



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 23rd (4/2024) meeting held on 05.12.2024, the Syndicate in its 69th (1/2025) meeting held on 17.01.2025 approved the start of B.Ed (Hons.) Elementary (5th Semester Intake) instead of BS-Education (5th Semester Intake).

The Syndicate further approved the ex-post facto approval of curriculum of B.Ed (Hons.) Elementary (5th Semester Intake) program for Sessions Spring 2023-25 and Fall 2023-2025 (Annex-'A').


(WAQAR AHMAD)

Additional Registrar (General)

Dated: 14.02.2025

No. SU/Acad/25/205

Distribution:

- Director, Institute of Education
- Controller of Examinations
- Director Academics

C.C:

- Dean, Faculty of Social Sciences
- Director, QEC
- Additional Registrar (Affiliation & Registration)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

**B. Ed (Hons.) Elementary
(2-Years)**

(Semester System)

Scheme of Studies and Course Outlines



2023

**DEPARTMENT OF EDUCATION
UNIVERSITY OF SARGODHA**

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Department of Education
University of Sargodha
Sargodha, Pakistan

Vision

To produce professional educators with vision research through the intensive study of new developments, trends, and directions in the field of education keeping in view the modern scientific and technical advancement.

Mission

To render services in the field of education by preparing trained, competent, and effective skilled 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 societal development in general as per 21st century needs.



Department of Education
University of Jammu
Srinagar, Jammu & Kashmir

Scheme of Studies and Course Outlines

B. Ed (Hons.) Elementary Program (2 Years)

The program of B. Ed (Hons.) Elementary (After 14 Years of Qualification) comprises the following five Deficiency Courses, three Compulsory Courses, seven Foundation Courses, four Content Courses, seven Professional Courses, and Teaching Practice.

Eligibility Criteria:

ADP/ADE/AD/BA/BSc or equivalent with minimum 2nd Division (14 Years Qualification)
 Transcript Title: B. Ed. (Hons.) Elementary (2 years)
 Degree Title: Bachelor of Education (B. Ed. 2 years)

Duration: 02 years
 Bridging Semester: 01
 (For Non-Education Students)
 Semesters: 04
 Semester Duration: 16-18 weeks
 Course Load per Semester: 18 Credit Hours

Credit Hours Distribution:

Compulsory Courses	03 Courses	09 Credit Hours
Foundation Courses	07 Courses	21 Credit Hours
Content Courses	04 Courses	12 Credit Hours
Professional Courses	07 Courses	21 Credit Hours
Teaching Practice Courses	02 Courses	09 Credit Hours
Total	23 Courses	72 Credit Hours

Evaluation Criteria:

Mid-term Exams.	30%
Sessional Marks	20%
Final Exams.	50%
Total	100%

Assessment Criteria of Teaching Practice

Activity	Numbers	Max. marks
Classroom Observation & Reflection, Field Notes, Homework Assessment	(05+05)	20
2 Interviews/Study of Organization		05
Lesson Plans	(20+20)	30
1 st Model lesson (22 nd Week of Jan. 2023)/ 2 nd Model Lesson (2 nd Week of Feb. 2023)	01 01	35
Attendance		10
Total		100

Note: The duration of Teaching Practice (Short Term) is 3 weeks, and Teaching Practice (Long Term) is 9 weeks. Before the start of Teaching Practice, students will attend a one-week mandatory orientation session held by the department.

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Complete List of Course Codes and Course Titles
B. Ed (Hons.) Elementary Program
(2 Years 4 Semesters)

Sr. No.	Course Code	Deficiency Courses (Bridging Semester)	Credit Hours
1	EDUB-5101	Introduction to Education	3 (3+0)
2	EDUB-5102	Instructional Methods	3 (3+0)
3	EDUB-5103	Computer Applications in Education	3 (3+0)
4	EDUB-5104	Child Development	3 (3+0)
5	EDUB-5105	Sociology of Education	3 (3+0)
Sr. No.	Course Code	Compulsory Courses	Credit Hours
6	URCC-5110	Citizenship Education and Community Engagement (Compulsory)	3 (1+2) Non-Credit
7	EDUC-6715	Art, Crafts and Calligraphy	3 (3+0)
8	EDUC-6730	Critical Thinking and Reflective Practices	3 (3+0)
Sr. No.	Course Code	Foundation Courses	Credit Hours
9	EDUC-6701	ICT in Education	3 (3+0)
10	EDUC-6702	Curriculum Development	3 (3+0)
11	EDUC-6703	Educational Psychology	3 (3+0)
12	EDUC-6716	Classroom Assessment	3 (3+0)
13	EDUC-6726	Educational Research	3 (3+0)
14	EDUC-6729	Contemporary Issues and Trends in Education	3 (3+0)
15	EDUC-6731	Comparative Education	3 (3+0)
Sr. No.	Course Code	Content Courses	Credit Hours
16	EDUC-6704	Introduction to Grammar & Error Analysis	3 (3+0)
17	EDUC-6706	Urdu/Regional Languages	3 (3+0)
18	EDUC-6707	Social Studies	3 (3+0)
19	EDUC-6708	General Science	3 (3+0)
20	EDUC-6709	Mathematics	3 (3+0)
21	EDUC-6710	Introduction to Physics	3 (3+0)
22	EDUC-6711	Introduction to Chemistry	3 (3+0)
23	EDUC-6712	Introduction to Biology	3 (3+0)
24	EDUC-6713	Introduction to Computer Science	3 (3+0)
25	EDUC-6714	Language Skills	3 (3+0)
Sr. No.	Course Code	Professional Courses	Credit Hours
26	EDUC-6705	Teaching of English Language	3 (3+0)
27	EDUC-6717	Teaching of Urdu/Regional Languages	3 (3+0)
28	EDUC-6718	Teaching of Social Studies	3 (3+0)
29	EDUC-6719	Teaching of General Science	3 (3+0)
30	EDUC-6720	Teaching of Mathematics	3 (3+0)
31	EDUC-6721	Teaching of Physics	3 (3+0)
32	EDUC-6722	Teaching of Chemistry	3 (3+0)
33	EDUC-6723	Teaching of Biology	3 (3+0)
34	EDUC-6724	Teaching of Computer Science	3 (3+0)

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35	EDUC-6725	Test Development and Evaluation	3 (3+0)
36	EDUC-6732	Introduction to ECE	3 (3+0)
37	EDUC-6733	School Management	3 (3+0)
38	EDUC-6734	Research Project	3 (3+0)
Sr. No.	Course Code	Teaching Practice	Credit Hours
39	EDUC-6727	Teaching Practice (Short Term)	3 (3+0)
40	EDUC-6728	Teaching Practice (Long Term)	6 (0+6)

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Semester-Wise Course Codes and Course Titles
B. Ed. (Hons.) Elementary Program
(2 Years 4 Semesters)

BRIDGING SEMESTER (For Non-Education Students)

Sr. No.	Course Code	Course Title	Credits Hours
1	EDUB-5101	Introduction to Education	3 (3+0)
2	EDUB-5102	Instructional Methods	3 (3+0)
3	EDUB-5103	Computer Applications in Education	3 (3+0)
4	EDUB-5104	Child Development	3 (3+0)
5	EDUB-5105	Sociology of Education	3 (3+0)
Total Credit Hours			15

Note: All courses of the bridging semester will be offered in the summer semester to complete the degree in 2 years.

SEMESTER - ~~V~~ I

Sr. No.	Course Code	Course Title	Credit Hours
1	EDUC-6701	ICT in Education	3 (3+0)
2	EDUC-6702	Curriculum Development	3 (3+0)
3	EDUC-6703	Educational Psychology	3 (3+0)
4	EDUC-6704	Introduction to Grammar & Error Analysis	3 (0+3)
5	EDUC-6705	Teaching of English Language	3 (3+0)

Note: Students will have to select any one of the following specializations and take any one course out of the selected specialization in Semester V.

6	Area of Specialization I (Content)		3 (3+0)
	EDUC-6706	Urdu/Regional Languages	
	EDUC-6707	Social Studies	
	EDUC-6708	General Science	
	EDUC-6709	Mathematics	
	Area of Specialization II (Content)		
	EDUC-6710	Introduction to Physics	
	EDUC-6711	Introduction to Chemistry	
	EDUC-6712	Introduction to Biology	
EDUC-6713	Introduction to Computer Science		
7	URCC-5110	Citizenship Education and Community Engagement	Not-Credit
Total Credit Hours			18

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SEMESTER - VI II

Sr. No.	Course Code	Course Title	Credit Hours
1	EDUC-6714	Language skills	3 (3+0)
2	EDUC-6715	Art, Crafts and Calligraphy	3 (3+0)
3	EDUC-6716	Classroom Assessment	3 (3+0)
Note: Students will have to select one more course out of the selected specialization in Semester VI other than the course taken in Semester V.			
4	Specialization I (Content)		3 (3+0)
	EDUC-6706	Urdu/Regional Languages	
	EDUC-6707	Social Studies	
	EDUC-6708	General Science	
	EDUC-6709	Mathematics	
	Specialization II (Content)		
	EDUC-6710	Introduction to Physics	
	EDUC-6711	Introduction to Chemistry	
	EDUC-6712	Introduction to Biology	
EDUC-6713	Introduction to Computer Science		
Note: Students will have to select any one of the following specializations and take any two courses out of the selected specialization in accordance with the courses taken in Specialization I or Specialization II.			
5	Specialization III (Teaching)		3 (3+0)
	EDUC-6717	Teaching of Urdu/Regional Languages	
	EDUC-6718	Teaching of Social Studies	
	EDUC-6719	Teaching of General Science	
	EDUC-6720	Teaching of Mathematics	
6	Specialization IV (Teaching)		3 (3+0)
	EDUC-6721	Teaching of Physics	
	EDUC-6722	Teaching of Chemistry	
	EDUC-6723	Teaching of Biology	
	EDUC-6724	Teaching of Computer Science	
Total Credit Hours			18

SEMESTER - VI III

Sr. No.	Course	Course Title	Credit Hours
1	EDUC-6725	Test Development and Evaluation	3 (3+0)
2	EDUC-6726	Educational Research	3 (0+3)
3	EDUC-6727	Teaching Practice (Short Term)	3 (0+3)
4	EDUC-6728	Teaching Practice (Long Term)	9 (0+9)
Total Credit Hours			18

SEMESTER - VI IV

Sr. No.	Course Code	Course Title	Credit Hours
1	EDUC-6729	Contemporary Trends and Issues in Education	3 (3+0)
2	EDUC-6730	Critical Thinking & Reflective Practices	3 (3+0)
3	EDUC-6731	Comparative Education	3 (3+0)
4	EDUC-6732	Introduction to ECE	3 (3+0)
5	EDUC-6733	School Management	3 (3+0)
6	EDUC-6734	Research Project	3 (3+0)
Total Credit Hours			18

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BRIDGING SEMESTER (For Non-Education Students)

Sr. No.	Course Code	Course Title	Credits Hours
1	EDUB-5101	Introduction to Education	3 (3+0)
2	EDUB-5102	Instructional Methods	3 (3+0)
3	EDUB-5103	Computer Applications in Education	3 (3+0)
4	EDUB-5104	Child Development	3 (3+0)
5	EDUB-5105	Sociology of Education	3 (3+0)
Total Credit Hours			15

W. M. S. M.

EDUB-5101

Introduction to Education

3 (3+0)

Course Description

The purpose of this course is to examine the evolution of education in 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 teaching skills and major terminologies of education. The course will also throw light on guidance and counselling 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:

- i. Define the basic concepts of Education
- ii. Describe the important features of foundations of Education
- iii. Understand the role of Education in society
- iv. Describe the elements of Education
- v. 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

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- 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

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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 Books:

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>

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EDUB-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 analyzing 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 analyze 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:

- i. Explain the basic concepts of instructions
- ii. Practice different teaching methods in classroom
- iii. Organize classroom discussion and demonstrate its appropriate use
- iv. Apply various techniques to motivate students
- v. Select appropriate audio-visual aids in classroom teaching
- vi. 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

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- 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.

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EDUB-5103

Computer Applications in Education

3 (3+0)

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:

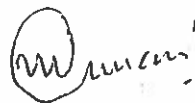
- i. Define computer
- ii. Discuss the function of various kinds of computers
- iii. Describe the system working of computer
- iv. Apply computer assisted instruction (CAI) in teaching learning process
- v. Select appropriate package for use in CAI
- vi. Develop a rational of computer managed learning
- vii. Appreciate the role of computers in education
- viii. 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 report


6. Designing Presentations

6.1. Introduction to MS-Power point

6.2. Preparing presentations

6.3. Audio and video effects

6.4. Advance features

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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: Cengage 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.

