

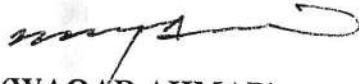


UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 24th (1/2025) meeting held on 26.08.2025, the Syndicate in its 72nd (4/2025) meeting held on 12.09.2025 has approved the revised curricula of following programs for implementation w.e.f. **Spring 2026**.

1. Bachelor of Education (B.Ed.) 04 Year (Annex-'A')
2. Associate Degree in Education (for affiliated Colleges) (Annex-'B')


(WAQAR AHMAD)
Additional Registrar (General)
Dated: 30.01.2026

No. SU/Acad/26/ 95

Distribution:

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

C.C.:

- Dean Faculty of Social Sciences
- Director, QEC
- Additional Registrar (A & R) *{With the request to forward the notification alongwith curriculum to all Principals of affiliated colleges concerned}*
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

Associate Degree in Education

(For Affiliated Colleges)

Scheme of Studies

and

Course Outlines



2025

**Institute of Education
University of Sargodha**

(Effective from Fall 2025)

Haider
Dr. Syed Nazir Haider Sialah
Associate Professor
Institute of Education
University of Sargodha

Vision

To be an institution dedicated to preparing innovative and reflective educators who possess the knowledge, skills, and mindset to empower learners, foster a lifelong passion for learning, and drive meaningful change in education.

Huid

Mission

To prepare students for entrance into the university education, who think critically, practice reflectively, and embrace lifelong learning, while possessing the knowledge and skills to foster inclusive, equitable learning environments that support the diverse needs of every learner.

Haid

Assistant Professor
Department of Education
University of North Carolina

UNIVERSITY OF SARGODHA
INSTITUTE OF EDUCATION

Associate Degree in Education

B.Ed

Goals of the Program

1. Equip students with fundamental theories, principles, and practices in education, including psychology, sociology, philosophy, and contemporary issues in education.
2. Foster understanding of the national curriculum, educational policies, and frameworks specific to Pakistan.
3. Develop core teaching competencies including lesson planning, instructional strategies, classroom management, and assessment techniques.
4. Train students in age-appropriate pedagogical methods suitable for early childhood, primary, and middle school levels.
5. Cultivate strong verbal and written communication skills necessary for effective teaching and collaboration within educational settings.
6. Provide academic and intellectual preparation that enables graduates to transition seamlessly into a 4-year B.Ed. (Hons) or other related degree programs.

Harid
Associate Professor
Department of Education
University of Sargodha

Objectives of the Program

Associate Degree in Education seeks to inspire and empower educators who are passionate about teaching, learning, and making a difference in the lives of their students, and who are equipped to meet the evolving needs of diverse learners in an ever-changing education sector.

Objectives of this Program are to:

- i. Provide students with a strong grounding in core concepts, theories, and philosophies of education, enabling them to understand the broader context of teaching and learning.
- ii. Nurture critical thinking and reflective abilities in students, enabling them to analyze educational issues, challenge assumptions, and make informed decisions in academic and professional contexts.
- iii. Improve students' proficiency in written and oral communication, academic reading, and information literacy to support their success in higher education.
- iv. Cultivate an understanding of diversity, equity, and inclusion in education, promoting respect for all learners and communities.
- v. Familiarize students with basic pedagogical principles, child development theories, and curriculum structures without requiring practical teaching experience.
- vi. Inspire a commitment to lifelong learning and continuous academic development, preparing students for progression into Bachelor of Education (B.Ed.) or other related university programs.
- vii. Support the development of personal responsibility, teamwork, and interpersonal skills essential for academic success and future educational careers.
- viii. Equip students with the academic readiness and foundational knowledge required for successful transition into university-level teacher education programs or other related disciplines.

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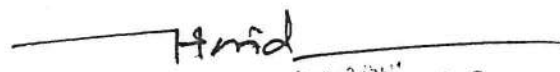
Associate Dean
College of Education
University of the Pacific

Scheme of Studies

1. **Associate Degree in Education**
2. **Title of Degree Program:** Associate Degree in Education
3. **Program Learning Outcomes:**
4. By the completion of Associate Degree in Education program, the graduates will be able to:
 - a) Explain key concepts, theories, and philosophies related to education, learning, development, and curriculum in local and global contexts.
 - b) Analyze educational issues and challenges using critical and reflective thinking skills to develop informed opinions and solutions.
 - c) Use clear and coherent written and oral communication appropriate for academic discourse and professional educational contexts.
 - d) Locate, evaluate, and use academic resources effectively to support learning and inquiry, with an understanding of basic ethical use of information.
 - e) Exhibit the academic skills, study habits, and intellectual curiosity necessary for successful transition into a Bachelor of Education (B.Ed.) or related university program.

5. **Program Structure:**

Duration	Minimum 2d-Years (4-Semesters), Maximum 3-Years (6-Semesters)		
Admission Requirements:	FA/F.Sc / A level or equivalent with minimum 2 nd Division.		
Degree Completion Requirements:	Duration: 2 years Semester Duration: 16-18 Week Semesters:4 Course Load per Semester: 15-21 Credit Hours Number of Courses per semester: 5-7 (not more than 3lab/ practical courses) summer semesters: Up-to 9 credit hours (for remedial/deficiency/failure/repetition courses only)		
	Structure of the Scheme: Credit Hours Distribution:		
	Nature of Area/ Subject	Courses	Credit Hours
	General Courses	15	35
	Major (54 Credit Hours) Professional Education Courses (Compulsory)	11	33
	Pedagogy Courses (Compulsory)	2	6
	Total	28	74
	Termination of Program with Associate Degree after two years (4 Semesters):		
	According to Undergraduate Policy 2023 by IIEC, students of B.ED 4 -YEAR, may opt for Associate Degree, after completing 2 years (4 Semesters) of B.ED 4 -YEAR Program.		


 Associate Professor
 Department of Education
 University of Sargodha

6. **General Courses: (Mandatory/Core Courses):**

The minimum requirement for General Courses is 30 credits hours and will be offered in first four semesters only.

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom Literature and EPICS	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105	Islamic Studies (OR)	2(2-0)	Nil
		URCG-5126	Religious Education/Ethics		
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
14.	1-4	URCG-5129	Understanding of Holy Quran I	2(2-0)	Nil
		URCG-5130	Understanding of Holy Quran II		
		URCG-5131	Or (For Non-Muslim Students)		
		URCG-5132	Ethics I		
			Ethics II		
15.	1-4	URCG-5128	Pakistan Studies	2(2-0)	Nil
GE Courses Credit Hours Total					35

7. **Major: Professional Courses (Compulsory/Fixed): 33 Credit Hours**

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	EDUC-5201	Foundations of Education	3(3-0)	Nil
2.	EDUC-5202	Inclusive Education	3(3-0)	Nil
3.	EDUC-5203	Education for Sustainable Development	3(3-0)	Nil

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Director of Education
Government of Punjab

4.	EDUC-5204	Educational Psychology ✓	3(3-0)	Nil
5.	EDUC-5205	Educational Policies and Plans of Pakistan	3(3-0)	Nil
6.	EDUC-5206	Instructional Methods ✓	3(3-0)	Nil
7.	EDUC-5207	Contemporary Literacies ✓	3(3-0)	Nil
8.	EDUC-5208	Teaching Profession ✓	3(3-0)	Nil
9.	EDUC-5209	Critical Thinking and Reflective Practices ✓	3(3-0)	Nil
10.	EDUC-5210	School Management ✓	3(3-0)	Nil
11.	EDUC-5211	Curriculum Development ✓	3(3-0)	Nil

8. Pedagogy Courses (Compulsory/Fixed): 12 Credit Hours

Four Interdisciplinary/Allied courses will be offered after 4th semester

1.	EDUC-5213	Teaching of English ✓	3(3-0)	Nil
2.	EDUC-5214	Teaching of Urdu ✓	3(3-0)	Nil

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Department of Education
University of Sindh

Semester wise Distribution

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105	Islamic Studies (OR)	2(2-0)	Nil
GE-3	URCG-5123	Religious Education/Ethics	3(2-1)	Nil
GE-4	URCG-5129	Applications of Information and Communication Technologies (ICT)	1(0-1)	Nil
Professional-1	URCG-5131	Understanding of Holy Quran I or Ethics I	3(3-0)	Nil
Professional-2	EDUC-5201	Foundations of Education	3(3-0)	Nil
Professional-3	EDUC-5202	Inclusive Education	3(3-0)	Nil
	EDUC-5203	Education for Sustainable Development	3(3-0)	Nil

Semester Total Credit Hours: 18

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-5	URCG-5112	Fables, Wisdom Literature and EPICS	2(2-0)	Nil
GE-6	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-7	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-8	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE-9	URCG-5128	Pakistan Studies	2(2-0)	Nil
Professional-4	EDUC-5204	Educational Psychology	3(3-0)	Nil
Professional-5	EDUC-5205	Educational Policies and Plans of Pakistan	3(3-0)	Nil
Professional-6	EDUC-5206	Instructional Methods	3(3-0)	Nil

Semester Total Credit Hours: 19

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
GE-4	URCG-5130	Understanding of Holy Quran II	1(0-1)	Nil
	URCG-5132	or Ethics II		
Professional-7	EDUC-5207	Contemporary Literacies	3(3-0)	Nil
Professional-8	EDUC-5208	Teaching Profession	3(3-0)	Nil
Professional-9	EDUC-5209	Critical Thinking and Reflective Practices	3(3-0)	Nil

Semester Total Credit Hours: 18

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Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114	Basic Science	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
Professional-10	EDUC-5210	School Management	3(3-0)	Nil
Professional-11	EDUC-5211	Curriculum Development	3(3-0)	Nil
Pedagogy Course 1	EDUC-5213	Teaching of English	3(3-0)	Nil
Pedagogy Course 2	EDUC-5214	Teaching of Urdu	3(3-0)	Nil

Semester Total Credit Hours: 19 ✓

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Department of Education
University of Sargodha

Course Outlines

Acid
The Department of Mathematics
University of Toronto

General Courses: (Mandatory/Core Courses)

The minimum requirement for General Courses is 35 credits hours and will be offered in first four semesters only.

