tests, major issues: Assumptions and Questions, The historical perspective, major forces

Unit-2: Test Norms: purpose of norms: norms are based on elementary notion of descriptive statistics, review of statistics variables, types of scales, measure of central tendency, SD, scores shapes of distributions.

Unit-3: Types of Norms: percentile ranks, standard score, T-score, SATs, GREs, Deviation IQ's.

Unit-4: Reliability: Review of statistics: correlation and prediction, Major sources of unreliability, conceptual framework: true score theory, methods of determining reliability, how high should reliability be?

Unit-5: Validity: Content validity, criterion-related validity, decision theory: basic concepts and terms, construct validity.

Unit-6: Test Development and item analysis in CTT and IRT: types of test items, item analysis, item tryout, item statistics, item selection.

Unit-7: Ability testing: individual tests , Group Testing

Unit-8: Personality Testing: Self-report personality Inventories, measuring Interests and Attitudes, projective Techniques

Unit-9: Test Bias: controversial nature of bias. Test Fairness and the law, the traditional defense of testing, Suggestions for solutions.

Unit-10: The Future of Psychological Testing: Issues shaping the field of testing, current trends, future trends.

Unit-11: Ethical and social consideration in testing

Unit-12: Assessment for Quality Enhancement

Unit-13: Program evaluation

Unit-14: Institutional evaluation (based on HEC standards)

Unit-15: Research Report Evaluation

Recommended Texts

1. Cooper, C. (2019). *Psychological testing: Theory and practice.* NY: Routledge.
2. Urbina, S. (2014). *Essentials of psychological testing*. NY: John Wiley & Sons.

Suggested Readings

1. Boud, D., & Falchikov, N. (Eds.). (2017). *Rethinking assessment in higher education: Learning for the longer term*. NY: Routledge.
2. Brookhart, S. M., & McMillan, J. H. (Eds.). (2019). *Classroom assessment and educational measurement*. NY: Routledge.
3. Dann, R. (2014). *Promoting assessment as learning: Improving the learning process*. London: Routledge.
4. Hogan, T.P. (2014). *Psychological testing: A practical introduction*. NY: John Wiley & Sons.