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EDUB-5104

Child Development

3 (3+0)

Course Description

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.

Course Objectives:

After studying the course, the student teachers would be able to:

- i. Understand and describe the basic terminology, history, research methodology, stages and issues in child development
- ii. Evaluate various theories and approaches to the study of child development
- iii. Explain the role and potential contribution of various theories of child development in the teaching and learning process
- iv. Relate different professional techniques and domains of development like physical, cognitive, moral, emotional and social
- v. Elaborate on the development of children at infancy, childhood, and adolescence in the domains of physical, cognitive, moral, emotional and social development
- vi. 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

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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

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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.

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EDUC-5105**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:

- i. Discuss relation between school and community
- ii. Know the process of linkage among the school community and teacher for effective education
- iii. Identify the social factors affecting education and how it can support the development of education
- iv. Know the role of teachers and school in socialization of students and development of society
- v. Enable prospective teachers to contribute in community work, health promotion activities and endorsement of healthy environment.

Course Objectives**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

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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.**
 - 5.1 Society, Community and Culture
 - 5.2 Definition
 - 5.3 Individual status and his/her role in the society
 - 5.4 societal interaction
 - 5.5 cultural diversity
 - 5.6 cultural and cultural elements of Pakistani community
 - 5.7 role of education in strengthening Pakistan
6. **Group and Group Dynamics**
 - 6.1 Meaning OF A Group
 - 6.2 Group dynamics
 - 6.3 Types of Social Groups
 - 6.4 Individual Behavior and group behavior
 - 6.5 Role of School teacher in molding individual and group behavior
7. **Socialization**
 - 7.1 Meaning and aims of socialization
 - 7.2 Agencies of socialization
 - 7.3 Stages of social development

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7.4 Role of school in socialization

7.5 Teachers as role model, participating in community and health activities

8 Social Institutions

8.1 Definition

8.2 Types of social institutions

8.3 The family

8.4 Economic institutions

8.5 Religious institutions

8.6 Educational institutions

8.7 Play and recreational institutions

9 School and Community

9.1 Relationship between school and community

9.2 Effects of school on community

9.3 Effects of community on schools

9.4 A critical analysis of effective role of schools and teachers in Pakistani community

10 Social Control

10.1 Definition

10.2 Social deviation, peace, harmony and tolerance

10.3 Methods of social control

10.4 Role of community, school and teacher in peace development, harmony and tolerance

11 Teacher, School and Students

11.1 Are teachers born or made

11.2 Effective and reflective teaching

11.3 creative and critical teaching

11.4 teacher effectiveness

11.5 Academic Learning Time (ALT)

11.6 Class room Management

11.7 Co-Curricular activities

11.8 Reflection or productive feed back

12 Technological Change

12.1 Technological change and its impact

12.2 Sources/forces of technological change

12.3 Technology and Jobs

12.4 Technology and Ethical Values

12.5 Utilitarian view of technology

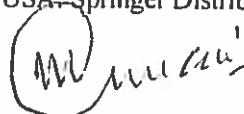
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Recommended Text:

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.

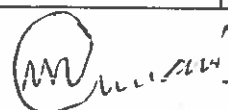
Suggested Readings:

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.



SEMESTER – V

Sr. No.	Course Code	Course Title	Credit Hours
1	EDUC-6701	ICT in Education	3 (3+0)
2	EDUC-6702	Curriculum Development	3 (3+0)
3	EDUC-6703	Educational Psychology	3 (3+0)
4	EDUC-6704	Introduction to Grammar & Error Analysis	3 (0+3)
5	EDUC-6705	Teaching of English Language	3 (3+0)
Note: Students will have to select any one of the following specializations and take any one course out of the selected specialization in Semester V.			
6	Area of Specialization I (Content)		3 (3+0)
	EDUC-6706	Urdu/Regional Languages	
	EDUC-6707	Social Studies	
	EDUC-6708	General Science	
	EDUC-6709	Mathematics	
	Area of Specialization II (Content)		
	EDUC-6710	Introduction to Physics	
	EDUC-6711	Introduction to Chemistry	
	EDUC-6712	Introduction to Biology	
	EDUC-6713	Introduction to Computer Science	
7	URCC-5110	Citizenship Education and Community Engagement	Not-Credit
Total Credit Hours			18



EDUC-6701 Information and Communication Technology (ICT) in Education 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 Objectives:

After completion of this course learners 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.
- v. explain why technologies are appropriate (and not appropriate) for certain types of learning (knowledge) •
- vi. utilize a range of technologies (radio, video, computer, online tools, and others) to create, plan, and deliver instruction (application)
- vii. Provide a well-articulated perspective on ICTs in education informed by personal experience and critical examination of resources, curriculum, and educational practice (evaluation)

Course 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

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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

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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/ComputerAnatomy/ComputerAnatomy_RLO.pdf

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EDUC-6702**Curriculum Development****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 Objectives

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

- i. Elaborate the concept of curriculum
- ii. Explain the Process of curriculum development in Pakistan
- iii. Examine the components of curriculum development
- iv. Differentiate between different types of curriculum
- v. Write curriculum objectives in behavioral terms
- vi. 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.

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EDUC-6703**Educational Psychology****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 Objectives

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

- i. Describe in detail the multidisciplinary nature of educational psychology
- ii. Familiarize students with basic theories derived from various discipline which are related to education
- iii. Develop critical thinking about and appreciation of education psychology as multidisciplinary subject
- iv. 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.

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EDUC-6704

Introduction to Grammar & Error Analysis

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 Objectives

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**1. 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

2. 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

3. Place of Grammar in Language Teaching

Principles, approaches and their implication in relation to Pedagogical Grammar

4. Kinds of Grammar

1. Traditional grammar
2. Systemic grammar
3. Transformational generative grammar
4. Universal grammar
5. Notional-Functional Grammar

5. Approaches to grammar teaching

1. Inductive approach
2. Deductive approach
3. Communicative approach
4. Integrative approach
6. Common grammatical errors
7. The placement of grammar in the classroom
8. Grammar and Task- Based learning
9. Grammar teaching and feed back
10. 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

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EDUC-6705

Teaching of English Language

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. 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:

- i. Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
- ii. Teach different units of the syllabi efficiently and effectively up to secondary level
- iii. Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
- iv. 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

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- 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

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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, Tiruchirappalli.
Retrieved from <https://www.pdfdrive.com/>

M. Muthukumar

EDUC-6706

Urdu / Regional Languages (Content)

3 (3+0)

- (COURSE DESCRIPTION) کورس کا بیان -۰
 (COURSE OUTCOMES) حاصلات کورس -۰
 (LEARNING AND TEACHING APPROACHE): تعلیمی اور تدریسی رسائی: -۰
 (UNIT) یونٹ -۰

- ۱- تعارف زبان
 ۲- اصناف ادب
 ۳- اصناف سخن (نظم و غزل)
 ۴- انشا پر دازی
 ۵- اردو کے جدید رجحانات

- (REFERENCES) حوالہ جات -۰
 (ASSIGNMENTS) اسائنمنٹ (مختلف موضوعات) -۰
 کورس سے متعلق لازمی معلومات -۰
 اردو سے متعلق غلط فہمیوں کا ازالہ -۰
 تفصیلی سٹی خا کے -۰

۱۷/۱۱/۲۰۲۰

سال اول سیمسٹر

ایجوکیشن ڈگری آف ایجوکیشن/ADE

بی ایڈ تعلیمی/ (آزاد)

کریڈٹ: ۳

پیش لاء درجہ: (PREREQUISITES)

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

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

تفصیل (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 زیر تربیت اساتذہ لہجہ و دہائی میں غلطی، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابل توجہ ہے کہ اس کورس میں اساتذہ قواعد و دران مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو متعارف کر دیا جائے گا۔ تاکہ کورس کے اختتام پر طلبہ محض ادب کے نہیں بلکہ زبان کے اساتذہ کہلائیں۔ کسی بھی زبان کی تدریس سے پہلے اس کے متن پر عبور ہونا ضروری ہے اس لیے نصاب میں وہ شعرا و ادباء شامل کیے گئے ہیں جو جماعت اول تا ہفتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بطور گولڈن لیٹریچر جدید روایات (ضرورتوں/ تقاضوں/ تعمیری جہتوں) کے حوالے سے بھی زیر بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف ہائی، صوتی، تحلیلی، بھلوی، تفصیلی) اردو کی تدریس پر خصوصی توجہ دی گئی ہے تاکہ طلبہ تعلیمی اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

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

- ۰۔ اردو زبان کی ساخت، وسعت اور اہمیت سے آگاہی حاصل کر سکیں۔
- ۰۔ ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- ۰۔ مختلف موضوعات کو عملی ذکر پوری اعجاز میں بیان کر سکیں۔
- ۰۔ اردو کے ابلاغ میں جدید روایات کے تحت نئی جہتوں پر عمل کر سکیں۔
- ۰۔ زبان کے اساتذہ کی حیثیت سے اپنی صلاحیتوں کی تنظیم کر سکیں۔

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

اس کورس کی ترتیب نو کے مقاصد کو پیش نظر رکھتے ہوئے تعلیمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے ملکا ترکیبی، تخلیقی، تخلیقی، استقرائی، استخراجی، انکشافی، اور خصوصاً تفصیلی و عملی جیسے متنوع طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سنی لہجری مواد کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیکرنگ، جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر استعمال کیا گیا ہے جو ایک مشاق استاد کی تدریسی حکمت عملی سے مزین کارآمد ہے۔

محمد امجد علی

اس یونٹ میں اردو ادب کی اصناف کا مختصر تعارف شامل ہے۔ نثری اصناف میں داستان، ناول، ڈراما، مضمون، آپ بیتی، مکتبہ اور طنز و مزاح شامل ہیں۔ تاکہ پڑھنے والی اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صنف ادب ہے۔ علاوہ ازیں نثر پارے کا تنقیدی جائزہ لینے کے اس کی صفت کا اور اک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات / قواعد کو جدید، عملی، تفصیلی اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تاکہ قواعد نہیں مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جائے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ کو جدید تعلیمی اصطلاحات کا استعمال بھی سکھایا گیا ہے۔

مثلاً (زبان اور تعلیم) (Oral Approach) اور صورت حال کے مطابق تدریس زبان (Situational Language Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سائنسوں 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۔ ملاحظہ فرمائیے کہ اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

- ۰ اصناف نثر کا مختصر تعارف، اجزاء اور اقسام / اصناف کا تقابلی
- ۰ داستان (اجزاء / ناول و داستان کا فرق)
- ۰ ناول (اقسام / ناول و افسانہ کا فرق)

- ۰ ڈراما (اقسام / اجزائے ترکیبی / روایت)
- ۰ افسانہ نگاری کا تعارف، اشفاق احمد کے ”گمڑیا“ کے حوالے سے (نثری ادبی تجزیہ)
- ۰ طنز و مزاح، اشفاق احمد کی نثر کی مزاح نگاری کے حوالے سے مزاح اور طنز میں فرق کی وضاحت

- ۰ اغراض و مقاصد (صرف یعنی الفاظ سے بحث، جو مکمل جملوں اور عبارتوں سے بحث)
- ۰ انشاء و زبان (لہذا قواعد تدریس کی صحت)
- ۰ کاوشات (دوران گفتگو / عام بول چال میں استعمال)

یونس احمد

- ۰ ضرب الامثال (تعارف، تلخیص اور ضرب الامثال میں فرق)
- ۰ اصناف خوش خوائی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- ۰ تحت اللفظ (شعر و نظم سے عملی مشق)

پونٹ ۳

زیر بحث پونٹ میں شعری اصناف، حسن نعت، غزل، ہیروڈی اور گیت مثال ہیں۔ اس پونٹ کا عملی پہلو یہ ہے کہ شعرائے کرام کے مظلوم فن پاروں کا ایک استاد کی حیثیت سے نگری دینی، تقابلی و تجلیلی تجزیہ پیش کر کے۔ مشاعرہ کا ترکیبی شعر ہے۔

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

یہی خیال غالب کے اس تجلیلی رنگ میں ملاحظہ فرمائیے!