URCG-5112

Fables, Wisdom Literature and Epics

3 (3-0)

Course Description

This course has three components containing both readings and related activities: The first component is about fables that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa'di. The third component is on the world's largest epic - the Shāhnāma (Book of Kings) of another literary giant, Firdausi. Through this course students will be able to understand the historical background of classic traditions of writers.

Course Objectives

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

1. Identify the key themes and moral lessons conveyed in the fables studied, including "The Lion and the Bull," "The Ring-dove," and "The Owls and the Crows."
2. Analyze and interpret selected poems from Bāng-i Darā, exploring the literary techniques employed by the author and understanding the underlying messages or emotions conveyed.
3. Examine Gulistān-e Sa'di and analyze the selected Hikayat (stories) within the text, recognizing the cultural and moral significance conveyed through the narrative.
4. Understand the historical context and cultural importance of the Shāhnāma of Firdausi, the world's largest epic, and identify key characters, events, and themes within the epic.
5. Compare and contrast the stylistic elements, themes, and messages across the different components of the course, including fables, selected poems from Bāng-i Darā, Gulistān-e Sa'di, and the Shāhnāma of Firdausi.

Course Outline

1. Fable
 - 1.1 The Lion and the Bull
 - 1.2 The Ring-dove
 - 1.3 The Owls and the Crows.
2. Selected Poems from Bāng-i Darā
2. Gulistān-e Sa'di
 - 2.1 Selected Hikayat from Gulistan-e Sa'di
3. The Shāhnāma of Firdausi

Recommended Texts

1. Thackston, W.(2000).A Millennium of Classical Persian Poetry Maryland: Ibex Publishers.
2. John T. Platts,(1876). *The Gulistan: or, Rose Garden of Shaikh Muslihu'd- Din Sa'di of Shīrāz* (London: Wm. H. Allen.
3. Chishtī, Y (1991) *Sharah-i bāng-i darā* (Lāhaur: Maktaba-i ta'mir-i insāniyat)

URCG-5114

Basic Science

3(3-0)

Course Description

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium ✓
- 3: Study of Museum

Recommended Texts

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science ✓
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Readings

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H., Urmas, P., Pastur, G. M & Iverson L. R. (2018). *Ecosystem services from forestlandscapes: broadscale consideration*. 1st Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson ✓

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Department of Chemistry
University of Jammu

URCG-5116

A science of Society-I

2(2-0)

Course Description

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Course Objectives:

The course has following outcomes: It will

1. Introduce student with the nature of human social behavior and foundations of humangroup life
2. Analyze the reciprocal relationship between individuals and society.
3. Make student aware with the nature of societies existing in modern world
4. Make students familiar with the philosophy of knowledge of social sciences
5. Introduce students with the works of prominent theories explain human group behavior
6. Help students to understand the foundations of society including culture, socialization, politics and economy
7. Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
8. Make them aware about the understanding of various themes pertains to social science in local context
9. Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

Course Outlines**1. Introduction to Social Sciences**

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science

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University of Sindh

- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

2. Society and Community, Historical evolution of Society

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society ✓
- Agrarian societies, Industrial society, Postindustrial society

3. Philosophy of Knowledge in social Science and social inquiry

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

4. Culture and Society

- Idea of Culture, Assumptions of Culture
- Types, Components, Civilization and culture
- Individual and culture, Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

5. Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality ✓

6. Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

7. Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development

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- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

8. Pakistan: State, Society, Economy and Polity

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Texts and Suggested Readings

1. Giddens, A. (2018). Sociology (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach. (18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

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University of Balochistan

URCG-5118

Functional English

3(3-0)

Course Description

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

Course Objectives

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

1. Develop proficiency in basic English language skills, including reading, writing, speaking, and listening, to effectively communicate in everyday situations.
2. Improve vocabulary and expand the range of words and expressions used in spoken and written English.
3. Enhance grammatical accuracy and develop the ability to apply grammar rules in practical contexts.
4. Demonstrate proficiency in identifying essential information and omitting non-essential details in a précis.
5. Practice paraphrasing and rephrasing skills to convey the meaning of the original text accurately and concisely.
6. Learn to construct well-supported arguments by presenting claims, supporting evidence, and logical reasoning.

Course Outline

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Précis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills*

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(3rd ed.). Ann Arbor: The University of Michigan Press. ✓

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

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

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Department of English
University of Michigan

URCG-5119
(3-0)

Expository Writing ✓

3

Course Description

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Course Objectives

1. At the completion of this course students will be able to:
2. Understand the basics of the writing process, including the stages of essay writing.
3. Develop skills in outlining essays to organize thoughts and structure ideas effectively.
4. Learn how to set goals and develop a personalized learning plan.
5. Understand the structure and significance of oral presentations.
6. Practice various reading strategies such as skimming, scanning, SQW3R, annotating, detailed reading, and note-taking.
7. Familiarize students with different types of letters and the format and structure of a letter.

Course Outline

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and free writing
 - Practicing Outlining of the essay
2. Personalized Learning ✓
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems

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- Drafting research questions. Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading. Presenting interview/ survey information. Field work
 - Writing Community Engagement Project
6. Letter to the Editor
- Types of letters. Format and purpose of letter to the editor. Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

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Course Description

This is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

Course Learning Outcomes

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
2. Understanding of fundamental mathematical and statistical concepts;
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

Course Outline

1. Numerical Literacy:
 - i. Numbers system and basic arithmetic operations;
 - ii. Units and their conversions, dimensions, area, perimeter and volume;
 - iii. Rates, ratios, proportions and percentages;
 - iv. Types and sources of data;
 - v. Measurement scales;
 - vi. Tabular and graphical presentation of data;
 - vii. Quantitative reasoning exercises using number knowledge.
2. Fundamental mathematical concepts:
 - i. Basics of geometry (lines, angles, circles, polygons etc.);
 - ii. Sets and their operations;
 - iii. Relations, functions, and their graphs;
 - iv. Exponents, factoring and simplifying algebraic expressions;
 - v. Algebraic and graphical solutions of linear and quadratic equations and inequalities;
 - vi. Quantitative reasoning exercises using fundamental mathematical concepts.
3. Fundamental Statistical Concepts:
 - i. Population and sample;
 - ii. Measures of central tendency, dispersion and data interpretation;
 - iii. Rules of counting (multiplicative, permutation and combination);
 - iv. Basic probability theory;
 - v. Introduction to random variables and their probability distributions;
 - vi. Quantitative reasoning exercises using fundamental statistical concepts.

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Department of Mathematics
University of Sargodha

Recommended Texts

1. Sevilla, A., & Somers, K. (2012). *Quantitative reasoning: tools for today's informed citizen*. New Jersey, John Wiley & Sons.
2. Burzynski, D., & Ellis, W. (2008). *Fundamentals of mathematics*. USA, Saunders College Publishing.

Suggested Readings

1. Zaslow, E. (2020). *Quantitative reasoning: thinking in numbers*. Cambridge, Cambridge University Press.
2. de Mesquita, E. B., & Fowler, A. (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis*. New Jersey, Princeton University Press.
3. Bennett, J., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
4. Rosen, K. H., & Krithivasan, K. (2012). *Discrete mathematics and its applications* (Vol. 6). New York: McGraw-Hill.
5. Chatfield, C. (2018). *Statistics for technology: a course in applied statistics*. Routledge.
6. Lock, R. H., Lock, P. F., Morgan, K. L., Lock, E. F., & Lock, D. F. (2020). *Statistics: Unlocking the power of data*. New Jersey, John Wiley & Sons.

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Approved for use in
the Department of Mathematics
University of Pennsylvania

Course Description

This is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative reasoning (I) as its base, this course will enable students further their quantitative. Logical and critical reasoning abilities to complement their specific major field of study

Course Learning Outcomes

By the end of the course, student shall have:

1. Understanding of logic and logical reasoning;
2. Understanding the basic quantitative Modeling and Analyses.
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

Course Outline

1. Logic, Logical and Critical Reasoning:
 - i. Introduction and importance of logic,
 - ii. Introductory, deductive and abductive approaches of reasoning,
 - iii. Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences.
 - iv. Logical fallacies,
 - v. Venn Diagrams,
 - vi. Predicates and quantifiers,
 - vii. Quantitative reasoning exercises using logical reasoning concepts and techniques.
2. Mathematical Modeling and Analyses:
 - i. Introduction to deterministic models,
 - ii. Use of linear function for modeling in real-world situations,
 - iii. Modeling with the system of linear equation and linear solutions,
 - iv. Elementary introduction to derivatives in mathematical modeling,
 - v. Linear and exponential growth and decay models,
 - vi. Quantitative reasoning exercises using mathematical modeling.
3. Statistical Modeling and Analyses:
 - i. Introduction to probabilistic models,
 - ii. Bivariate analysis, scatter plots,
 - iii. Simple linear regression model and correlation analysis,
 - iv. Basics of estimation and confidence interval,
 - v. Testing of hypothesis (z-test; t-test),
 - vi. Statistical inference in decision making.
 - vii. Quantitative reasoning exercise using statistical modeling.

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 Department of Education
 University of Bangladesh

Recommended Texts

1. Bennett, I., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
2. Rosen, K. H., & Krithivasan, K. (2012). *Discrete mathematics and its applications* (Vol. 6). New York: McGraw-Hill.