تاشائے اہل کرم دیکھتے ہیں

تو تاشائے اہل کرم کی تربیت اس جہت کا لازمہ ہے اس کوشش کو عملی رنگ دینے کے لیے تجلیل، ردول، پے تحت اللفظ اور فی البدیہہ نظم کوئی کے رحمان کو فروغ دیا جائے گا۔

- ۰ اصناف سخن کا تعارف
- ۰ اردو نظم (تعارف، اقسام)
- ۰ اردو غزل (نظم اور غزل میں فرق)
- ۰ علامہ محمد اقبال کی نظم ”روح ارض آدم کا استقبال کرتی ہے“۔

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- ۔ مولانا الطاف حسین حالی کی نظم سمدس حالی کے پہلے چار بند
- ۔ پس منظر کے تحت منظومات کی تشریح
- ۔ مرزا اسد اللہ خاں غالب کی غزل "باز بچہ ما اطفال ہے دنیا میرے آگے"
- ۔ صوفی غلام مصطفیٰ تبسم کی غزل "یہ کیا کراک جہاں کو کرو عقب اضطراب" کے پہلے پانچ اشعار
- ۔ شعرا کا کھری وٹنی مقابل
- ۔ پرائمری سطح کی نظمیں (کلام پر اظہار خیال، جمشیل)
- ۔ وسطانی سطح کی نظمیں (کلام کی خوبیاں، تبصرہ)
- ۔ تحت اللفظ اور فی الہدیہ نظم کوئی

پونٹ ۴

آج ضرورت ایسی اُردو کی ہے جو روزمرہ 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 تشکیل اُردو کا مطلب روزمرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمینٹری سطح کے اساتذہ انشا پر مادی کے طریقے، تکنیک اور حکمت عملی کے گریڈ کر کے اس قابل ہو جائیں گے کہ ان خطوط پر مزے کام کر سکیں اور اُردو میں عملی ضروریات ادبی، سماجی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں محدود موادوں ثابت ہوں گے۔ ان میں سے کئی مذاہر استعمال کی جائیں گی۔ جیسے کہانیاں، پسلیاں، لطیفہ گوئی، مکالمے، بہرہ پ، ہجرتا یا ڈراما کاری، بحث مباحثے/مذاکرے۔ مظاہر پورٹا کو ڈراما کاری میں تبدیل کرنا۔ کتاب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز میں دینا۔ اس ضمن میں جماعتی سطح/معیار/احسان کا خاص خیال رکھا جائے گا۔ تاکہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

- ۔ اُردو حروفِ جمعی (صوتیات/اعراب/حرکات)
- ۔ اُردو کا جدید ترین قاعدہ (صوتی، بنی، تصویری، ملازمی)
- ۔ حروف کا کلی کردار (ابتدائی اور مہلکی جماعتی سطح پر)

۲۴/۱۱/۲۰۲۱

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

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

پوشٹ ۵

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 لو آموز اساتذہ کے لیے جتنی المقدور سادہ، عام فہم اور پر لطف انداز میں دیا گیا ہے۔ اردو برقیاتی پیغام زیر تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کہیں لڑنے اردو اطلاعات کا مستقبل روشن کر دیا ہے۔ دفتر کی ملکہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رہتا و ترقی کر رہے ہیں۔ مذہب و اخلاق کی ہر گزہ اردو کھول رہی ہے۔ سائنس و ٹیکنیکل ترقی عام ہو جانے کے مفروضے پر یعنی زیر تربیت اساتذہ کو مستعملی معلومات فراہم کی جائیں گی۔ آرٹ کے تعمیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے پا آرٹ ادب سے استفادہ کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کیڑوں پر اتارنا۔ قالب و اقوال کی شاعری پر یہ کام ہو چکا ہے۔ نئی نئی نعت اور مضامین کا مقابلہ تو اب شہرت، عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی اشخاص اچا کر کرنے اور اسے گول انگوٹج بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

- اردو کی ترویج (ہر پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت (تقاضے/تعبیریں)
- اردو کی پیشہ کی زبان (اطلاعیات: اردو کا مستقبل)
- اردو ذریعہ ابلاغ (دفتر، سماج، مذہب و اخلاق)

پیشہ کی زبان

- ۰۔ اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)
 ۰۔ اردو رابطے کی زبان (عام بول چال کے حوالے سے)
- ۰۔ اردو آرٹ اور کالج (نثر و نظم میں آرٹ/ آرٹ میں نثر و نظم)
 ۰۔ اردو تراجم (قومی دہلی جذبے/ ماخوذ متن)
 ۰۔ اردو گلوبل اینکوائٹ (منظر نامہ)

- ۱۔ جمیل جاہلی، ڈاکٹر قومی زبان: یک جہتی، نفاذ اور مسائل، مقتدر قومی زبان، اسلام آباد، ۱۹۸۹ء۔
 ۲۔ رضیہ نور محمد، ڈاکٹر مس، اردو زبان و ادب میں مستشرقین کی خدمات تحقیقی و تفسیری جائزہ، مکتبہ خیابان ادب، لاہور، اپریل ۱۹۸۵ء۔
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۰۔ ”غزوہ کشمی/ لویہ ایک سنگ“ سعادت حسن منٹو

۰۔ پھر، اشفاق احمد

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۰۔ ”مرزا غالب ہندو روڈ پر“ فولیہ مبین الدین (ڈراما سی ڈی)

۰۔ ”یوسف مرزا کے نام“ مرزا غالب

۰۔ ”مولانا اللہ خان کے نام“ علامہ اقبال

- ۱۔ علامہ اقبال کی شاعری مختلف موضوعات کا مرتب ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعرا کہتے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لہلہا کرنے کی وجوہات بھی تحریر کریں اور پہلے پختے کے اختتام پر جمع کروائیں۔
- ۲۔ دو گروپوں کو مختلف موضوعات دیے جائیں گے۔ دونوں گروپ اسکرپٹ لکھ کر رول پلے/تھیٹر تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریر کرنا شروع کریں۔
- ۳۔ صوفی غلام مصطفیٰ مجسم کی جماعت اول تا ہفتم درجی کتاب میں موجود نظموں کا نئی دلگہری جاتہ مہا جے کے ذریعے تحریر کریں۔ ایک پختے کے اندر جمع کروائیں۔
- ۴۔ سوہاگل کے ذریعے اردو کے ادب پاروں پر کتابچہ کی صورت میں مواد اکٹھا کریں۔ مواد کا معیار ہی ہونا ضروری ہے۔ دو پختے کے اندر جمع کروائیں۔

اس کورس کا بنیادی لازمہ اردو کو قسطنطنیہ بنیادوں پر استوار کرنا ہے۔ تاہم ادبی ماخذ کی اہمیت سے بھی انکار نہیں کیا جاسکتا۔ اسی وجہ سے کورس کا آغاز تعارفی زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے لائقین کی اردو محاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر لکھنؤ کے لیے اردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ لکھنؤ یونیورسٹی نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے نکلکتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل باقاعدہ 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 فرض ہے۔ اس اعتبار میں کام کرنا ہی زبان کو سائنسی طریقہ پر لکھ دے سکتا ہے۔

جدید ماہرین تعلیم نئی امور میں منتقلی 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 گروڈوش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسے صرف دیکھے پھر اسے نگرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپنانا جائے۔ اس کی ترتیبات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجزیہ بعد میں۔ یہ کورس خاص طور پر زیر تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی/تکنیکی زبان یا محضر (Discourse) کی حیثیت سے سمجھنا اس کورس کا بنیادی نقطہ ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دور حاضر کے رجحانات، تقاضے اور ترتیبات سے نئے رخ دیتے رہتے ہیں۔

! ملاحظہ فرمائیں

تمام تدریسوں کی بنیادی نقطہ یہ ہے کہ زیر تربیت اساتذہ فکشل و عملی طریقے سیکھیں۔ عملی فکشل اُردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شلی کا مضمون قابل توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت ہے۔ زیر تربیت اساتذہ ادبی متن کی تدریس کی 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 بدلنا ہوا سہرا نامہ ہی ان کی بھلائی کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فروع کا راستہ خود بخود دیکھتا ہے مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریس طریقے، مہارتیں، محاورات اور تکنیک وضع کرنا۔ جو سائنٹفک انداز نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فکشل 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 فکشل 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 نفس مضمون پر محرم ہو۔ اس لیے کورس میں جماعت اول تا اٹھم نصابی کتب میں شامل شعراء وادباء پر تفصیلی بحث فکشل انداز میں شامل ہے۔

انٹرا پروازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حروف کی صوتی، مخارج اور جملہ کئیبتوں کو سمجھنا اور ان کی ابتدائی دو سطری جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ، لٹریچر، درخواست، مدد پر ترقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیقی انشا کا باعث ہے۔ عملی اُردو کا تقاضا ہے کہ غالب و آقبال کا انداز سیکھنے والے طلبہ ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا ٹیکسٹ کارڈ دے دیں۔

کمپیوٹر سے فکشل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر نے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلنا ہوا سہرا نامہ اُردو کو نئی حیثیت میں حلیم کر رہا ہے۔ مستقبل کی حکمت عملی، اس کی ہیئت، تکنیک اور تدریس کے انداز میں تبدیلی فروع کے رجحانات کو ثبت زاویے، تکنیکی سامانے، کمپیوٹر سے اور محض فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ دارانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسی ایٹ ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایجوکیشن کی سطح کو اس خیال (Hypothesis) کے تحت ذرا آن کیا گیا ہے

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلبہ اُردو بولتے ہیں تو انہیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و جوابی جملے، جملہ گج 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 عجیب، قرأت میں خوب، تفسیر و توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، سچے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناماری، ذخیرہ الفاظ میں افلاس، سمجھنے کی قوت کم، ذہن ابھارت سے بڑا۔ اس کا سبب غلط طریق تدریس ہے۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ کو خود بھی زبان پر محرم حاصل نہیں ہوتی۔

اُردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ "بات، بس اور بیج حرف میں "ب" میں تین جہاں گاہ۔

بے شک اساتذہ

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

اردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور کسمل۔ 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 اردو میں اور ہے مثلاً ض کو اردو والے ڈ کے تلفظ سے ادا کرتے ہیں مگر عرب "ذہ" کے تلفظ میں بولتے ہیں۔ ع کو اردو والے والے الف کے تلفظ سے ادا کرتے ہیں مگر عرب "ع" کے تلفظ ہی میں بولتے ہیں۔ اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ سحر۔ ہجر۔ ہرغ۔ شرف۔ ذور۔ ذور وغیرہ۔ عربی میں جمل کے معنی جذباتی ہیں اور ذیل کے معنی کزور 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 ناچھتر رہنے سے بچے مسائل کا شکار رہتے ہیں۔ قدیم طریقہ ہائے تدریس ان میں زبان کا مشغولہ محل بیدار ہی نہیں کر پاتا۔ ذخیرہ الفاظ میں وسعت اور بوقت ضرورت ان کے انتخاب کی اہمیت تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔ اس مقصد کے لیے اردو تلفظ اور "اردو تھیسارس" کا استعمال زیادہ مفید ہوتا ہے۔ اردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے صوبوں ترین الفاظ کا استعمال ان کے سیاق و سباق پر منحصر ہے۔ ظاہر ہے کہ سیاق و سباق اور بر عمل استعمال کے لیے وصحت مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔ بعض ارباب تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرہ 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 کو لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ ہی صدہا ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تاکہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل و حالات پر مدلل اظہار خیال اور دروسوں کو اپنی تقریر سے مطابقت کر سکیں۔ اس کے لیے ایک عملی پیریڈ اور اس کا مکمل امتحان ضروری ہے۔
- اردو توئی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اردو بولتے ہیں اور بعض طلبہ ہاتھیوں دیہات کے طلبہ اردو میں چار جملے بھی نہیں بول سکتے۔ لہذا الفاظ کا طریقہ تکلم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اردو زبان بولنے پھولنے انداز میں بول سکتے ہیں غلط ہے۔ ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اردو 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۔

شفا رش کردہ کتاب

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

تجویز کردہ کتب:

- 1- بادشاہ منیر بخاری (2015)۔ ڈاکٹر اردو زبان کے غیر اریائی نظریات بخاری پبلشرز پشاور
- 2- شان الحق حق (2011)۔ ف رینگ تلفظ (مرتبہ) (مقتدرہ قومی زبان اسلام آباد)

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EDUC-6707

Social Studies (Content)

3(3+0)


Course Description

Subject of Social studies is generally considered to be a very dry subject. It would be a challenge for you to create interest in students and to make them look forward to each social studies period. It is a good idea to begin a lesson with an introductory activity. It prepares students for what is to follow, builds their interest in the topic, and helps them focus. It gives ideas for an introductory activity with each lesson. In addition to history, geography, economics, and environment, social studies also make civics sense. The course will emphasize character building and civic sense in the class. These aspects of a child's grooming are generally neglected which is regrettable. It manifests in our society which is by and large found to be lacking any civic sense. Being the purview of this subject, it becomes our responsibility to put due stress on it in the classroom.

Course Objectives

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

- i. describe the special characteristics of oceans
- ii. describe the major seas of the world
- iii. explain the difference between strait and channel
- iv. identify various kinds of natural disasters and their causes
- v. discuss how the damage caused by natural disasters can be minimized
- vi. describe the harmful effects of each type of pollution
- vii. realize the importance of controlling each type of pollution
- viii. explain that the major regions are temperate, tropical, and polar
- ix. discuss the formation of Indian National Congress
- x. explain the reasons for the formation of the Muslim league
- xi. highlight the reasons for the failure of Khilafat and Hijrat Movements
- xii. explain the significance of the Allahabad address and 14 points of Quaid-e-Azam
- xiii. explain the salient features of the Pakistan Resolution
- xiv. explain the condition of Pakistan right after partition
- xv. discuss the progress Pakistan has made in the various sectors, starting with meagre resources
- xvi. highlight that showing respect to all is the hallmark of a civilized society
- xvii. familiarize students with important public places of the major cities of Pakistan



Course Outline

Unit 1 Ocean and Seas

- 1.1. Difference between an ocean and a sea
- 1.2. Special Characteristics
- 1.3. Major Seas of the World
- 1.4. Smaller Water Bodies
- 1.5. Difference between Strait and Channel

Unit 2 Natural Disasters

- 2.1. Definition of a Natural Disaster
- 2.2. Various kinds of natural disasters and their causes
- 2.3. Damage Caused by Natural Disasters

Unit 3 Major Environmental Problems

- 3.1. Definition of Air, Water, Soil, and Sound Pollution
- 3.2. Harmful Effects of Each Type of Pollution
- 3.3. Importance of Controlling Each Type of Pollution
- 3.4. Ways of Controlling Pollution of All Kinds

Unit 4 Natural Regions of the World

- 4.1. Earth Division into Different Natural Regions
- 4.2. Major Regions of Earth
- 4.3. Location and Characteristics of the Monsoon, Tundra, Mediterranean, and Desert regions
- 4.4. Define Waves, Currents, and Tides

Unit 5 Towards Independence from British Rule

- 5.1. Formation of Indian National Congress
- 5.2. Reasons for the Partition of Bengal
- 5.3. Reasons for the Formation of the Muslim League
- 5.4. Reasons for the Failure of Khilafat and Hijrat Movements
- 5.5. Significance of the Allahabad Address and 14 Points of Quaid-e-Azam

Unit 6 The Struggle for Pakistan

- 6.1. Salient Features of the Pakistan Resolution
- 6.2. Reasons for the Failure of Cripps Mission, Quit India Movement, and Gandhi-Jinnah Talks
- 6.3. Significance of the Third June Plan
- 6.4. Work of the Boundary Commission and its Failings

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Unit 7 Pakistan Today

- 7.1. Condition of Pakistan Right After Partition
- 7.2. Progress of Pakistan in the various sectors, Starting with Meagre Resources

Unit 8 Respect for All

- 8.1. Definition of Respect
- 8.2. Why People, Animals, and Things Must be Respected
- 8.3. Showing Respect to all is the Hallmark of a Civilized Society

Unit 9 Visiting Public Places

- 9.1. What is Meant by a Public Place?
- 9.2. How to Behave in Public Places?
- 9.3. Important Public Places of the Major Cities of Pakistan

Recommended Texts

1. Haidery, M., (2022). *We learn social studies*. Oxford University Press. <https://oup.com.pk/school-textbooks/social-studies/we-learn-social-studies-teaching-guide-8.html>
2. Dean, B., Saeed, A., & Khan, S. (2022). *Social Studies V*. Sindh Textbook Board. <https://ebooks.stbb.edu.pk/storage/uploads/books/1062855416.pdf>
3. Jumma, A., Hussain, R., Sohail, S., Hafceez, U., Hashmi, K., & Memon, M. N. (2022). *Social Studies VI*. Sindh Textbook Board. <https://ebooks.stbb.edu.pk/english/class-vi>
4. Hashmi, K., Shaikh, I. A., Hussain, R., Nazir, A., Hussain, S., Memon, K. A. (2022). *Social Studies VII*. Sindh Textbook Board. <https://ebooks.stbb.edu.pk/storage/uploads/books/831797316.pdf>

Suggested Readings

1. National Curriculum Council (2020). *Single National Curriculum Social Studies IV-V*. <http://www.mofept.gov.pk/SiteImage/Misc/files/Social%20Studies%20Aug%2012.pdf>
2. Government of Sindh (2015). *Sindh Curriculum for Social Studies Grade VI-VIII*. http://dcar.gos.pk/BoC_Other_Pages/National_Curriculum/Reviewed%20Social%20Studies%20Final%20Curriculum%202016.pdf

W. M. A.

EDUC-6708

General Science (Content)

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:

- xviii. Understand scientific concepts
- xix. Differentiate between scientific products and scientific processes
- xx. Understand the underlying principle of science education
- xxi. 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. Excretory 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

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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.

W. L. E.

EDUC-6709

Mathematics (Content)

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:

- i. Understand the use of the essential tools of basic mathematics
- ii. Apply the concepts and the techniques in their respective disciplines
- iii. Model the effects non-isothermal problems through different domains
- iv. 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. Remainder 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

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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-6710

Introduction to Physics (Content)

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:

- i. Aware of the basic concepts involved in Physics.
- ii. Define the properties of matter
- iii. Apply the concepts of physics in daily life.
- iv. Comprehend different physical measures
- v. Understand the basic features of physical quantities
- vi. Distinguish different states of physical matter
- vii. 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. Thermodynamic 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)

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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

3.1 Introduction to dynamics

3.2 Momentum

3.3 Newton's laws of motion

3.4 Friction

3.5 Uniform circular motion

3.6 Work and Energy

4. 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

M. M. Ali

EDUC-6711

Introduction to Chemistry (Content)

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:

- i. Aware of the concepts involved in chemistry.
- ii. Apply the concepts of chemistry in daily life.
- iii. Describe about physical matter
- iv. Discuss the concepts chemicals
- v. Explain features of Atom
- vi. 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

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- 3. Periodic Table and Periodicity of Properties**
 - 12.6 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

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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: Wiley E-book

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EDUC-6712

Introduction to Biology (Content)

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:

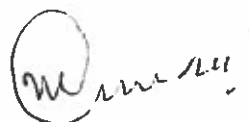
- i. Understand the concepts of Biology and its relationship with other sciences.
- ii. Differentiate the branches of Biology
- iii. Apply the biological processes in real life situations.
- iv. Comprehend the elements of Biodiversity
- v. Identify the cell structures of plants and animals
- vi. Explain 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

5. Cell cycle

5.1. Mitosis

5.2. Significance of Mitosis

5.3. Meiosis

5.4. Significance of Meiosis

5.5. Difference in Mitosis and Meiosis

5.6. Apoptosis and Necrosis

6. Enzymes

6.1. Introduction

6.2. Characteristics of enzymes

6.3. Uses of enzymes

6.4. Mechanism of enzymes action

6.5. Specificity of enzymes

Mmm!

7. Bioenergetics

- 7.1. Photosynthesis
- 7.2. Mechanism of photosynthesis
- 7.3. Light reactions and Z scheme
- 7.4. Dark reactions
- 7.5. Chlorophyll and Light
- 7.6. Effect of light intensity and temperature
- 7.7. Respiration

8. Ecology

- 8.1. Pollution
- 8.2. Types of pollution
- 8.3. Cleanliness

9. Nutrition

- 9.1. Mineral nutrition in plants
- 9.2. Micronutrients and Macronutrients
- 9.3. Fertilizers
- 9.4. Components of human food
- 9.5. Effects of water
- 9.6. Balance diet
- 9.7. Problems related to nutrition

Recommended Text:

1. Clark, M. E. et al (2018). Biology 2e. Openstax Rice University. Retrieved from <https://d3bxy9euw4c147.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



EDUC- 6713

Introduction to Computer Science (Content)

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:

- i. Describe computer components and organization
- ii. Identify data types and entries
- iii. Differentiate software and hardware functions
- iv. Handle files and programs
- v. 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

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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:

- i. Define the relationship of citizenship education and community
- ii. Understand the processes of socialization
- iii. Comprehend the social development
- iv. Describe the role of schools and teachers in community engagement
- v. 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

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

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SEMESTER – VI

Sr. No.	Course Code	Course Title	Credit Hours
1	EDUC-6714	Language skills	3 (3+0)
2	EDUC-6715	Art, Crafts and Calligraphy	3 (3+0)
3	EDUC-6716	Classroom Assessment	3 (3+0)
Note: Students will have to select one more course out of the selected specialization in Semester VI other than the course taken in Semester V.			
4	Specialization I (Content)		3 (3+0)
	EDUC-6706	Urdu/Regional Languages	
	EDUC-6707	Social Studies	
	EDUC-6708	General Science	
	EDUC-6709	Mathematics	
	Specialization II (Content)		
	EDUC-6710	Introduction to Physics	
	EDUC-6711	Introduction to Chemistry	
	EDUC-6712	Introduction to Biology	
	EDUC-6713	Introduction to Computer Science	
Note: Students will have to select any one of the following specializations and take any two courses out of the selected specialization in accordance with the courses taken in Specialization I or Specialization II.			
5	Specialization III (Teaching)		3 (3+0)
	EDUC-6717	Teaching of Urdu/Regional Languages	
	EDUC-6718	Teaching of Social Studies	
	EDUC-6719	Teaching of General Science	
	EDUC-6720	Teaching of Mathematics	
6	Specialization IV (Teaching)		3 (3+0)
	EDUC-6721	Teaching of Physics	
	EDUC-6722	Teaching of Chemistry	
	EDUC-6723	Teaching of Biology	
	EDUC-6724	Teaching of Computer Science	
Total Credit Hours			18

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EDUC-6714

Language Skills

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 ongoing 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:

- i. Understand four communication skills (reading, listening, writing, and speaking).
- ii. Understand the nature of the phenomenon of the four skills
- iii. Make a practical usage of these skills in real life
- iv. Define and exemplify the term sub-skills
- v. Account for the division of skills into productive and receptive
- vi. 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.

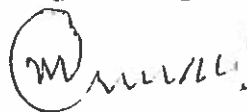
2. Bright, J.A. & Piggot, R. (2015). *Handwriting*. Cambridge: CUP

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-6715

Arts Crafts and Calligraphy

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 Objectives

By the end of the semester participants will be able to:

- i. Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
- ii. Use tools and materials in art more skillfully
- iii. Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
- iv. Recognize and appreciate artists, art styles, and artwork
- v. Reflect and participate in art critiques as a critic and as an artist
- vi. Initiate independent projects that allow personal interpretation and self-expression
- vii. Identify links between art and other school subjects

Course Outline**Unit 1: Introduction to Arts, Crafts & Calligraphy (2 Weeks)**

- 1.1 What are Arts, Crafts and Calligraphy?
- 1.2 The role of the teacher in teaching art
- 1.3 Influence of the arts in children's development
- 1.4 Calligraphy- The emergence of Islamic calligraphy
- 1.5 Ceramics and Sculpture



1.6 Puppetry in Pakistan

Unit 2: History and Culture

- 2.1 Indus Civilizations
- 2.2 Exploration of history through a museum visit
- 2.3 Art and Architecture (From Indus to Mughal)
- 2.4 Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy)
- 2.5 Pakistani Calligraphers (Anwar Jalal Shmza, Rasheed Butt, Hanif Ramy, Zahoor-ul-Ikhlq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal)

Unit 3: History and Culture

- 3.1 Introduction to the Cubism Understand the Cubism
- 3.2 Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
- 3.3 Intro about Realism
- 3.4 Pakistani Artist's work in Realism
- 3.5 (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
- 3.6 Abstraction
- 3.7 Origin and History of Abstract art
- 3.8 Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali)
- 3.9 Indigenous art
- 3.10 Pottery, ceramics, textile etc. Hands-on activities
- 3.11 Art Across the curriculum
- 3.12 Ideas to integrate art with languages, science, social studies, mathematics etc.
- 3.13 Hands on activities

Unit 4: Elements of Art & Principle of Design

- 4.1 Understanding elements of art (line, Shapes, color, texture, and space and volume)
- 4.2 The importance of lines and its use in art work
- 4.3 Kinds of lines
- 4.4 Use of color (Color wheels, tints, tones and shade)
- 4.5 Use of Space and value in 2D and 3D art Texture
- 4.6 Use of Space and value in 2D and 3D art Texture
- 4.7 (Natural and man- made)
- 4.8 Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)

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- 4.9 Drawing/ technique of rendering
- 4.10 Still life
- 4.11 Painting
- 4.12 Printing
- 4.13 Pattern making
- 4.14 Shapes- organic and geometrical shapes
- 4.15 Sculpture
- 4.16 Landscape

Recommended Texts

1. Razzak, A. (2018). *Children and Art- Status of art education in Pakistan*. Germany: VIDM.

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>



EDUC-6716

Classroom Assessment

3(3+0)

Course Description

It is natural for teachers to assume that students learn when the teacher teaches. It isn't sufficient, though, to assume that students are learning. Teachers need to know if students are learning. Yes, teachers give tests to find out if students are learning from the teacher's lessons. But often these tests occur at intervals of five or six weeks (or even longer periods). By the time the teacher learns that some students haven't been learning, those students are far behind others in the class. Without frequent assessment of their learning, it will be very hard for the students who have fallen behind to catch up with others in the class. Classroom assessment, a set of educational practices taught in this course, enables a teacher to make instructional decisions with and for students based on information obtained from frequent evaluation of learning. There are many definitions of classroom assessment. Here is one:

Classroom assessment is the process of collecting and interpreting information about learning and teaching as it occurs in a classroom for the purpose of making decisions that improve opportunities for learning.