Suggested Readings

1. Epp, S. S. (1990). *Discrete mathematics with applications*. Wadsworth Publ. Co..
2. Budnick, F. S., Quinn, S., Bowser, K., & Flaherty, E. H. (1993). *Applied mathematics for business, economics, and the social sciences*. New York: McGraw-Hill.
3. Bluman, A. (2014). *Elementary Statistics: A step by step approach 9e*. McGraw Hill.
4. Mann, P. S. (2007). *Introductory statistics*. John Wiley & Sons.
5. Babones, S. (2013). *Applied statistical modeling. (No Title)*.
6. Green, S. W., Wolf, I.k., Stewart, B. W. (2022). *SAT Study Guide Premium*. Barrons

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Department of Mathematics
University of Mississippi

Course Description

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

Course Objectives

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

1. To make students understand the relevance and pragmatic significance of Islam in their lives.
2. To make learners comprehend the true spirit of Islam with reference to modern world.
3. To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
4. To provide Basic information about Islamic Studies
5. To enhance understanding of the students regarding Islamic Civilization
6. To improve Students skill to perform prayers and other worships
7. To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline

Introduction to Qur'anic Studies

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

مطالعة قرآن (تعارف قرآن ، منتخب آيات كما ترجمه و تفسير : سورة البقره آيات 1-5 ، 284-286؛ سورة الحجرات آيات 1-18 ؛ سورة الفرقان آيات 63-77؛ سورة المؤمنون آيات 1-11 ؛ سورة الاحزاب آيات 6، 21، 32-33، 40، 56-59؛ سورة الانعام آيات 151-153؛ سورة الصف آيات 1-14 ؛ الحشر آيات 18-20؛ آل عمران آيات 190-192؛ النحل آيات 12-14؛ لقمن آيت 20، حم السجده آيت 53)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

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حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام

متن، حدیث: | درج ذیل موضوعات پر احادیث کا مطالعہ

1۔ اعمال کا اجر نیت پر منحصر ہے۔ 2۔ بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 3۔ کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 4۔ ارکان اسلام 5۔ اسلام، ایمان، احسان اور قیامت کی نشانیوں، 6۔ بچوں کی نماز کی تلقین 7۔ دین کا گہرا فہم اللہ کی خاص عنایت ہے 8۔ حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت، 9۔ روز محشر کا محاسبہ، 10۔ حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11۔ حسن خلق کی عظمت اور فحش و بدگونی کی مذمت 12۔ دنیا و آخرت کی بھلائی کی ضامن چار چیزیں، 13۔ ہلاک کر دینے والی سات چیزیں، 14۔ بے عمل مبلغ کا عبرت ناک انجام 15۔ ہر شخص نگران ہے اور ہر شخص مسؤل

- 1) Sirah of the Prohet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے، اقامت دین کا نبوی طریق کار، اقامت دین بعدِ خلافت راشدہ، میثاق مدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیل اجتماعیت اور اسوہ حسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
 - 2) Historical Development of Islamic Culture & Civilization
 - 3) Characteristics of Islamic Culture & Civilization
 - 4) Islamic Culture & Civilization and Contemporary Issues
- 4۔ اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نامور مسلمان سائنسدان)

Pre-Requirement: Nil

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islam, IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence Islamic Research, Institute

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 University of the Punjab

- International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamial Allama Iqbal Open University, Islamabad (2001)
 - 6) Dr. MuhammadShahbaz Manj, Telccemat-e- Islam

— *Haqid* —



URCG-5126

Religious Education/Ethics

2(2-0)

Course Description

Ethics is the branch of philosophy that explores and examines concepts of right and wrong, moral principles, and ethical decision-making. This course will provide students with a comprehensive understanding of ethical theories, principles, and their applications in various contexts. Ethics plays a crucial role in our personal lives, professional endeavors, and interactions within society. It helps the students to navigate complex moral dilemmas, make informed choices, and develop a strong moral compass. By studying ethics, students will explore into the fundamental questions of human behavior, values, and the principles that guide our actions.

Course Objectives

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

1. Understand the definition and scope of ethics as a branch of philosophy.
2. Identify the key components of ethical inquiry and the relevance of ethics in personal and professional life.
3. Explore the intersection between ethics and religious beliefs, science & law and relevant ethical implications and responsibilities.
4. Apply ethical theories and principles to real-life scenarios, demonstrating the ability to evaluate moral dilemmas and make ethically informed decisions.
5. Trace the origins of morality in human instinct and evolutionary development.
6. Analyze different theories moral theories and their applications in daily life.
7. Enhance communication skills to articulate ethical viewpoints effectively, engaging in respectful and persuasive discussions.
8. Explore ethical considerations for professionals, students and teachers as well as entrepreneurs

Course Outline

1. Meaning and Scope of Ethics
2. Relation of Ethics with
 - 2.1 Religion
 - 2.2 Science
 - 2.3 Law
3. Historical Development of Morality
 - 3.1 Instinctive Moral Life
 - 3.2 Customary Morality
 - 3.3 Reflective Morality
4. Moral Theories
 - 4.1 Hedonism (Mill)
 - 4.2 Intuitionism (Butler)
 - 4.3 Kant's Moral Theory
5. Moral Ethics and Society
 - 5.1 Freedom and Responsibility
 - 5.2 Tolerance
 - 5.3 Justice

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- 5.4 Punishment (Theories of Punishment)
- 6. Moral Teachings of Major Religions
 - 6.1 Judaism
 - 6.2 Christianity
 - 6.3 Islam
- 7. Professional Ethics
 - 7.1 Medical Ethics
 - 7.2 Ethics of Students
 - 7.3 Ethics of Teachers
 - 7.4 Business Ethics

Recommended Texts

1. Lille, W. (Latest edition). An Introduction to Ethics. London: Methuen & Co.
2. Titus, H. H. (Latest edition). Ethics for Today. New York: American Book.
3. Hill, T. (Latest edition). Ethics in Theory and Practice. N.Y.: Thomas Y. Crowel.
4. Ameer A., S. (Latest edition). The Ethics of Islam. Calcutta: Noor Library Publishers.
5. Donaldson, D. M. (Latest edition). Studies in Muslim Ethics. London.
6. Sayeed. S. M. A. (Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, University of Karachi.

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URCG-5122
0)**Ideology and Constitution of Pakistan**

2(2-

Course Description

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Course Outline

1. Ideology of Pakistan

Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.

Two Nation Theory and Factors leading to Muslim separatism.

2. Constitutional Developments

Salient Feature of the Government of India Act 1935
Salient Feature of Indian Independence Act 1947
Objectives Resolution ✓

Salient Feature of the 1956 Constitution

Developments leading to the abrogation of Constitution of 1956
Salient features of the 1962 Constitution

Causes of failure of the Constitution of 1962

Comparative study of significant features of the Constitution of 1956, 1962 and 1973

3. Fundamental rights

4. Principles of policy
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nt
The Federal Government

5. Provinces

Governors

Provincial Assemblies

The Provincial Government

6. The Judiciary

Suprem

e Court

High

Courts

Federal Shariat

Courts Supreme

Judicial Council

Administrative Courts and tribunals

7. Islamic Provisions in Constitution

8. Significant Amendments of Constitution of Pakistan 1973

Recommended Books:

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

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Library of the
Department of Law
University of the Punjab

URCG-5123 Applications of Information Communication Technologies (ICT) 3 (3-0)

Course Description

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

Course Objectives

1. Explain the basic concepts and components of information technology
2. Familiarize with different computer systems and their components.
3. Describe the functioning and importance of storage devices.
4. Understand the fundamentals of databases and their role in information management.
5. Elaborate the fundamentals of databases and their role in information management.
6. Analyse various physical transmission media used in networking.
7. Use different types of websites and describe their purposes.
8. Explore the benefits, challenges, and ethical considerations of conducting business online.

Course Outline

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

Recommended Texts

1. Vermaat, M. E., & Sebok, S. L. (2022). Discovering Computers 2022: Digital Technology, Data and Devices. (17th ed.).

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Suggested Readings

1. O'Leary, T. J., & O'Leary, L. I. (2021). *Computing Essentials*. (26th ed.). McGraw Hill Higher Education.
2. Fuller, F., Floyd, B., & Larson, B. (2018). *Computers: Understanding Technology*.

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Department of Information
Systems
University of Toronto

URCG-5124
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Entrepreneurship

2(2-

Course Description

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Objectives

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Course Outline

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity - Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis, Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research, Plotting a Guerrilla Marketing Strategy: How to Build a

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- Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E- Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
 11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
 12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project.
 13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

Suggested Readings:

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

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Assistant Professor
Department of Education
University of Sargodha

Course Description

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

Course Objectives

After completing this course, students will be able to ✓

1. Understand the concepts of civic engagement, community development, and social responsibility.
2. Understand rights and responsibilities of citizenship
3. Understand cultural diversity in local and global context
4. Analyze the significance of civic participation in promoting social justice, equity, and
5. democracy.
6. Examine the historical and contemporary examples of successful civic and community engagement initiatives.
7. Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
8. Explore the ethical implications and dilemmas associated with civic and community engagement.
9. Develop practical skills for effective community organizing, advocacy, and leadership.
10. Foster intercultural competence and respect for diversity in community engagement efforts.
11. Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
12. Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Outline

1. **Introduction to Civics & Community Engagement**
 - 1.1 Overview of the course: Civics & Community Engagement ✓
 - 1.2 Definition and importance of civics
 - 1.3 Key concepts in civics: citizenship, democracy, governance, and the rule of law
 - 1.4 Rights and responsibilities of citizens
2. **Citizenship and Community Engagement**
 - 2.1 Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
 - 2.2 Approaches and Methodology for Active Citizenship
3. **Identity, Culture, and Social Harmony**
 - 3.1 Concept and Development of Identity, Group identities
 - 3.2 Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony.
 - 3.3 Religious Diversity (Understanding and affirmation of similarities & differences)
 - 3.4 Understanding Socio-Political Polarization
 - 3.5 Minorities, Social Inclusion, Affirmative actions

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4. **Multi-cultural society and inter-cultural dialogue**
 - 4.1 Inter-cultural dialogue (bridging the differences, promoting harmony)
 - 4.2 Promoting intergroup contact/ Dialogue
 - 4.3 Significance of diversity and its impact
 - 4.4 Importance and domains of Inter-cultural dialogue
5. **Active Citizen: Locally Active, Globally Connected**
 - 5.1 Importance of active citizenship at national and global level
 - 5.2 Understanding community
 - 5.3 Identification of resources (human, natural and others)
 - 5.4 Utilization of resources for development (community participation)
 - 5.5 Strategic planning for development (community linkages and mobilization)
6. **Human rights, constitutionalism and citizens' responsibilities**
 - 6.1 Introduction to Human Rights
 - 6.2 Human rights in constitution of Pakistan ✓
 - 6.3 Public duties and responsibilities
 - 6.4 Constitutionalism and democratic process
7. **Social Institutions, Social Groups, Formal Organizations and Bureaucracy**
 - 7.1 Types of Groups, Group identities, Organizations
 - 7.2 Bureaucracy, Weber's model of Bureaucracy
 - 7.3 Role of political parties, interest groups, and non-governmental organizations
8. **Civic Engagement Strategies**
 - 7.1 Grassroots organizing and community mobilization
 - 7.2 Advocacy and lobbying for policy change
 - 7.3 Volunteerism and service-learning opportunities
9. **Social issues/Problems of Pakistan**
 - 9.1 Overview of major social issues of Pakistani society
10. **Social Action Project**