Tests have a role in the evaluation of learning in school. However, there are notable differences between a test and an assessment. Any given test is a one-time event. Classroom assessment is a continuous process. Some tests, called external tests, are created by people who do not know the students who will take the test. In contrast, assessments are planned and conducted by teachers with their own students. Tests are part of the assessment process, but they are only one of many assessment tools. Assessment is a broad concept. A teacher conducting an assessment collects information about learning from several perspectives and uses more than one assessment tool. This course is organized around two central classroom assessment activities. The first involves incorporating assessment activities into lessons. This means including assessment targets and criteria that represent success in achieving the targets—in addition to the lesson's learning objectives—in lesson plans. The second assessment activity is constructing an achievement test.

The goal of the first activity is to illustrate how assessment can improve learning and instruction. You have studied about learning goals, outcomes, and/or objectives in other courses, and you know how to use them in lesson plans. You'll use that knowledge now to distinguish between learning objectives and assessment targets. You will see how to write assessment targets and where they belong in a lesson plan. You will learn how to set the criteria that a student must meet in order to show that she or he has met the target and, therefore, achieved the lesson's learning objectives. You will see that you have to choose, from among several options, assessment tools that will give you the information you need to determine if students have achieved the lesson's objective. The goal of

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the second activity is to show you that creating an appropriate achievement test for your students is more than just writing questions (though that is a central part of the process). You will see that good tests require a blueprint (usually called a Table of Specifications). The blueprint helps you decide the topics and learning objectives your test should include and how many questions you should write for each. You will learn what it means when a test is called standardized and also how to improve a test after you have given it once. As you start this course, please understand that many teachers are already assessing student learning in their classrooms. They do it when they ask questions. They do it when they read and provide feedback on homework. They do it when they give a quiz or test. But most teachers aren't really aware of the importance of these assessment activities, and they don't assess student learning in a systematic way or with sufficient frequency.

Course Objectives

At the end of the course, you should be able to:

- i. write a lesson plan that includes assessment targets, criteria for demonstrating success achieving the targets, and appropriate assessment tools
- ii. explain the purpose of a Table of Specifications for a test (test blueprint) to a colleague
- iii. show a colleague how to construct a Table of Specifications for a test
- iv. distinguish between good and weak short-answer, multiple-choice, true-false, and matching questions from an actual test and explain why each question is good or weak
- v. identify the characteristics of effective feedback and provide an example
- vi. construct a rubric for a performance assessment task
- vii. defend, with conviction, the claim that reliable information from assessments about students' learning status increases the effectiveness of instructional decisions

Course Outline

UNIT 1: Definitions, personal experience, professional standards, and examples

- 1.1 The purpose and content of the course
- 1.2 Distinction between the meanings of measurement, evaluation, testing, and assessment
- 1.3 Your experience of measurement, evaluation, testing and assessment
- 1.4 The distinction between summative and formative assessment
- 1.5 The assessment standard in the National Professional Standards for Teachers in Pakistan
- 1.6 Examples of assessment
 - Asim, age 12, learns how to gain weight
 - The first lesson in a unit on the solar system
 - Ms Khan's grade 4 class

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UNIT 2: Feedback that moves learning forward

- 2.1 The concept of feedback as it is used by biologists and engineers
- 2.2 The concept of feedback as it is used by teachers
- 2.3 Examples of conscious and unconscious feedback by teachers
- 2.4 Summaries of research on teachers' feedback to students indicate that it has a powerful effect on learning
- 2.5 The psychological effects for students of positive feedback and negative feedback
- 2.6 The theory of motivation that guides decisions about feedback: A growth mindset
- 2.7 Types of feedback and their purposes
- 2.8 Characteristics of effective feedback
- 2.9 Feedback as encouragement versus feedback as praise
- 2.10 Do oral and written feedback have identical effective features?
- 2.11 A practice exercise
 - Study and critique a teacher's first feedback to a student, age 11, on his answers to a test on the solar system
 - Study advice to that teacher about her feedback to the student
 - Study and critique the teacher's feedback to the same student on the same test in response to the advice she received
 - Reflection on what was learned about feedback

UNIT 3: The context for classroom assessment in Pakistan

- 3.1 Assessment policy and practice in government and private schools in Pakistan
- 3.2 Presentation of information collected in interviews with teachers, peers, and parents about assessment
- 3.3 The concept of culture
- 3.4 Contrasting test-based culture in the classroom with an assessment-based culture
- 3.5 Create a definition of classroom assessment that is appropriate to culture(s) in Pakistan

UNIT 4: Learning objectives, learning targets, and success criteria

- 4.1 Definitions for learning goals, learning objectives, learning targets, success criteria, and formative assessment
- 4.2 Difference between the terms learning objectives, learning targets, and success criteria
- 4.3 Use of example lesson plans ('Sun, Earth, and the Moon') to discuss the process of creating assessment-embedded lesson plans
- 4.4 Using examples of assessment-embedded lesson plans to study the relationship between learning objectives, learning targets, success criteria, and formative assessment

- 4.5 Working backward to write learning objectives, learning targets, success criteria, and formative assessments after studying the activities included in the lesson plans
- 4.6 Practice providing peer feedback on language and clarity of learning objectives, learning targets, success criteria, and formative assessments
- 4.7 Working backward to write learning objectives, learning targets, success criteria, and formative assessments after studying the activities included in the lesson plans

UNIT 5: Recording assessment data

- 5.1 Recording assessment results
- 5.2 Class discussions as opportunities to learn find out what students know and understand about a topic
- 5.3 Recording student participation in discussion
- 5.4 Drawing conclusions about student participation and student knowledge from records of participation in discussion
- 5.5 Student's participation in recording evidence of learning
- 5.6 Methods for recording assessment data
 - Ms Khan's monitoring notebook
 - Students' science journals
 - Distinguishing between assessment procedures used by teachers and procedures used by students
- 5.7 Constructing a class record to document student achievement

UNIT 6: Interpreting assessment data

- 6.1 Test scores do not lead directly to educational decisions, though educational decisions are made and actions are taken on the basis of interpretations of test scores
- 6.2 Interpretations and conclusions made from test scores should be valid and reliable
- 6.3 Validity as a concept
- 6.4 Validity as a psychometric construct
- 6.5 Reliability as a concept
- 6.6 Reliability as a psychometric construct
- 6.7 Validity and reliability are not properties of the tests but of conclusions from test scores
- 6.8 Frames of reference for interpreting scores from assessment tasks
 - Norm-referenced frame of reference
 - Criterion-referenced frame of reference
 - Self-referenced frame of reference
- 6.9 Other names for norm-referenced and criterion-referenced interpretations of students' scores on assessment tasks

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- Relative interpretations (comparable to norm-referenced interpretations)
 - Absolute interpretations (comparable to criterion-referenced interpretations)
 - Explanation for each of these interpretations of performance
- 6.10 Illustrations of each of these interpretations of scores from assessment tasks
 - 6.11 Create a diagram of the assessment process
 - 6.12 Identify places in the diagram where assessment connects learning with instruction
 - 6.13 Create one diagram, if possible, which everyone in the class can endorse

UNIT 7: Interviewing teachers about assessment

- 7.1 Interviews
- 7.2 Constructing an interview tool to collect data about teacher practices, opinions, and beliefs about assessment
- 7.3 Conducting the interview
- 7.4 Discussion and analysis of data collected in the interview
- 7.5 Critique of the interview tool

UNIT 8: Essay questions: Measuring complex achievement

- 8.1 Short-answer essays
- 8.2 Longer-answer essays
- 8.3 Learning goals that can be measured by short-answer essays
- 8.4 Learning goals that can be measured by longer-answer essays
- 8.5 Advantages and disadvantages of essay tests
- 8.6 Guidelines for writing essay questions
- 8.7 Practice writing essay questions
- 8.8 Guidelines for scoring essay questions

UNIT 9: Performance-based assessment (project-based assessment)

- 9.1 Definition of performance-based assessment
- 9.2 Use of an example of extended performance-based assessment (the green bean competition) to study different features of performance-based assessments
- 9.3 Studying different features of a rubric and its relationship with the learning objectives and assessment tasks included in the performance-based assessment project
- 9.4 Understanding different characteristics of performance-based assessment tasks by conducting a short performance-based assessment task in class
- 9.5 Using a rubric to grade a performance-based assessment task
- 9.6 Understanding usefulness and challenges in using performance based assessment tasks in class
- 9.7 Designing a performance-based assessment task

UNIT 10: Portfolios: Summarizing student achievement

10.1 What qualifies as a portfolio of student work?

10.2 Types of portfolios

- Project portfolios
- Growth portfolios
- Achievement portfolios
- Competence portfolios
- Celebration portfolios
- Working folders

10.3 Purposes of portfolios

- Instruction
- Assessment

10.4 Guidelines for portfolio entries

10.5 Reflection and self-evaluation as part of the portfolio process

10.6 Portfolio conferences

10.7 Assessing portfolios

10.8 Advantages and disadvantages of portfolios

UNIT 11: Tests as assessment tools

11.1 Exploring personal experiences and feelings about tests

11.2 Discussing the strengths and limitations of tests as assessment tools

11.3 Understanding that tests are one of many assessment methods and like any other assessment tool have their own pros and cons

11.4 Exploring the definition of achievement tests and standardized tests

11.5 Discussing different characteristics and examples of standardized tests

11.6 Studying two types of score interpretations for tests: Normreferenced vs. criterion-referenced

UNIT 12: The test construction process

12.1 Start of the test construction process

12.2 Learning to create a Table of Specifications -the first step in creating a test

12.3 Drawing connections between learning objectives and a Table of Specifications

12.4 Creating a Table of Specifications to help write test questions

12.5 Discussing the effectiveness of Table of Specifications in real-life classroom situations

12.6 Connections between Bloom's Taxonomy and the Table of Specifications

12.7 Classifying test questions according to Bloom's categories

12.8 Studying the differences between strong and weak test questions



12.9 Exploring the characteristics of strong test questions

12.10 Practicing writing short-answer, sentence completion, multiple-choice, and true-false questions

UNIT 13: Writing test questions

13.1 Continue to practice writing test questions

13.2 Putting the test together

13.3 Studying characteristics of clear test directions

13.4 Practice writing test directions

UNIT 14: Practice interpreting test scores

14.1 Review of Student Teachers' current knowledge about the interpretation of test scores

14.2 Introduction to assessment tracker (a tool for assessing the quality of the test and of student learning)

14.3 Studying an example of an assessment tracker in detail to explore its main features

14.4 Learning to use an assessment tracker to interpret test scores

14.5 Using the assessment tracker to provide constructive feedback to students

UNIT 15: Writing an assessment-embedded lesson plan

15.1 Review at least two of the sample science lessons into which you wrote learning objectives, learning targets, success criteria, and assessment tools

15.2 Review definitions and differences between a learning objective and a learning target

15.3 Selecting success criteria

15.4 Listing assessment tools/methods used or studied in the course

15.5 Designing a template for a lesson plans

15.6 Choose a topic for your lesson/assessment plan

15.7 Write your lesson/assessment plan

15.8 Select a partner with whom you will exchange feedback

15.9 Exchange feedback on the lesson plans

15.10 Share feedback with the class

15.11 Identify the main points about the assessment in lessons that were taught in this course

UNIT 16: Writing a test based on essay questions that could be used as a final examination for this course