Recommended Texts:

1. Kennedy, J. K., & Brunold, A. (2016). Regional context and Citizenship education in Asia and Europe. New York: Routledge, Falmer.
2. Henslin, James M. (2018). Essentials of Sociology: A Down to Earth Approach (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). Sociology. New York: Pearson Education

Suggested Readings

1. Glencoe McGraw-Hill. (n.d.). Civics Today: Citizenship, Economics, and Youth.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). Government by the People (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (2006). Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada. University of California Press.
5. Kuyek, J. (2007). Community Organizing: Theory and Practice. Fernwood Publishing.
6. DeKieffer, D. E. (2010). The Citizen's Guide to Lobbying Congress. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). Advocacy and Opposition: An Introduction to Argumentation (8th ed.). Routledge.
8. Patterson, T. E. (2005). Engaging the Public: How Government and the Media Can

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- Reinvigorate American Democracy. Oxford University Press.
9. Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

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Department of Art and Culture
University of Toronto

URCG-5129

Understanding of Holy Quran - I

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Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles), compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath -based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40% of each page of the holy Quran.

Provision of material, content and books:

Paper book: All volumes are available in printed book form.

Tutorial videos: Teaching video of each lesson available on YouTube.

Confirmation Videos: A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.

A flipbook: A flipbook edition is also accessible.

Helping material: Helping material for the teachers like quizzes, question papers and images is available

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University of Sindh*

Course Outline:

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Areas
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (واو) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذه - هذه) Demonstrative Noun (This & That for Feminine) (تلك - تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words, phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لهم - لهم) Superlative Degree (أكثر - أكثر) Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle (ألف) Preposition "For" (لـ) Preposition (من)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (من - إلى)
4.	1.	2	7-9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (بِ) Absolute Negation Particle Exceptive Particle (لا اله الا الله) (لا اله الا الله)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction (ان), Was (كان), Vocative Particle (يا)

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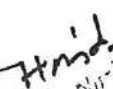
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University of Al-Qadisiyah

6.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases	Quranic Adjectives Constructions (المتعلقين)
	2.		3-5	Writing the meaning of Quranic phrases & translation of sentences	Comparative Possessive Construction (المقارنة)
7.	1.	4	6-7	Writing the meaning of Quranic phrase & translation of sentences	Quranic Possessive Construction (المتعلقين)
	2.		8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences Quiz	Active Participle (المتعلقين) Passive Participle (المتعلقين) Dual (مثنى)
	1.		Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences
8.	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like في بيته
	1.		5-8	Writing the meaning of Quranic sentences	Personal Pronoun (المتعلقين) Possessive Pronoun (المتعلقين) Possessive Pronoun with prepositions like في بيته Pronoun "your" with prepositions like في بيته
	2.		Mid-Term		


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University of Sargodha

3.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي المتصل) Possessive Pronoun Her (ها المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (انا المتصل) Possessive Pronoun Her (هي المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun "My" with prepositions like لي
10.	1.	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المنكر السالم و جمع المنكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المنكر السالم المسبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المتصل) Possessive Pronoun Their (هم المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (انتم المتصل) Possessive Pronoun Your (كم المتصل) Possessive Pronoun with prepositions


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 Assistant Professor
 University of Karachi

3.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	like في ايديكم Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن) Possessive Pronoun Our (نا المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions في بيتنا like Pronoun "Our" with prepositions like لنا
4.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء - اولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / ايا / اين / انا / ليس ، ما () (ايا / ان ، بل ، كان) (ايا ، انيس ، اليوم ، يومئذ ، سبحان ، ما بينهما ، قل ، اذن ، بشي ، نعم ، كلا ، ما انزلك ، حسب ، اعلم ب ، مصير ، مرجع ، دنيا (تمييز)
5.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense (الفعل المضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل للمضارع صيغة المفرد يعلم
6.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون


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URCG-5130

Understanding of Holy Quran - II

1 (0-1)

Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubald ur Rahman

Credit Hours: 1 (0-1)

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and Imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:**Paper book:** All volumes are available in printed book form.**Tutorial videos:** Teaching video of each lesson available on YouTube.**Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.**A flipbook:** A flipbook edition is also accessible.**Helping material:** Helping material for the teachers like quizzes, question papers and Images is available on website.**Course Outline:**

Weeks	Lectures	Units	Lessons	Assignment/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب مثل يعيدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب مثل يعيدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعيد) وجمع منكر مخاطب (تعيدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعيدون)

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Dr. Syed Nasir Haider Shah
Professor
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University of Sargodha

	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense مضارع التثنية للمتكلم حينئذ
2.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense مضارع التثنية للمتكلم حينئذ
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense مضارع الجمع للمتكلم حينئذ
3.	1.	7	4 (sec 1 2-3)	Understanding & Translation of Verses	Past Tense مضارع التثنية للمخاطب حينئذ
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense مضارع التثنية للمخاطب حينئذ
4.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense مضارع التثنية والمخاطب حينئذ
	2.	7	7	Understanding & Translation of Verses	Past Tense مضارع المرفوع للغائب حينئذ
5.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للجمع
6.	1.	3	1-1	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

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 Mansoura University

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of Semitic and non-Semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others' religious identities with humanistic, inclusive and holistic approach.

2- Learning Objectives

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

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

1. Identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4- Course Structure

1. Interactive lectures, group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz.

Course Contents

Unit 1: Introduction and Fundamentals of Ethics

- Literal and terminological definition of ethics
- Literal and terminological definition of values
- Relationship between law and ethics
- Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms
- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Hasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

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 Department of Education
 University of Sargodha

Unit 4: Immoral Ethics (Akhlāq-e-Razilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

**Unit 5: Role of World Religious Figures in Moral Development**

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (ﷺ): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). Ethico-Religious Concepts in the Qur'an. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). Morality: Its Nature and Justification. Oxford University Press.
2. MacIntyre, A. (2007). After Virtue: A Study in Moral Theory. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). The Alchemy of Happiness. Islamic Texts Society.
4. Nasr, S. H. (1994). The Heart of Islam: Enduring Values for Humanity. Harper One.
5. Beauchamp, T. L., & Childress, J. F. (2019). Principles of Biomedical Ethics. Oxford University Press.
6. Hasan, Z. (2010). Ethics in Islam: Key Concepts and Contemporary Challenges. Islamic Research Institute.

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Stamp: *Department of Education
University of the Punjab
Lahore*

1- Course Description

The course *Ethics-II* is designed to provide students with a deeper understanding of ethical principles and practices from both Semitic and non-Semitic religions, as well as their application in professional and social contexts. Students will engage with Jewish, Christian, Islamic, Hindu, Buddhist, Sikh, Confucian, and Jain ethical traditions. The course emphasizes moral reasoning, decision-making, tolerance, and peacebuilding. It aims to cultivate an inclusive, humanistic, and holistic approach towards ethical living and interfaith engagement.

2- Learning Objectives

The course objectives are to:

1. Understand the fundamental principles and theories of ethics.
2. Introduce the ethical and moral teachings of Judaism, Christianity, Islam, and Hinduism.
3. Explore the ethical teachings of non-Semitic religions such as Buddhism, Sikhism, Confucianism, and Jainism.
4. Develop critical thinking skills to evaluate ethical arguments and theories.
5. Promote ethical leadership and interfaith harmony.

3- Learning Outcomes

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

1. Identify and analyze major ethical theories and teachings from world religions.
2. Understand the role of religions in improving moral values and social behavior.
3. Demonstrate ethical decision-making in various personal and professional contexts.
4. Recognize the impact of ethical decisions on individuals, communities, and society.
5. Apply skills of ethical leadership, including communication, conflict resolution, and inclusive engagement.

4- Course Structure

1. Interactive lectures, group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz.

Course Contents

Unit 1: Ethical Teachings of Semitic Religions

- Judaism and its ethical teachings
- Christianity and its ethical teachings
- Islam and its ethical teachings

Unit 2: Ethical Teachings of Non-Semitic Religions

- Hinduism and its ethical teachings
- Sikhism and Buddhism: ethical values and practices
- Confucian and Jain ethical traditions

Unit 3: Professional Ethics

- Ethics for students and teachers
- Ethics in doctor-patient relationships

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- Ethics in trader-customer interactions

Unit 4: Concept and Significance of Tolerance

- Definition, need, and importance of tolerance
- Teachings of Semitic religions on tolerance and their contemporary relevance
- Teachings of non-Semitic religions on tolerance and their contemporary relevance

Unit 5: Foundational Values and Ethics for Peacebuilding in Society

- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook

- Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Harper.

Suggested Readings

1. Barash, D. P., & Webel, C. P. (2014). *Peace and Conflict Studies*. Sage.
2. Smart, N. (1998). *The World's Religions*. Cambridge University Press.
3. Nasr, S. H. (2003). *The Heart of Islam: Enduring Values for Humanity*. HarperOne.
4. Sharma, A. (2006). *Hindu Ethics: Purity, Abortion, and Euthanasia*. SUNY Press.
5. Harvey, P. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge University Press.
6. Coward, H., & Perkinson, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
7. Confucius. (1998). *The Analects*. Oxford University Press.

Amid

Approved by
 Faculty of Business Administration
 University of Regina

مطالعہ سیرت النبی صلی اللہ علیہ وسلم Secret of the Holy Prophet

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ ظاہر و باطن سیرت طیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیر شخصیت میں مطالعہ سیرت طیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بیعت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی اہم زندگی کا اس طرح مطالعہ کروانا کہ طلبہ ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلبہ کو عہد نبوی کی معاشرت و سیاست و معیشت سے آگاہ کرنا</p>

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا ابتدائی نسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لاہکین اور جواری کے حالات زندگی
2	بیعت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بیعت نبوی کے وقت اہم قہد ہیں ۲۔ عرب، مصر، حبشہ، ہندوستان، روم، یونان
3	بیعت نبوی	۱۔ اہل نجد میں دعوت اسلام
4	بیعت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	خصائص النبی	آپ کا بطور پیمانہ برائے امن
6	خصائص النبی	بعثت استاذ و معلم
7	خصائص النبی	بعثت تاجر
8	خصائص النبی	بعثت سربراہ ریاست
9	خصائص النبی	ذاتی عیاش اور عالمگیر اثرات

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10	تھانسن النبی	ناموس و رسالت
11	اسوہ حسنہ اور عصر حاضر	غیر مسلموں سے اعتقادات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھر کی زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ حیرت
15	اسوہ حسنہ اور عصر حاضر	دشمن سے محبت اور حیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

نصابی کتب

نمبر شمار	نام مولف	نام کتاب
1	ابن ہشام	السيرة النبوية
2	مولانا شبلی نعمانی، سید سلمان ندوی	سیرت نبوی صلی اللہ علیہ وسلم
3	دعش محمد سلیمان سلیمان منصور پوری	سرور عالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر حسین مظفر صدیقی	مہذب نبوی کا نظام حکومت
6	ڈاکٹر خالد ملوی	انسان کا فن

حوالہ جاتی کتب

نمبر شمار	نام مولف	نام کتاب
1	سید ابوالحسن علی ندوی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا شبلی نعمانی، ارشد مبارک پوری	ذریعہ انوار
3	پیر محمد کرم شاہ شاہ زہری	نبی و الہامی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم مہاشیما المرعی	السيرة النبوية الصحيحة
5	مولانا عبدالرزاق داہلوی	اصح الصحیح

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University of Sindh

Course Description

This course is designed to provide students with a comprehensive exploration of Pakistan's identity, spanning geographical, historical and cultural dimensions. It delves into the diverse landscape, ancient civilizations, and rich cultural heritage that define Pakistan. Moreover, it examines the socio-cultural and political transformations in Pakistan over time including democratic transitions and military interventions. The aim of this course is to inculcate in students a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically evaluate the complex dynamics shaping the nation's development.

Course Learning Outcomes

By the end of this course, student will be able to:

1. Have enhanced knowledge of the geographical, historical and political aspects of Pakistan.
2. Understand the society and cultural of Pakistan.
3. Understand and explain the socio-economics developments in Pakistan.
4. Explore contemporary issues and challenges faced by Pakistan and their implications for the future.

Contents

1. **Introduction to Pakistan:**
 - Geographical location and significance.
 - Historical background: Ancient civilizations in the region.
 - Factors leading to the creation of Pakistan
2. **Political History of Pakistan:**
 - Formative phase
 - Military interventions and democratic transitions.
3. **Geography of Pakistan:**
 - Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas.
 - River system: Indus river and its tributaries;
 - Climatic regions of Pakistan.
4. **Society and Culture of Pakistan:**
 - Socio-cultural diversity.
 - Language and literature of Pakistan.
5. **Economics Development of Pakistan:**
 - Agriculture and industrial sectors of Pakistan.
 - Economic challenges of Pakistan.
6. **Contemporary Issues:**
 - Foreign relations of Pakistan.
 - Security challenges: terrorism, extremism, regional conflicts.
 - Environmental problems and sustainable development (SDGs).
 - Media and social change.

SUGGESTED READING MATERIALS

1. "Jinnah of Pakistan" by Stanley Wolpert
2. "The sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan" by Ayesha Jalal
3. "The struggle for Pakistan" by Ishtiaq Hussain Qureshi
4. "Pakistan, the Formative Phase, 1857-1948" by Khalid B. Sayeed
5. "Pakistan Studies: A Book of Readings" by Sikandar Hayat

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University of Sindh

6. "Constitutional and Political History of Pakistan" by Hamid Khan
7. "Trek to Pakistan" by Ahmad Saeed and K.I. Mansur Sarwar
8. "Pakistan: A Modern History" by Ian Talbot
9. "Politics in Pakistan: The Nature and Direction of Change" by Khalid B. Sayeed
10. "Physical Geography of Pakistan" by Umar Jahangir
11. "A Geography of Pakistan: Environment, people, and Economy" by Fazle Karim Khan
12. "Pakistan's Foreign Policy: An Historical Analysis" by S.M. Burke
13. "Separatism in East Pakistan" by Rizwan Ullah Kokab
14. "Being Pakistani: Society, Culture and the Arts" by Raza Rumi
15. "Pakistani's Culture Heritage: Socio-Economic and Technological Aspects" edited by Abdul Jabbar Khan
16. "Language and Politics in Pakistan" by Tariq Rahman
17. "Sociology" by Horton and Hunt
18. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
19. "Economic Development of Pakistan" by Ishrat Husain
20. "Issues in Pakistan's Economy" by S. Zaidi

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 International Institute for
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Professional Courses

EDUC-5201

Foundations of Education ✓

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Course Description

The major focus will be on developing an understanding of the participants how different philosophical theories affect education. The course will also include historical development of education of the Pakistan. Emphasize will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our culture context. This course will also be used to develop the ability in prospective teachers to interpret knowledge within its historical, philosophical, ideological, and social contexts, which will lead to produce critical perspectives on education both within, and outside of, schools. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; social and moral values, the ethics of education; religious values in individual and social life.

Course Objectives

- The students will be able to:
- Explain the important features of foundation of education
- Specify the role of educational thinkers in education
- Discuss the modes of education
- Discuss historical development of Pakistan
- Evaluate the issues and problems of education.

Course Outline

Unit 1: Introduction to Education

- 1.1 Meaning and definitions of education
- 1.2 Aims and functions of education
- 1.3 Types of education: formal, non-formal, informal
- 1.4 Relationship between education and society

Unit 2: Ideological Foundations of Education

- 2.1 Islamic foundations
- 2.2 Islamic concept of peace
- 2.3 Other religions and Islam
- 2.4 Ideology and teachers

Unit 3: Philosophical Foundations of Education

- 3.1 Philosophy and education
- 3.2 Main philosophical thoughts
- 3.3 Idealism and realism
- 3.4 Existentialism and pragmatism
- 3.5 Pragmatism and reconstructionism

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Unit 4: Psychological Foundations of Education

- 4.1 Learning and maturation
- 4.2 Self-concept and individual differences
- 4.3 Academic aptitude
- 4.4 Instructional strategies and psychology
- 4.5 Role of teacher in child development

Unit 5: Socio-Economic Foundations of Education

- 5.1 Concept of society and culture
- 5.2 Social change and role of education
- 5.3 Social conditions and education
- 5.4 Economic conditions and education
- 5.5 Politics and education

Unit 6: Historical Foundations of Education in Pakistan

- 6.1 Pre-Pakistan period (712 A.D. onwards)
- 6.2 Period from 1947-1958
- 6.3 Period from 1959-1971
- 6.4 Period from 1972-1979
- 6.5 Period from 1980-1991
- 6.6 Period from 1992 to date

Unit 7: Aims of Education

- 7.1 Aims, goals and objectives
- 7.2 Taxonomies of objectives
- 7.3 Aims and objectives of education in Pakistan

Unit 8: Problems and Issues in Education in Pakistan

- 8.1 Universalization of primary education
- 8.2 Literacy
- 8.3 Medium of instruction
- 8.4 Assessment system
- 8.5 Environmental education
- 8.6 Gender and education
- 8.7 Islamization of education
- 8.8 Special education
- 8.9 Skill-based education in globalized economy
- 8.10 Education and media

Recommended Texts

1. Canestrari, A. (2019). *Foundations of education*. New York: Sage Publications.
2. Bartlett, S., & Burton, D. (2020). *Introduction to education studies*. California: SAGE Publications Limited.
3. Eugene, F.P. (2016). *Critical issues in education: Anthology of reading*. New York: Sage Publications.
4. Murphy, D. (2015). *Foundations/Introduction to teaching*. New York: Sage Publications.
5. Ornstein, A. C., Levine, D. U., & Gutek, G. L. (2017). *Foundations of education* (13th ed.). Cengage Learning.
6. Sadker, D. M., & Zittleman, K. R. (2017). *Teachers, schools, and society: A brief introduction to education* (4th ed.). McGraw-Hill Education.

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Suggested Readings

1. Sadovnik, A. R., Cookson Jr, P. W., Semel, S. F., & Coughlan, R. W. (2017). *Exploring education: An introduction to the foundations of education*. New York: Routledge.
2. Ornstein, A. C., Levine, D. U., Gutek, G., & Vocke, D. E. (2016). *Foundations of education*. Nashville: Nelson Education.
3. Ozmon, H., & Craver, S. M. (2011). *Philosophical foundations of education* (9th ed.). Pearson.
4. Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th ed.). Pearson Education.
5. Schiro, M. S. (2012). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). SAGE Publications.
6. Brubacher, J. S. (1969). *Modern philosophies of education*. McGraw-Hill.
7. Noddings, N. (2012). *Philosophy of education* (3rd ed.). Routledge.
8. Parkay, F. W., & Stanford, B. H. (2019). *Becoming a teacher* (11th ed.). Pearson.

🌐 Web Resources

1. UNESCO. (n.d.). *Education transforms lives*. <https://www.unesco.org/en/education>
2. Global Partnership for Education. (n.d.). *What we do*. <https://www.gpe.org/partnership>
3. World Bank. (n.d.). *Education overview*. <https://www.worldbank.org/en/topic/education>
4. ERIC (Education Resources Information Center). (n.d.). *Foundations of education resources*. <https://eric.ed.gov/>
5. OECD. (n.d.). *Education at a glance*. <https://www.oecd.org/education/>
6. Khan Academy. (n.d.). *Philosophy and history of education*. <https://www.khanacademy.org>
7. National Center for Education Statistics (NCES). (n.d.). *Publications and data tools*. <https://nces.ed.gov>
8. Stanford Encyclopedia of Philosophy. (n.d.). *Education and philosophy*. <https://plato.stanford.edu/>
9. International Bureau of Education (IBE-UNESCO). (n.d.). *Educational practices series*. <https://www.ibe.unesco.org/>
10. Harvard Graduate School of Education. (n.d.). *Insights on education and learning*. <https://www.gse.harvard.edu/>

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EDUC-5202

✓ Inclusive Education

3(3-0)

Course Description

This course will provide an overview of inclusion principles, policies and philosophies underpinning inclusion. A variety of models of schooling for students with a disability will be discussed, as well as approaches to teaching these students in mainstream schools' setting. The focus will be on effective teaching practice, adapting curriculum, and resources to support inclusion. The role of teachers in successful inclusion will be highlighted. The overall purpose of this course is to prepare teachers for an inclusive society free from discrimination, injustice, hate and oppression in order to bring peace and harmony.