16.1 Review the reason(s) for essay questions

16.2 Review the two types of essay questions

16.3 Review guidelines for writing essay questions

16.4 Review the disadvantages of essay questions

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- 16.5 Identify course topics for essay questions
- 16.6 Identify the conditions under which final examinations are given in your college or university
(for example, the length of the examination period)
- 16.7 Identify the course topics you plan to include in your test
- 16.8 Writing essay questions based on topics in this course
- 16.9 Developing grading criteria for selected questions in the essay test
- 16.10 Exchange feedback on essay tests
- 16.11 Answer a partner's question and return it to them for marking
- 16.12 Marking essays based on grading criteria

Recommended Texts

1. Black, P., Harrison, C., Lee, C., Marshall, B., & William, 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.

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سال دوم / سیمسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن / ADE

کریڈٹ ۳۔

پیش لاء: (PREREQUISITES)

تدریس اوروں کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سیمسٹر اول میں اردو کورس کا مابالی سے مکمل کر چکے ہوں۔

اس کورس میں زیر تربیت اساتذہ نظر یہ آموزش زبان (The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE - RICH ENVIRONMENT) کے حوالے سے تدریس زبان کو سمجھیں گے۔ ماہرین زبان کا کہنا ہے کہ زبان کا فطری سافٹ ویئر پیدا ہونے سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔ بچے اپنی مخصوص عمر ہی میں ہم سے اچھے زبان کے محکم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطانی ماحول کی درجہ بندی کی گئی ہے۔ لسانی مہارتوں کو جماعت بندی کے تحت عملی تدریسی طریقے (شناہ، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ انہیں ان مہارتوں پر مدرس کے نقطہ نظر سے آڈیو ٹیپنگ اور ڈی وی ڈی فلمز جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

چاترہ ویٹائش اور اس پر تخیل کرنا مدرس کے لئے بہت مفید ہے۔ اشارات سنی کا مابالی تدریسی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں ایشیائی تدریسی اساتذہ، جماعت اول تا ہشتم جدید سنی اشارات، ماسوف خود تیار کریں گے بلکہ انٹرنیٹ پر مابالی میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سنی اشارات کی تیاری اور عملی مشق کورس کا آخری پونف نہیں بلکہ دوران کورس جاری رہے گی۔

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

- نظریہ آموزش زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر مبنی حاصل کر سکیں۔
- سن کر لے، تلفظ کی ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- بڑھ کر جملہ سازی کی تخریری مشق کر سکیں۔
- پڑھ کر لکھنے سے متعلق مختلف موضوعات پر مہمہ تحریریں پیش کر سکیں۔
- چاترہ و آرائش کے جدید ترین اعداد سنی اشارات میں تھیں۔
- طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر سنی بھری معاونات و سنی اشارات تیار کر سکیں۔

بہتر

نظریہ آموزش زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سنا شروع کرتا ہے۔ کیوں کہ زبان بچے کے جھونپڑے پر مشدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، نظریہ مانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچنے، پرکھنے اور معیار استدلال مقرر کرنے ہیں۔ اس کو ریس کی تدریسی تعلیمی رسائی زیر تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزش قالب تیار کرنا ہے۔ جو معیار زبان کے اصولوں پر پرکھے جاسکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیر تربیت اساتذہ کو اپنی تعلیمی ذمے داری بخوانے کا موقع فراہم کرتا ہے۔

پونٹ ۱

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 پونٹ میں زیر تربیت اساتذہ قرآنی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE - RICH ENVIRONMENT کو سمجھنے ہوئے آموزش زبان کے ذیلیوں کے مطابق زبان کے لٹری سا نچوں پر تدریسی حکمت عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، ارد گرد کے ماحول پر رائے لینا، خواہش اور یافت کرنا اور منظوم و نثری آسان اہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، نحوی و معنی کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیر تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سبھی ذریعہ میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس پونٹ کا کام عملی تدریسی مصلوبات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

- نظریہ زبان (THEORY OF LANGUAGE)
- آموزش زبان کے وسیلے (پیداؤں سے پہلے اور بعد کے محرکات، والدین، اساتذہ)
- اردو زبان کا متنوع ماحول

- اردو کی بنیادی لسانی خصوصیات (صوتی قواعدی، نحوی)
- اردو سے متعلق الفاظ کیوں کا ازالہ
- اردو کی تدریسی تدابیر

- جدید سبھی ذریعہ

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- ۰۔ تدریس کی تکنیک
- ۰۔ سہمی پھری معادلات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیش تر اساتذہ و مشورہ معالیٰ بحث کے ذریعے درج بالا نکات کے تحت ماہر اساتذہ کی زیر نگرانی اپنی حکمت عملی طے کریں گے۔

پونٹ ۲

زبان کی تدریس میں صرف سنہائی کافی نہیں، سن کر بھتا ہی اصل شے ہے۔ بچے کے ارد گرد ہم آواز میں اس کے لیے جلد از جلد زبان اذکر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سکھانا یا تدریس سماعت ہے۔ جماعت اول تا ہفتم عملی تدریس طریقوں (سننا، بولنا اور بھتا) 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 شے پر غور کرنے کی دعوت دیتا ہے۔ اس پونٹ میں دیکھ کر زبان سکھانا یعنی مطالعہ پڑھنا سماعت تدریس کیسے کی جائے۔ اوصاف خوش خوانی تدریس نظم و نثر میں کا ذکر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (تفہیل، آڈیو ٹیکسٹ اور ٹولز فزیکل) کو جدید سہمی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سہمی اشارات کی تیاری کے لیے تجویز کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریس طریقے (سننا، بولنا اور بھتا) اور مطالعہ پڑھنا سماعت تدریس کا کر سیکھ سکیں۔

- ۰۔ اوصاف خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب و لہجہ، تفہیل)
- ۰۔ بنیادی آسانی عادات / مہارتیں تعارف (بولنا، سننا، بھتا)
- ۰۔ بولنا اور سننا (تفہیل، آڈیو ٹیکسٹ اور ٹولز فزیکل طریقوں سے مشق)

- ۰۔ پڑھنا اور بھتا کہانی (تفہیل، ڈراما، قصہ گوئی)
- ۰۔ پڑھنا اور بھتا (خلاف الفاظ کی عادت میں حروف کی کھوج)
- ۰۔ پڑھنا اور مطالعہ (ٹی وی اور ریڈیو، کمپیوٹر، مطالعہ کائنات)

- ۰۔ پراثری سطح پڑھنا اور بھتا نظم
- ۰۔ عملی سطح پڑھنا اور بھتا نظم
- ۰۔ فی البدیہہ نظم گوئی

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- سخی اشارات / طریقہ ہائے تدریس (ابتدائی تدریسی سطح کی جماعتیں)
- سخی ڈیزائن / تکنیکی ہمارے تدریسی حکمت عملی لٹریچر

یونٹ ۳

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیر تربیت اساتذہ الف ہائی طریقے سے حروف کی ساخت اور تخلیق طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سخی کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آؤ آئیں تیار کرنا یا ابتدائی جماعتوں میں مولانا دروم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے والے کی مشق کرنا جو ہر سخی پر کی جاسکتی ہے۔ تاہم ابتدائی تدریسی سطح کی جماعت کا معیار، احسان و استدلال مد نظر۔ کچھ سخی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سخی کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیر تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

- طریقہ ہائے تدریس کا تعارف (ابتدائی و تدریسی سطح کے مطابق)

- الف ہائی، تھوٹی، تخلیقی طریقے

- تفصیلی / عملی اردو

- زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)

- تدریس قواعد (پہلی لکچر)

- تدریس قواعد (پہلی لکچر)

- رول پلے، بازی (FEED BACK)

- تفصیلی / عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)

- تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

- منکورات پہنچنا اسباق کی منصوبہ بندی جماعت اول تا سوم

- نثر پہنچنا اسباق کی منصوبہ بندی جماعت اول تا سوم

- نثر پہنچنا اسباق کی منصوبہ بندی جماعت چہارم تا ششم

لاہور

پونٹ ۴

تدریس کی اس کا جائزہ اور اس پر تنقید کرنا مدرس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرس کے اشارات و سبق کی خوبی اس کے موافق کی سوز و گداز، اس کی تداویر و توجیج کی کامیابی، اس کے نکل تدریس کی کیفیت اور پرہیزگاری، اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید و اپنی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ ساتھ قابل تیار کرنا اس پونٹ کا کارآمد پہلو ہے۔ پلمینٹری اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر نئے پیمانے پر تدریس کے۔

- ۰ جائزہ و آزمائش تعارف
- ۰ سوالات کی تکنیک و مشق
- ۰ کلوز قریب کثیر انتخابی
- ۰ آزمائش (TEST)

- ۰ سوالنامے
- ۰ پرچہ جات
- ۰ اسائنمنٹ

- ۰ ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- ۰ وسطیٰ سطح کے سانچے (جماعت چارم تا ہفتم)
- ۰ نل/وسطیٰ سطح کے سانچے (جماعت ہفتم و ہشتم)

- ۰ منکومات پڑنی اسباق (جماعت چارم تا ہفتم)
- ۰ نثر پڑنی اسباق (جماعت ہفتم و ہشتم)
- ۰ منکومات پڑنی اسباق (جماعت ہفتم و ہشتم)
- ۰ نثر پڑنی اسباق (جماعت ہفتم و ہشتم)

www/...

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- ۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک نئے میں جمع کروائیں۔ اشتہار رنگ، باہمی اور جدید ہوں۔
- ۲۔ رموز اوقاف پر اس اعداد سے سنی اشارہ تیار کیجئے کہ کہانی کی کہانی ہو اور رموز اوقاف پر جاریہ جائیں۔ کم از کم تین دن سنی خاکہ جمع کروائیں۔
- ۳۔ دو گروپوں میں سننے بولنے اور پڑھنے/لکھنے کی مہارتیں تقسیم کی جائیں گی دونوں گروپ اسکرپٹ لکھ کر دوں۔ پے/تیشیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں ایک نئے میں جمع کروائیں گے۔
- ۴۔ جماعت اول اور ہفتم سے دو اساتذہ پر سائنٹفک قالب تیار کریں اور ایک نئے میں جمع کروائیں۔

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 کرتا ہے۔ اس عام مشاہدے کی غور طلب بات یہ ہے کہ ایک چھوٹے بچے جس کی ذہنی صلاحیتیں ابھی نشوونما کے مراحل سے گزر رہی ہیں، زبان بھی دیکھتے

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جیز خود بخود کیسے سیکھ لیتا ہے۔ تو اس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیوٹر نے اسے بتایا ہے کہ یوں کیسے جانتا ہے اور نہ والدین نے اسے بولی جانے والی زبان کے اسرار و رموز سمجھانے کی کوشش کی۔ کسی بیرونی دہلا یا درس و تدریس کے بغیر پیدا ہونے 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 عیب محسوس ہوتا ہے۔

زبان سیکھنے کے اس قدرتی عمل سے یہ بات اخذ کرنا مشکل نہیں ہے کہ زبان سیکھنا ایک فطری عمل اور بچہ یہ خدا داد صلاحیت لے کر پیدا ہوتا ہے۔ بچہ کا ماحول اس خدا داد صلاحیت کو پروان چڑھانے میں اہم کردار ادا کرتا ہے۔ ایک ایسا ماحول جہاں بچے کے لیے محبت، عزت اور آزادی ہونے 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 مضمون لے کر آتا ہے جسے Language Acquisition Device کہتے ہیں۔ زبان سیکھنے کے بنیادی اصول و اجزا پیدا آئی طور پر موجود ہوتے ہیں۔ پیدا ہونے 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 وہ کھڑے سے بچہ کا دماغ بولی جانے والی زبان کی سیکھنے کی کوئی کھینچ لگتا ہے اور بچہ زبان بولنا شروع کر دیتا ہے۔

سننا اور بولنا دو اہم لسانی مہارتیں ہیں۔ نام طور پر تدریس آرو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزش زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا رد عمل بولنے کی صورت میں سامنے آتا ہے۔ اگرچہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر زرعی طریقے سے خود بخود نشوونما پاتی ہیں مگر ان میں بھی تھلا دینے کی ضرورت ہے۔ سننا، سن کر سمجھنا، سمجھ کر مناسب رد عمل کا اظہار کرنا اور مناسب دلچسپی اختیار کرنا وغیرہ سننے اور بولنے کے مختلف مرحلے ہیں اور ان کے لیے مناسب تربیت بہت اہمیت رکھتی ہے۔ کیوں کہ

- ۰۔ سننے اور بولنے کی فطری صلاحیتوں کو جلائی ہے۔
- ۰۔ غور سے سننے اور سننے کے عمل کو متاثر نہانے کی صلاحیت پیدا ہوتی ہے۔
- ۰۔ درست زبان میں اپنے دل کی بات سادہ اور قابل فہم انداز سے بیان کرنے کی اہلیت پیدا ہوتی ہے۔
- ۰۔ بلا جھجکا، احتیاط 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 اس کو گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزت نفس کا احترام ہوتا ہو اس کو زبان سیکھنے میں بہت مدد دیتا ہے۔ آرو زبان کے اس گورن 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 مرہوم کیا گیا ہے۔ لسانی مہارتوں کو مربوط و ماسم کے تحت

زیر تربیت اساتذہ کے لیے دیے گئے۔ اس گورن کے تمام یونٹوں کی اس طرح منسوبہ بندی کی گئی ہے کہ 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 انھیں پڑھنے، لکھنے، سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں آرو کی نصابی کتاب میں دیے گئے ہر سبق کا متعدد تدریس آرو ادب کی مختلف اشکال سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نکتے کو خاطر میں نہیں لائیں گے تو آرو 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 جاسکے 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، مہر نگاری، آپ بیتی اور سفر ناموں والے اسباق پر لاگو ہوتی ہے۔ اس لیے اس گورن میں اصناف ادب کو درج بالا جماعتوں کے مطابق درجہ بندی اور لسانی مہارتوں کے تحت شامل نصاب کیا گیا ہے۔

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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 تدریس تکنیک کے بغیر یہ ممکن نہیں کہ استاد اپنے مقصد میں کامیاب ہو جائے۔ اور یہ شجرہ ایسا ہے جس میں تبدیلی، پیچھے اور گھٹا ہر وقت موجود رہتی ہے اس لیے اس کو سب میں جانیے، پرکھئے اور معیار مقرر کرنے کے نئے پیمانے دوران تدریس متفقہ تیار کرنے پر غماص توجہ دی گئی ہے۔ امید ہے کہ تفصیلی عملی اندازہ تدریس کی جانب مثبت توجہ ثابت ہوگا۔

استاد کا اردو رسم الخط میں عبارت رکھنا خصوصاً ابتدائی جماعتوں میں از حد ضروری ہے۔ اردو کو آسان فہم کی بجائے سے اردو پڑھانے والے اکثر اردو زبان کے استاد نہیں ہوتے اور اگر موجود بھی ہوں تو شاید ادب کے طالب علم کو ہوں مگر زبان کے استاد نہیں۔ گفتگو میں پہلا مرحلہ لہجہ 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 تخریج کے ساتھ ادا کی جائے اور ہر لفظ نہ صرف درست طریقے پر پڑا جائے بلکہ الفاظ کے درمیان مناسب ٹنڈر، آواز، فاصلے اور وقتوں کا تعین کیا جائے۔

حرکت و سکنت کا صحیح استعمال کیا جائے اور ادائیگی نمبر نمبر 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۔ لہجہ کا جو نقصان آج ہے شاید کبھی ناقص اس طرح بچوں کو زبان سیکھنے کے درپیش مسائل کا حل بھی نکالا جاسکتا ہے۔

جدید تدریس طریقوں سے واقفیت استاد کے پیشروانہ اخلاق کا حصہ ہے اس عمل کو زبان آموزی کہتے ہیں۔ نالوی زبانوں کی تدریس کے بہت سے طریقے رائج رہے ہیں۔ ان طریقوں کے خاص دور کر کے انہیں بہتر بنانے کی کوشش کی جائے۔ اس طرح کی نئے طریقے بھی وجود میں آتے ہیں۔ ہر زبان کا اپنا ایک مزاج ہوتا ہے اور ہر زبان کے اپنے تدریس مسائل ہوتے ہیں۔ تدریس مسائل کو سمجھنے ہوئے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں بہتر ہے۔ ہمارے ساتھ ہر زبان کی آموزش کے تفصیلی انداز اختیار کرنا ہوگا۔

سمعی بھری آلات یعنی ریڈیو، ٹیپ ریکارڈ اور ایسے صوتی آلات جو تدریس اعانت کے طور پر استعمال ہوتے ہیں، سنا سکانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے ”رہنمائے اساتذہ“ بھی شائع ہوتے ہیں۔ اردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سمعی و بھری معاونات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اساتذہ بگم زبانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ اسے اردو بنانے میں۔ اردو میں انگریزی الفاظ کا آہل درست مگر انفعال کی تبدیلی زبان کے حسن کو مانڈ کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمہ داری ہے۔

میں اکیلا ہی چلا تھا چاب منزل مگر
لوگ ساتھ آتے گئے اور قافلہ بنا گیا

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میں اکیلا ہی چلا تھا چاب منزل مگر
لوگ ساتھ آتے گئے اور قافلہ بنا گیا

EDUC-6718

Teaching of Social Studies (Teaching)

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:

- i. Teach history and geography of the world and subcontinent
- ii. Inculcate in their students the passion of patriotism through teaching the history of Pakistan Movement
- iii. Understand different concepts of Islamic and Pakistan studies and teach them successfully at elementary and secondary level
- iv. Understand and appreciate the basic concepts of Pakistan Studies
- v. Distinguish facts and infer from the events related to Pakistan Movement
- vi. Develop and demonstrate the passion of patriotism and nation-hood.
- vii. Know the causes of making Pakistan and importance of its existence
- viii. Appreciate the role and sacrifices of the founder leaders of Pakistan movement
- ix. Understand the concept of Social Studies
- x. Teach various concepts of Social Studies
- xi. Identify various social problems and can appreciate their possible solutions
- xii. Evaluate achievements of students in the field of Social Studies
- xiii. Develop among them love and respect for law, society, humanity.

Course 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

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- 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 modular 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.**

Manual

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

W. M. M.

EDUC-6719

Teaching of General Science (Teaching)

3(3+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:

- i. Understand scientific concepts
- ii. Differentiate between scientific products and scientific processes
- iii. Understand the underlying principle of science education
- iv. 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 equipment
 - 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

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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 University, 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, Tiruchirappalli. Retrieved from <https://www.pdfdrive.com/>

Muthukumar!

EDUC-6720

Teaching of Mathematics (Teaching)

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:

- i. Understand the concepts, principles and laws of mathematics
- ii. Solve practical problems about various concepts, principles and laws of Maths included in the syllabi of elementary level
- iii. Teach the concepts, principles and laws of Mathematics effectively through the practical problems at elementary level
- iv. Apply the basic concepts, laws and principle of Maths in solving daily life problems related to Mathematics
- v. Develop analytical thinking, critical thinking and reasoning through mathematical problem solving
- vi. Understand the concepts, principles and laws of mathematics in 'O' & 'A' levels
- vii. Solve practical problems about various concepts, principles and laws of Maths included in the syllabi in 'O' & 'A' levels
- viii. Teach the concepts, principles and laws of Maths, effectively through the practical problems at secondary level.
- ix. Apply the basic concepts, laws and principles of Maths in solving their daily life problems related to Maths.
- x. Develop analytical thinking, critical thinking and reasoning through mathematical problem solving.
- xi. Understand the concepts, principles and laws of mathematics
- xii. Solve practical problems about various concepts, principles and laws of maths included in the syllabi up to secondary level
- xiii. Teach the concepts, principles and laws of mathematics effectively through the practical problems at elementary level
- xiv. Teach the concepts, principles and laws of math, effectively through the practical problems at secondary level
- xv. Apply the basics concepts, laws and principles of maths in solving daily life problems related to maths
- xvi. Develop analytical thinking, critical thinking and reasoning through mathematical problem solving

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Course 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.

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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 math?

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: McGraw-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

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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: McGraw-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

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EDUC-6721

Teaching of Physics

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, 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.

Course Objectives

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

- i. Comprehend the basic as well as advance concepts and achievements of physics.
- ii. Understand and apply the theories, laws and principles of physics in their daily life.
- iii. Teach the concepts, principles, theories and laws of physics up to secondary level.
- iv. Evaluate and appraise the concepts and principles (theories and laws) of physics. Design and conduct experiments in the lab.
- v. Teach practically how to set and conduct the experiments in the labs
- vi. Understanding and apply the laboratorial techniques of practical work in physics.
- vii. Develop the helpful teaching materials e.g., charts concept maps models and for better and effective teaching of physics.
- viii. Assign and handle the projects (practical work) of the students.
- ix. Use and operate various types of apparatus and machines used in practicals, skillfully.
- x. Develop scientific attitude and scientific thinking in them.

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Course 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

Summary

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 vernier'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 screw gauge and calculate its area of cross section
- Find the density of body heavier than water by Archimedes principle
- Determine the mechanical advantage of an incline plane
- determine the mechanical advantage and efficiency of a simple fixed 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 bar 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

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- 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>

www

EDUC-6722

Teaching of Chemistry

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.

Course Objectives

The Teaching of this course is intended to enable the students to:

- i. Understand and explain the concepts theories and laws of chemistry up to secondary level in public sector and O' level
- ii. Develop scientific attitude and inquiry skills required for teaching chemistry
- iii. Relate and apply various concepts, principles and laws of chemistry in their daily life.
- iv. 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.
- v. Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments.
- vi. Design, construct and use different glass tools and instruments required in experiments of chemistry
- vii. Prepare and use different types of solutions, chemicals and reaction mixtures employed in chemistry experiments
- viii. Maintain & repair laboratorial equipment & apparatus
- ix. Teach how to design and conduct chemistry experiments, in the lab
- x. Understand and apply the basic laboratorial techniques used in the Chemistry experiments
- xi. Develop scientific thinking and attitude an inquiring among the students

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- xii. Operate and teach how to operate various types of machines and apparatus used in Chemistry experiments
- xiii. Teach how to develop chemistry models, charts, simulations and other helpful teaching materials

Course 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

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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. Milks, 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>

W. M. M. M. M.

EDUC-6723

Teaching of Biology

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.

Course Objectives

After studying this course, the future teachers will be able to:

- i. Comprehend and appreciate the concepts, principles, theories and laws of biology
- ii. Understand and apply the basic concepts & principles of biology in daily life
- iii. Develop scientific thinking & scientific attitude in themselves and in their students bring out creativity through solving problems
- iv. Analyzes the biological problems of mankind and propose solutions to them.
- v. Maintain & repair laboratorial equipment & apparatus
- vi. Teach how to design and conduct Biological experiments, in the lab
- vii. Understand and apply the basic laboratorial techniques used in the Biological experiments
- viii. Develop scientific thinking and attitude among the science students.
- ix. Operate and teach how to operate various types of machines and apparatus used in Biological experiments.
- x. Understand and apply the scientific method in daily life
- xi. Understand and apply various methods and techniques for teaching concepts of Biology
- xii. Develop scientific thinking and scientific attitude among their students
- xiii. Select an appropriate method or technique for teaching a given topic of Biology by developing and arranging necessary materials and conditions
- xiv. Plan organize and teach a lesson on a given topic of Biology in the light of theories and research in Biology education

- xv. Understand recent trends and issues in methods and techniques of teaching Biology at secondary levels
- xvi. Teach how to develop Biological models, charts, simulation and other helpful teaching materials.

Course 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.**

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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/biology/powerpoints.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>

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EDUC-6724

Teaching of Computer Science

3(3+0)

Course Description:

Computer science is an integral part of our lives, shaping virtually everything from the objects around us to the ways in which we communicate, travel, work, and play. Computer science is now a key enabler for discovery and innovation in most other fields of endeavor, making it an incredibly relevant course of study. Computer scientists invent the future by developing architectures and techniques for more advanced computing, and by developing the applications that operate within those frameworks. 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 computer 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.

Course Objectives

The Teaching of this course is intended to enable the students to:

- State the aims and objectives of teaching computer science.
- Demonstrate knowledge of computer and its hardware, software components.
- Acquire skills of micro-teaching.
- Describe various methods that can be employed for the teaching of computer science.
- Acquaint in preparation of instructional materials.
- Acquire knowledge of latest trends in Information Technology and assessment techniques.
- Acquire knowledge of evaluation in computer science.