Course Objectives

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

1. Rationalize inclusion to accommodate human diversity
2. Relate inclusion to all aspects of life and service delivery
3. Appreciate potential challenges and opportunities in inclusion
4. Understand and use the methods and strategies of enhancing/promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion
6. Align inclusion philosophy with socio-political realities.

Course Outline**Unit 1: Introduction to Inclusive Education**

- 1.1 Understanding inclusive education: meaning and definition
- 1.2 Principles and benefits
- 1.3 Difference between special, integrated, and inclusive education
- 1.4 Sociological foundations of inclusive education
- 1.5 Barriers to inclusion: systemic, societal, and pedagogical barriers

Unit 2: Reaching the Unreached

- 2.1 Fundamentals of inclusive schools
- 2.2 Strategies for making schools inclusive
- 2.3 Need for differentiation in curriculum and assessment
- 2.4 Classroom management and teaching strategies cooperative learning and peer tutoring
- 2.5 Physical accessibility of schools and Universal Design for Learning

Unit 3: Types of Special Needs

- 3.1 Physical disabilities
- 3.2 Visual and hearing impairments
- 3.3 Intellectual and learning disabilities
- 3.4 Autism and emotional disorders

Unit 4: Inclusive Curriculum

- 4.1 Curriculum adaptations and accommodations
- 4.2 Universal Design for Learning (UDI.)
- 4.3 Differentiated instruction
- 4.4 Individualized Education Plan (IEP)
- 4.5 Use of assistive technologies

Unit 5: Children with Disabilities in Regular Classrooms

- 5.1 Identifying the basis of human diversity

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- 5.2 Educational approaches to address human diversity
- 5.3 Curriculum and instructional adaptations
- 5.4 Adaptations in educational assessment to accommodate disabilities
- 5.5 Use of technology, teaching-learning materials, and educational aids

Unit 6: Networking for Inclusive Education

- 6.1 Developing collaboration with family and other caregivers
- 6.2 Developing collaboration within school community
- 6.3 Collaborative teaching and teamwork
- 6.4 Mobilizing support from voluntary organizations, community, special schools, healthcare professionals, and local bodies
- 6.5 Understanding the role of BRCs, CRCs, and school management committees

Unit 7: National and International Movements for Inclusive Education

- 7.1 Convention on the Rights of Persons with Disabilities and other UN initiatives
- 7.2 Islamabad and Lahore Declarations on Inclusive Education (2003, 2005, 2015)
- 7.3 Role of NGOs in promoting inclusive education
- 7.4 Punjab Inclusive Projects 2015 and provincial government initiatives
- 7.5 Financial planning and fund raising for inclusive education

Unit 8: Barriers to Inclusion

- 8.1 Attitudinal, environmental, and institutional barriers
- 8.2 Socio-cultural challenges
- 8.3 Gender-based issues
- 8.4 Strategies to overcome barriers

Recommended Texts

1. Mitchell, D. (2020). *What Really Works in Special and Inclusive Education* (3rd ed.). Routledge.
2. Friend, M. (2021). *Special Education: Contemporary Perspectives for School Professionals* (6th ed.). Pearson.
3. UNESCO. (2009). *Policy Guidelines on Inclusion in Education*. UNESCO.
4. Bradley, D. F. (1997). *Teaching Students in Inclusive Setting from theory to Practice*. Boston: Allyn & Bacon.
5. Friend, M. & Bursuck, W. D. (2012). *Including Students with Special Needs: A Practical Guide for Classroom Teachers* 6th ed.. Boston: Pearson.

Suggested Readings

1. University of Management and Technology (2015). *Lahore declaration on inclusive education 2015*. Department of Special Needs Education
2. Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive Education: Supporting Diversity in the Classroom*. Routledge.
3. Armstrong, F., Armstrong, D., & Spandagou, I. (2010). *Inclusive Education: International Policy & Practice*. SAGE Publications. Albany : Delmar.
4. Westwood, P. (2007). *Commonsense Methods for Children with Special Educational Needs* 5th- ed. London: Routledge
5. Winkelstern, J. A. & Jongsma, A. E. Jr. (2001). *The Special Education Treatment Planner*. New York: John Wiley & Sons.

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🌐 *Web Resources*

1. UNESCO - Inclusive Education Resources - <https://en.unesco.org/themes/inclusion-in-education>
2. World Bank -- Inclusive Education - <https://www.worldbank.org/en/topic/education>
3. Inclusive Education Canada - <https://inclusiveducation.ca/>
4. European Agency for Special Needs and Inclusive Education - <https://www.european-agency.org/>
5. The Center for Inclusive Education (CIE) - <https://www.stonybrook.edu/commcms/cie/>
6. Council for Exceptional Children (CEC) - <https://exceptionalchildren.org/>
7. National Center on Universal Design for Learning - <https://www.udlcenter.org/>
8. Harvard Graduate School of Education -- Inclusive Teaching - <https://www.gse.harvard.edu/>
9. Open Educational Resources (OER) on Inclusive Education - <https://www.oercommons.org/>
10. Edutopia Inclusion and Special Education - <https://www.edutopia.org/>
11. Ministry of Social Welfare and Special Education. *Islamabad Declaration*. Retrieved from www.idp-europe.org/docs/islamabadDeclaration.pdf
12. UN General Assembly, *Convention on the Rights of Persons with Disabilities : resolution / adopted by the General Assembly, 24 January 2007, A/RES/61/106*. available at: <http://www.refworld.org/docid/451973632.html>

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EDUC-5203
3(3-0)

Education for Sustainable Development

Course Description

This course explores the principles, concepts, and practices of Education for Sustainable Development (ESD). Students will learn how to apply sustainability concepts to real-world challenges, critically analyze sustainable development issues, and acquire skills to advocate for and implement sustainable practices in their communities. Interactive lectures, Group discussions and debates, case studies, Community engagement projects, lectures by the guest speaker and video may be the suitable teaching methods for this course

Course Objectives:

By the end of the course, Prospective teachers will be able to:

1. Understand the key concepts and principles of sustainable development and ESD.
2. Analyze the interconnectedness of environmental, economic, and social sustainability.
3. Critically evaluate contemporary sustainability challenges and solutions.
4. Develop skills for integrating sustainability concepts into educational, community, and professional practices.
5. Apply problem-solving and critical thinking to real-world sustainability issues.

Course Outline

Unit 1: Understanding Sustainable Development

- 1.1 Introduction to sustainable development: definitions and history
- 1.2 Key concepts: sustainability, environmental, social, and economic dimensions
- 1.3 The role of education in achieving sustainability
- 1.4 The UN's Sustainable Development Goals (SDGs)
- 1.5 Education as a tool for transformation

Unit 2: Theoretical Foundations of ESD

- 2.1 Key principles of ESD: holistic, values-based, transformative
- 2.2 Systems thinking and interdisciplinary approaches
- 2.3 Cultural diversity and sustainability
- 2.4 Global citizenship education (GCE) and its connection to ESD

Unit 3: Transformative Learning in ESD

- 3.1 Transformative and participatory learning approaches
- 3.2 Role of critical thinking and problem-solving in ESD
- 3.3 Guiding values: equity, justice, diversity, and responsibility

Unit 4: Environmental Sustainability

- 4.1 Climate change: causes, impacts, and solutions
- 4.2 Biodiversity and conservation
- 4.3 Sustainable resource management (water, energy, agriculture)
- 4.4 Environmental issues: pollution, climate change, deforestation

Unit 5: Social and Economic Sustainability

- 5.1 Poverty and sustainable development

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- 5.2 Social equity and justice in sustainability
- 5.3 Sustainable consumption and production (SCP)
- 5.4 Corporate social responsibility (CSR)
- 5.5 Role of education in promoting economic sustainability

Unit 6: Pedagogical Approaches for ESD

- 6.1 Project-based and community-based approaches
- 6.2 Integrating ESD into curricula
- 6.3 Using interdisciplinary approaches in teaching ESD
- 6.4 Using technology and media in ESD
- 6.5 Strategies for embedding sustainability into education systems

Unit 7: Education for Sustainable Development in Practice

- 7.1 Community engagement and advocacy for sustainability
- 7.2 Volunteerism: theme and benefits for the person and society
- 7.3 Local and global initiatives in ESD
- 7.4 Monitoring and evaluating ESD projects
- 7.5 Teacher's role in ESD

Unit 8: Future Directions and Innovations in ESD


- 8.1 Emerging trends in sustainability education
- 8.2 Green schools and eco-clubs
- 8.3 Role of NGOs and media
- 8.4 The role of artificial intelligence and technology in ESD
- 8.5 Imagining a sustainable future: scenarios and possibilities

Recommended Texts

1. UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
2. Sterling, S. (2001). *Sustainable education: Re-visioning learning and change*. Green Books.
3. Hopkins, C., & McKeown, R. (2005). *Guidelines and recommendations for reorienting teacher education to address sustainability*. UNESCO Education for Sustainable Development in Action Technical Paper No. 2. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000143378>
4. Sterling, S. (2001). *Sustainable education: Re-visioning learning and change*. Green Books.
5. UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.
6. Tilbury, D., Stevenson, R. B., Fien, J., & Schreuder, D. (Eds.). (2002). *Education and sustainability: Responding to the global challenge*. IUCN.
7. UNESCO. (2020). *Education for sustainable development: A roadmap*. UNESCO Publishing.

Suggested Readings

1. Hicks, D., & Holden, C. (2007). *Teaching the global dimension: Key principles and effective practice*. Routledge.


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 University of South Africa

2. Hopkins, C., & McKewen, R. (2002). *Education for sustainable development: An international perspective*. IUCN.
3. Huckle, J., & Sterling, S. (Eds.). (1996). *Education for sustainability*. Earthscan.
4. Filho, W. L. (Ed.). (2015). *Transformative approaches to sustainable development at universities*. Springer.
5. Bourn, D. (2021). *Education for social change and development*. Bloomsbury Publishing.
6. Wals, A. E. J. (Ed.). (2007). *Social learning towards a sustainable world: Principles, perspectives, and praxis*. Wageningen Academic Publishers.

Web Resources

1. UNESCO. (n.d.). *Education for sustainable development*. <https://www.unesco.org/en/education/sustainable-development>
2. United Nations. (n.d.). *Sustainable Development Goals (SDGs)*. <https://sdgs.un.org/goals>
3. UNEP. (n.d.). *Environmental education and training*. <https://www.unep.org/explore-topics/education>
4. Global Action Programme on ESD. (n.d.). *UNESCO Global Action Programme*. <https://en.unesco.org/gap>
5. The Center for ESD (CEEESD). (n.d.). *Resources on ESD*. <https://www.ceesd.org/>
6. Education International. (n.d.). *Education and climate change*. <https://www.ei-ie.org/en/detail/17413/education-and-climate-change>
7. Earth Charter Initiative. (n.d.). *Education for sustainability*. <https://earthcharter.org/education/>
8. SDG Academy. (n.d.). *Free ESD online courses*. <https://sdgacademy.org/>
9. International Association of Universities (IAU). (n.d.). *Higher education and sustainability*. <https://www.iau-aiu.net/Sustainable-Development>
10. Learning for a Sustainable Future (LSF). (n.d.). *Teaching and learning resources*. <https://www.lsf-1st.ca>

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Approved by the
Department of Education
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EDUC-5204
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Educational Psychology

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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:

1. Describe in detail the multidisciplinary nature of educational psychology
2. Familiarize students with basic theories derived from various discipline which are related to education
3. Develop critical thinking about and appreciation of education psychology as multidisciplinary subject
4. Familiarize with the concept of test development

Course Outline

Unit 1: Introduction to Psychology

- 1.1 Nature and scope of educational psychology
- 1.2 Schools of thought: Structuralism, Functionalism, Behaviorism
- 1.3 Methods of study in educational psychology
- 1.4 Role of educational psychology in the classroom

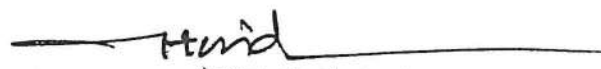
Unit 2: Fundamentals of Human Development

- 2.1 General nature of growth and development
- 2.2 Stages of development (Piaget, Erikson)
- 2.3 Physical, emotional, and social development
- 2.4 Factors influencing child development

Unit 3: Learning Theories

- 3.1 Learning and the learning process
- 3.2 Classical and operant conditioning
- 3.3 Cognitive theories (Piaget, Bruner)
- 3.4 Constructivism (Vygotsky)
- 3.5 Social learning theory (Bandura)

Unit 4: Motivation and Learning


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- 4.1 Theories of motivation (Maslow, Herzberg)
- 4.2 Intrinsic vs. extrinsic motivation
- 4.3 Role of teacher in motivating students
- 4.4 Classroom strategies

Unit 5: Information Processing

- 5.1 Memory and its components (sensory memory, working memory, long-term memory)
- 5.2 Stages of information processing
- 5.3 Types of memory: sensory, short-term, long-term
- 5.4 What is forgetting? Methods to improve memory

Unit 6: Intelligence

- 6.1 Concept of intelligence
- 6.2 Theories of intelligence
- 6.3 Individual differences
- 6.4 Measurement of intelligence (IQ tests)
- 6.5 Multiple intelligences (Gardner)

Unit 7: Personality and Adjustment

- 7.1 Major theories (Freud, Jung, Allport)
- 7.2 Factors affecting personality
- 7.3 Mental health and hygiene
- 7.4 Classroom adjustment problems

Unit 8: Measurement and Evaluation in Educational Psychology


- 8.1 Tests and characteristics of a good test (validity, reliability, usability, objectivity)
- 8.2 Characteristics of tests
- 8.3 Types of tests: achievement, aptitude, intelligence, attitude, personality
- 8.4 Standardized vs. teacher-made tests
- 8.5 Ethical considerations in assessment and reporting

Recommended Texts

1. Ormrod, Jeanne. (2019) *Educational psychology: Developing learner*. Upper Saddle River, NJ: Pearson.
2. Santrock, J. W. (2018). *Educational psychology*. Boston: McGraw-Hill.
3. Woolfolk, A. (2022). *Educational Psychology* (14th ed.). Pearson.
4. Santrock, J. W. (2020). *Educational Psychology* (7th ed.). McGraw-Hill.
5. Ormrod, J. E. (2020). *Educational Psychology: Developing Learners* (10th ed.). Pearson.

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



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Saddle River, NJ: Pearson Education.

3. Rashid, M. (comp.) (2016). *Allied material of educational guidance and counseling*. Islamabad: AIOU.
4. Slavin, R. E. (2018). *Educational Psychology: Theory and Practice* (12th ed.). Pearson.
5. Eggen, P., & Kauchak, D. (2016). *Educational Psychology: Windows on Classrooms* (10th ed.). Pearson.
6. Schunk, D. H. (2016). *Learning Theories: An Educational Perspective* (7th ed.). Pearson.

🌐 Web Resources

1. **American Psychological Association (APA) – Educational Psychology** - <https://www.apa.org/ed>
2. **National Association of School Psychologists (NASP)** - <https://www.nasponline.org/>
3. **Association for Psychological Science (APS) – Learning & Memory** - <https://www.psychologicalscience.org/>
4. **International Journal of Educational Psychology** - <https://journals.sagepub.com/home/edp>
5. **Harvard Center on the Developing Child** - <https://developingchild.harvard.edu/>
6. **Child Mind Institute – Learning & Development Resources** - <https://childmind.org/>
7. **The Learning Scientists – Cognitive Science for Education** - <https://www.learningscientists.org/>
8. **Edutopia – Educational Psychology & Learning Science** - <https://www.edutopia.org/>
9. **Mindset Works - Growth Mindset Resources** - <https://www.mindsetworks.com/>
10. **National Institute of Child Health and Human Development (NICHD)** - <https://www.nichd.nih.gov/>

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EDUC-5205
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Educational Policies and Plans of Pakistan

Course Description

Education is the backbone of any nation's progress. Understanding Pakistan's educational policies highlights the government's priorities and strategies for national development, social reform, and economic growth. This course is designed to develop prospective teachers' awareness and understanding for understanding Pakistan's developmental trajectory, ensuring educational equity, and enabling reform that benefits future generations, and policy developments of education in Pakistan. Keeping in view different stages like preprimary education, elementary education, secondary education and higher education, this process and current policy and programs will also be studied. Teacher educator will ensure that different components of education like management etc. and statistical awareness, major issues and challenges are also taken into consideration. At the end of this course the students will be able to; understand schooling structure at different levels in Pakistan, decipher the nature and purpose of education in the pre and post-independence period, delineate the historic roots and subsequent development of pre service teacher education in Pakistan, evaluate education in Pakistan in the light of current educational policy, critically analyze educational development at different levels of education i.e. preprimary education, primary education, secondary education and evaluate the issues and challenges.

Course Objectives

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

1. Understand schooling structure at different levels in Pakistan
2. Decipher the nature and purpose of education in the pre and post -Independence period
3. Evaluate educational policies in Pakistan, besides its development in Five year plans
4. Critically analyse educational development at different levels of education i.e. Pre-primary education, primary education, and secondary education.
5. Evaluate the issues and challenges in school education.

Course Outline

Unit 1: Introduction to Educational Policy and Planning

1.1 Concepts, types, and processes of educational policy and planning

Unit 2: Administration of Education in Pakistan

- 2.1 Education after the 18th Amendment
- 2.2 Federal, provincial, and district administration
- 2.3 Curriculum development bureaus
- 2.4 Directorates of Education
- 2.5 Provincial Education Secretariat
- 2.6 Provincial curriculum bureaus
- 2.7 Textbook boards
- 2.8 Staff development centres
- 2.9 Examination bodies (BISE, Boards of Technical Education)

Unit 3: Policy Formulation in Pakistan

- 3.1 National Education Conference 1947
- 3.2 National Commission on Education 1959
- 3.3 National Education Policy (NEP) 1972 -1980
- 3.4 NEP 1978

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- 3.5 NEP 1992
- 3.6 NEP 1998
- 3.7 NEP 2009
- 3.8 NEP 2017
- 3.9 Education Policy 2021 Single National Curriculum

Unit 4: Five-Year Plans of Education

- 4.1 First Five-Year Plan (1955-1960)
- 4.2 Second Five-Year Plan (1960-1966)
- 4.3 Third Five-Year Plan (1965-1970)
- 4.4 Fourth Five-Year Plan (1970-1975)
- 4.5 Fifth Five-Year Plan (1978-1983)
- 4.6 Sixth Five-Year Plan (1983-1988)
- 4.7 Seventh Five-Year Plan (1988-1993)
- 4.8 Eighth Five-Year Plan (1993-1998)
- 4.9 Ninth Five-Year Plan (1998-2003)
- 4.10 Tenth Plan (2010-2015)

Unit 5: Pre-Service Teacher Education in Pakistan

- 5.1 Policy perspectives from 1947 to the present
- 5.2 Teacher training institutions and programs
- 5.3 New trends in teacher education in Pakistan
- 5.4 Major issues and challenges in teacher education

Unit 6: Statistical Overview of Education in Pakistan

- 6.1 Primary education
- 6.2 Secondary education
- 6.3 Tertiary education
- 6.4 Gender parity
- 6.5 Quality and expenditures

Unit 7: New Trends in Education in Pakistan


- 7.1 Curriculum reforms
- 7.2 Human resource development through education
- 7.3 Technological development and education
- 7.4 Education for international understanding

Unit 8: Problems and Issues in Education in Pakistan

- 8.1 Foreign language in education
- 8.2 Education and politics
- 8.3 Universalization of primary education
- 8.4 Population education
- 8.5 Environmental education

Recommended Texts

1. Siddiqui, S(2016), Education Policies in Pakistan: Politics, Projections, and Practices, Oxford University Press
2. John, S. Brubacher (2000). *Modern Philosophies of Education*, New Delhi: TATA


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- McGraw Hill Publication Co.
3. Hoodbhoy, P. (2009). *Education and the state: Fifty years of Pakistan*. Oxford University Press.
 4. Rahman, T. (2005). *Denizens of alien worlds: A study of education, inequality and polarization in Pakistan*. Oxford University Press.
 5. Ali, S. (2013). *Education policy borrowing in Pakistan: Public private partnerships*. Routledge.
 6. Shami, P. A., & Hussain, K. S. (2005). *Development of education in Pakistan*. Academy of Educational Planning and Management (AEPAM), Ministry of Education.
 7. Zaki, K. (2014). *Educational policies in Pakistan: A review and implementation analysis*. National Book Foundation.