Course Outline**1. Aims and objectives of teaching computer Science**

1.1 Difference among aims, goals and objectives

1.2 Aims of teaching Computer Science

1.3 Need for Teaching Computer Science

1.4 Objectives of teaching computer science

1.5 Behavioural Objectives Vs Instructional Objectives

1.4 Blooms taxonomy of educational objectives

1.5 Computer science teaching at different levels: primary, secondary and higher secondary levels

1.6 Attainment of the objectives of computer science teaching.

2. Hardware and Software of Computers

2.1 Hardware components of computer-Input and Output devices

2.2 Types of computers

2.3 History of Computers

2.4 Network Communication

2.5 Computer Viruses-Protective measures.

2.6 Software: definition-system software-Application software

2.7 High level and Low-level Programming languages

2.8 Use of computers in schools.

3. Instructional Methods and Planning

3.1 Year Plan, Unit plan: Preparation and use of unit plan,

3.2 Lesson Plan: Importance of lesson plan, Functions of Lesson Planning, Components of Lesson Plan, Prepare Lesson Plans of Computer Science Teaching

3.3 Writing instructional objectives and planning for specific behavioural changes

3.4 A detailed study of the nature, scope procedures, merits, demerits and application of the following methods and techniques: Lecture Method, Socratic Method, Demonstration Method, Laboratory Method, Problem Solving Method, Project method, Analytic and synthetic methods. Inductive-deductive approaches of teaching computer science, Cooperative Teaching, Modeling. Discovery and Inquiry method

3.5 Individualized instruction: Programmed Instructions, Computer Assisted Instruction (CAI), Steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI-Computer Managed Instruction.

4. Instructional Aids

4.1 Need and Importance of AV Aids

4.2 Types of AV Aids

4.3 Instructional material or teaching aids: Black/White Board-Charts-Maps-Graphs-Diagrams-Visual Media-Interactive, Audio, Video, Power Point Presentation (Multimedia presentation-Preparation and use of the instructional media).

5. Micro Teaching

5.1 Micro Teaching-meaning, definition

5.2 Characteristics of micro teaching

5.3 Features of model of micro teaching

5.4 Micro teaching cycle-Steps in micro teaching cycle

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5.5 Practice of relevant Teaching Skills-Reinforcement-Stimulus Variation-Explaining-Probing Questions-Demonstration-Skill of Using Black/White Board

5.6 Need for link lesson in micro teaching.

6. Latest Trends in Information Technology

6.1 Multi media-desk top Publishing

6.2 Internet and its uses in teaching computer science

6.3 E-learning: definition, meaning, Modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning

6.4 Virtual Learning, Web enabled/based learning, Tele conferencing-Video conferencing, Synchronous and Asynchronous Learning

6.5 Computer Simulation

7 Evaluation in Computer Science

7.1 The concept of evaluation, Assessment, Measurement and Testing

7.2 Objectives based evaluation

7.3 Tools and techniques in evaluation

7.4 Evaluation for achievement, diagnosis and prediction-Formative and summative assessment

7.5 Grading pattern

7.6 Computer Aided Evaluation

7.7 Online examination. E-assessment: definition, types of e-assessment

7.8 Risk involved in using e-assessment-limitations of e-assessment.

Recommended Texts:

1. Hazzan, O., Ragonis, N., & Lapidot, T. (2011). *Guide to Teaching Computer Science: An Activity-Based Approach*. Guide to Teaching Computer Science. USA : Springer
2. Punjab Curriculum and Text Book Board. (2020). *Text book of Computer Science*. Lahore: Punjab Curriculum and Text Book Board

Suggested Readings:

1. Shanmugam, P.N. (2013). *Teaching of Computer Science*. India: LAP Lambert Academic Publishing
2. O'Neil, H.F., & Perez, R.S. (2002). *Technology Applications in Education: A Learning View*.
3. Sharp, V.F. (2001). *Computer Education for Teachers: Integrating Technology into Classroom Teaching*.



SEMESTER - VII

Sr. No.	Course	Course Title	Credit Hours
1	EDUC-6725	Test Development and Evaluation	3 (3+0)
2	EDUC-6726	Educational Research	3 (0+3)
3	EDUC-6727	Teaching Practice (Short Term)	3 (0+3)
4	EDUC-6728	Teaching Practice (Long Term)	9 (0+9)
Total Credit Hours			18

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EDUC-6725

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 Objectives

After the end of the course the prospective teachers will be able to:

- i. Understand the concept of evaluation and testing
- ii. Determine the qualities of a good test.
- iii. Plan and construct appropriate classroom test to evaluate student's Performance.
- iv. 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

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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

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., & Khato, P. K. (2015). *Educational measurement statistics and guidance*. New Delhi: Kalyani Publishers.

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EDUC-6726

Educational Research

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.

Course Objectives

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

- 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

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

M. Kumar

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

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EDUC-6727 Teaching Practice (Short Term) 3(0+3)

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 promotes the development of teaching experience and prepares them for the real world of work.

Course Objectives

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

- i. Observe and evaluate classroom experiences.
- ii. Make observation of school activities/classroom observation
- iii. Write anecdotal record
- iv. Make observation checklist
- v. Prepare field notes
- vi. 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.

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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.

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EDUC-6728

Teaching Practice (Long Term)

9(0+9)

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 promotes the development of teaching experience and prepares them for the real world of work.

Course Objectives

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

- i. Observe and evaluate classroom experiences.
- ii. Make observation of school activities/classroom observation
- iii. Write anecdotal record
- iv. Make observation checklist
- v. Prepare field notes
- vi. 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

Sr. No.	Course Code	Course Title	Credit Hours
1	EDUC-6729	Contemporary Trends and Issues in Education	3 (3+0)
2	EDUC-6730	Critical Thinking & Reflective Practices	3 (3+0)
3	EDUC-6731	Comparative Education	3 (3+0)
4	EDUC-6732	Introduction to ECE	3 (3+0)
5	EDUC-6733	School Management	3 (3+0)
6	EDUC-6734	Research Project	3 (3+0)
Total Credit Hours			18

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EDUC-6729

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 Objectives

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

- i. Argue on the positive and negative impact of the information explosion
- ii. Explore the gap between madrassah and mainstream education and identify appropriate government responses
- ii. Identify barriers to the achievement of universal literacy and how these may be removed at the local level
- iii. Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- iv. Analyze the relationship between national curriculum structure and career
- v. opportunities
- vi. Consider how best environmental awareness can be enhanced through schools
- vii. Consider the consequence of the growing privatization of education

M. Hussain

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

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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_educ-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

Muhammad

EDUC-6730

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:

- i. Apply critical thinking and critical pedagogy in teaching
- ii. Analyse the content and design classroom instruction in innovative manner
- iii. Review and reflect on 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
- vi. Understand the relationship of critical thinking with reading and writing
- vii. 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

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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 I)
 - 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

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EDUC-6731

Comparative Education

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 of the education system of developed and developing countries.

Course Outcomes

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

- i. Describe the meaning and significance of comparative education
- ii. Compare the education systems of selected developed countries
- iii. Compare the education systems of selected developing countries
- iv. 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

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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.

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

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L. H. P. M.

EDUC-6732

Introduction to Early Childhood Care & Education 3(3-0)**Course Description**

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens. Good quality ECCE for children under age 3 is not yet available. This course provide introduction to ECCE explaining; Developmental areas in ECCE, Theories, Role of International organizations in ECCE, ECCE in a comparative Perspective, ECCE Curriculum in Pakistan. Learning Through Play & Issues in ECCE

Course Objectives

After completing this course learners will be able to:

- i. Comprehend and explain basic concept of ECCE.
- ii. Apply learning through play in ECCE.
- iii. Discuss curricular aspects of ECCE in Pakistan and make comparison with other countries
- iv. Discuss different issues related to ECCE

Course Outline**Unit 1 Introduction to Early Childhood Education**

1. Foundations of Early Childhood Education
2. The Scope of and Need for Early Childhood Education
3. The growth of early childhood education
4. Changes in Family Life
5. Benefits of Early Childhood Education
6. Child Advocacy
7. Defined age groups
8. Sources of Support for ECCE.

Unit 2 Developmental areas in Early Childhood Care & Education

1. Physical development
2. Intellectual development
3. Social development
4. Emotional development
5. Moral development
6. Language development

Unit 3 Theories of Early Childhood Education

1. Friedrich Froebel - Founder of the First Kindergarten
2. Scaffolding Children's Learning: Vygotsky and Early Childhood Education
3. John Dewey

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4. Maria Montessori - A Sensory Approach to Learning
5. Jean Piaget

Unit 4 Role of International organizations in ECCE

1. UNICEF
2. ISSA
3. ARNEC
4. NAEC
5. ACEI
6. WOECE

Unit 5 ECCE in a comparative Perspective -The Best Models

1 USA; Canada; China; Sri Lanka; India; U.K; Singapore & Malaysia

Unit 6 Early Childhood Care & Education in Pakistan

1. Education Policies.
2. Government Initiatives for ECCE
3. Curriculum of ECCE
4. Framework of ECCE in public schools
5. Framework of ECCE in Private sector
6. Support Of Non Governmental Organizations for ECE
7. Challenges in Implementation of ECE post 25A
8. Issues in ECE institutions

Unit 7 Early Childhood Curriculum

1. Curriculum in programs for infants, toddlers, preschoolers, kindergarteners & primary Grade Children

Unit 8 Learning Through Play

1. Learning Through Drama, simulation, role play etc.
2. Learning Through Sand Play, Water Play, Dough and Clay Play, Table Top Play, Small World Play & Construction Play
3. Learning Through Creative Play

Unit 9 Issues in Early Childhood Care & 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.

Muhammad

Assessment Criteria and Time Distribution of Course

Theory and classroom activities	12 weeks	64%
Discussion session	1 weeks	16 %
Presentations	3 weeks	20%

Recommended Readings

Eastern Michigan University College of Education. (2015). Early Childhood Student Teaching Handbook. Retrieved from <https://www.emich.edu/coe/forms/documents/early-childhood-education-student-teaching-handbook.pdf>

NGO Ba Futuru (2012). Early Childhood Training Manual for Educators. Retrieved from <https://www.globalgiving.org/pfil/13951/projdoc.pdf>

Suggested Reading

European Commission/EACEA/Eurydice. (2019). Key Data on Early Childhood Education and Care in Europe – 2019 Edition. Eurydice Report. Luxembourg: Publications Office of the European Union. doi:10.2797/894279

Fitzgerald, D. (Eds). (2018). Early Childhood Studies: A Student's Guide. Purdue University at Indianapolis

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EDUB-6733

School Management

3(3+0)

Course Description

This course focuses on developing effective 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:

- i. Manage and plan school academic matters effectively
- ii. Manage and plan school budget matters effectively
- iii. Manage and plan students affairs related to co-curricular activities
- iv. Manage upward, downward and horizontal communication
- v. Manage and plan school – community relationship activities.
- vi. Resolve conflicts among different custodians of school community.
- vii. Maintenance and management of school infrastructure and programs.

Course outline**Unit 1 Introduction****1.1 School Management: An Introduction**

- 1.2 Scope of School Management
- 1.3 Principles and Dynamics of School management
- 1.4 School as a System (Open system and Social System)

Unit2: Operations of School Management**2.1 Functions of Schools Management**

- 2.1.1 Planning
- 2.1.2 Organizing
- 2.1.3 Leading
- 2.1.4 Controlling
- 2.2 Record Keeping in Schools
- 2.3 Role and Responsibilities of School Management

Unit 3: Communication in Schools

- 3.1 Introduction to communication in Schools
- 3.2 Channels of Communication in Schools (Formal and Informal)
- 3.3 Effective Communication in Schools (Speaking, Writing and Listening)
- 3.4 Factors effecting Communication in Schools

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Unit 4: Monitoring and Evaluation in Schools

- 4.1 Introduction to the Monitoring and Evaluation
- 4.2 Head teachers' role in monitoring and evaluation
 - 4.2.1 Planning and Developing School Calendar (Yearly)
 - 4.2.2 Working with School Stake Holders (Staff, Faculty, Students, Parents and Community Members)
- 4.3 Monitoring and Evaluating Human Resource in School
- 4.4 Working with external Monitoring team
- 4.5 Teacher's Role in Monitoring Students learning progress

Unit 5 Health, safety and co-curricular activities

- 5.1 Meaning and Scope of health and safety at school
- 5.2 Planning activities to promote health and safety measures
- 5.3 Role of head teachers in managing health and safety at school
- 5.4 Role of teachers in managing
- 5.5 Co-curricular Activities and their management at school
- 5.6 Role of Head teachers and teachers for promoting co-curricular activities

Unit 6 School and Society

- 6.1 Role of School in developing Society
- 6.2 Role of Society in the functioning of the school

Unit 7 School Plant Management:

- 9.1 maintenance of building
- 9.2 maintenance of Library
- 9.3 maintenance of play ground
- 9.4 maintenance of horticulture

Recommended Texts

- Harris, A. (2019). *Teaching and learning in the effective school*. Routledge.
- Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers, pp.53.
- Leithwood, K., & Louis, K. S. (2021). *Organizational learning in schools: An introduction*. In *Organizational learning in schools* (pp. 1-14). Taylor & Francis.

Suggested Reading

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.
3. Hammersley, M., & Woods, P. (Eds.). (2020). *Life in school: The sociology of pupil culture*. Routledge.

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EDUC-6734

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 Books:

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>