Suggested Readings

1. Azeem, A. M., & Ismat, H. I. (2016). *Education and Development of Pakistan: A Study of Current Situation of Education and Literacy in Pakistan*. doi: 10.17265/2161-6248/2016.11.003
1. Shami, P. A. (2011) *Education in Pakistan*. Urdu Print.
2. Saeed, K. (2007). *Education system of Pakistan and the UK: Comparisons and recommendations*. VDM Verlag.
3. Shah, D. (2003). *Decentralization in the education system of Pakistan: Policies and strategies*. UNESCO.
4. Aly, J. H. (2007). *Education in Pakistan: A white paper (revised)*. Ministry of Education, Government of Pakistan.
5. UNESCO. (2006). *National education policies in Pakistan: Progress and constraints*. UNESCO Islamabad Office.
6. Haque, M. S. (2011). *Public administration and public policy in Pakistan*. Vanguard Books.
7. Asian Development Bank (2019). *School Education in Pakistan: A Sector Assessment*. DOI: <http://dx.doi.org/10.22617/TCS190039>

Web Resources

1. Government of Pakistan. (2021). *Single National Curriculum*. <https://snc.moent.gov.pk/>
2. Ministry of Federal Education and Professional Training. (n.d.). *National education policies*. <https://www.mofept.gov.pk>
3. Academy of Educational Planning and Management (AEPAM). (n.d.). *Educational statistics of Pakistan*. <http://www.aepam.edu.pk/>
4. National Education Policy 2009. (n.d.). *Government of Pakistan official document*. <http://planipolis.in/unesco.org/en/2009/national-education-policy-2009-1657>
5. Higher Education Commission (HEC) Pakistan. (n.d.). *Policy documents*. <https://www.hec.gov.pk>
6. UNESCO Pakistan. (n.d.). *Education sector analyses and reforms*. <https://www.unesco.org/en/fieldoffice/islamabad>
7. Pakistan Bureau of Statistics. (n.d.). *Education statistics reports*. <https://www.pbs.gov.pk/>
8. UNICEF Pakistan. (n.d.). *Education overview and policy support*. <https://www.unicef.org/pakistan/education>

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9. Global Partnership for Education. (n.d.). *Pakistan education strategy and plans*.
<https://www.globalpartnership.org/where-we-work/pakistan>
10. World Bank. (2020). *Pakistan education sector review and strategy*.
<https://www.worldbank.org/en/country/pakistan/publication>

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Course Description

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

Course Objectives

After completion of this course students will be able to:

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

Course Outline

1. The concept of Effective Teaching
 - 1.1. Definition of Instruction and Teaching
 - 1.2. Effective Teaching Measures
 - 1.2.1. Knowledge
 - 1.2.2. Abilities
 - 1.2.3. Mind-set
2. Principles of effective teaching
 - 2.1.1. Outcomes
 - 2.1.2. Clarity
 - 2.1.3. Engagement
 - 2.1.4. Enthusiasm
3. Approaches to Teaching Effectiveness
 - 3.1.1. The style approach
 - 3.1.2. The outcome approach
 - 3.1.3. The inquiry approach
 - 3.2. Factors of effective teaching
 - 3.3. Professional Characteristics of an Effective Teacher
 - 3.4. The concepts of Teaching Methods, Strategies and Techniques
4. Lesson Planning in Teaching
 - 4.1. The Need for lesson Planning
 - 4.2. Approaches to lesson Planning
 - 4.3. Weekly Planning and Daily Planning
 - 4.4. Unit Planning and Course Planning
5. Steps in Lesson Planning
 - 5.1. Introduction
 - 5.2. Presentation
 - 5.3. Generalization
 - 5.4. Application
 - 5.5. Recapitulation
6. Inquiry Method
 - 6.1. The Inductive Method

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 Department of Education
 University of Argentina

- 6.2. Deductive Method of inquiry
- 6.3. Scientific Method
- 6.4. The Problem Solving Approach
- 6.5. Advantages and Limitations of Inquiry Method
7. Activity Methods & Cooperative learning
 - 7.1. Individual Project
 - 7.2. Group Project
 - 7.3. Research Projects
 - 7.4. Cooperative learning
 - 7.5. Techniques of cooperative learning
 - 7.6. Advantages and Limitations of activity and cooperative Method
8. Discussion Method
 - 8.1. What is Classroom Discussion
 - 8.2. Planning the Discussion
 - 8.3. Organizing the Discussion
 - 8.4. Practicing in answering the questions
 - 8.5. Assessing the discussion
 - 8.6. Advantages and Limitations of Discussion Method
9. Teaching Skills
 - 9.1. Set induction
 - 9.2. Presentation
 - 9.3. Identify learning difficulties of students
 - 9.4. Prepare lesson according to individual needs
 - 9.5. Students Evaluation
10. Teaching Tools
 - 10.1. Selecting the Audio Visual Material
 - 10.2. Planning To Use the Materials
 - 10.3. Preparing For the Audio Visual Activity
 - 10.4. Kinds of AV Materials
 - 10.5. White Board / Marker, Charts, Posters, Maps, Graphs & Models, Text Books, Hand Outs, Projectors, Multimedia

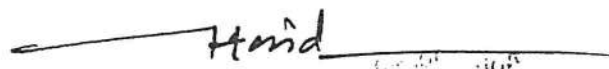
Recommended Texts:

1. Arends, R. I. (2016) *Learning to Teach (7th Edition)*. Boston: McGraw Hill International.
2. Majid, S., & et al. (2016). *General Methods of Teaching*. B.Ed 8601, Allama Iqbal Open University, Islamabad.

Suggested Readings:

1. Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice (7th edn)*. Cengage Learning Australia: South Melbourne, Victoria
2. Ellington, H., Percival, F. and Race, P. (2015). *Handbook of Educational Technology (3rd Edition)*. London: Kogan Page Limited.
3. Iqbal, Z., & et al. (2017). *Educational Technology*. Allama Iqbal Open University, Islamabad.
4. Bain, K. (2004). *What the best college teachers do*. Harvard University Press.
5. Barkley, E. F., Major, C. H., & Cross, K. P. (2014). *Collaborative learning techniques: A handbook for college faculty* (2nd ed.). Jossey-Bass.
6. Barkley, E. F., & Major, C. H. (2018). *Interactive lecturing: A handbook for college faculty*. Jossey-Bass.
7. Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. Jossey-Bass.
8. Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher* (5th ed.). Harry K. Wong Publications.
9. Zhang, L. F., & Sternberg, R. J. (2005). *The nature of intellectual styles*. Lawrence Erlbaum Associates.

Web Resources:


 Associate Professor
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 University of Sargodha

1. Stanford University. (n.d.). *Ten promising practices for effective online teaching*. Stanford Teaching Commons. <https://teachingcommons.stanford.edu/teaching-practices/ten-promising-practices-for-effective-online-teaching>
 2. University of Colorado Boulder. (n.d.). *Books we recommend*. Center for Teaching & Learning. <https://teachingcenter.colorado.edu/teaching-learning/books-we-recommend>
- Wong, H. K., & Wong, R. T. (n.d.). *Effective teaching*. Harry K. Wong Publications.

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EDUC-5207

Contemporary Literacies

3(3-0)

Course Description

Contemporary literacies refer to the expanded and evolving understanding of "literacy" beyond traditional reading and writing. In the modern, digital, and globalized world, being literate means being able to access, evaluate, create, and communicate information across a variety of formats, platforms, and cultural contexts. Contemporary literacies are the diverse, modern skills and competencies required for future teachers to understand and engage effectively with information in today's multimedia and digital environments. For future teaching learning and resource have become multimodal i.e text, audio, video, images, and interactive media, hence this course targets to develop ability to use technology, software, and online platforms safely and effectively. It also aims to develop habit of critically analyzing, and evaluating sources of information, especially in an era of misinformation and fake news. It emphasizes engagement in digital communities (e.g., blogs, social media, collaborative platforms) in teaching for teaching, resource material development and assessment in technological era.

Course Objectives:

By the end of this course, prospective teachers will be able to:

1. Describe the evolving definition and scope of literacy in the 21st century.
2. Identify different types of contemporary literacies relevant to teaching and learning.
3. Develop critical skills in digital, media, and information literacies for classroom use.
4. Integrate multiple literacies into lesson planning and instructional practices.
5. Foster students' engagement with technology and media through safe and ethical practices.
6. Reflect on the role of literacies in building inclusive, diverse, and global learning environments.
7. Demonstrate proficiency in using various digital tools and platforms to create engaging and interactive learning materials.
8. Demonstrate an understanding of the responsible use of digital technology and online platforms, including respecting privacy, intellectual property, and online etiquette.

Course Outline**Unit 1: Introduction to Literacy - From Traditional to Contemporary**

- 1.1 Definition of literacy: etymology and historical view
- 1.2 UNESCO's definition of functional literacy
- 1.3 Traditional vs. contemporary literacy
- 1.4 Differences in skills, tools, and applications
- 1.5 Expansion from printed text to multimedia and digital platforms

Unit 2: Evolution of Literacy Practices

- 2.1 From oral traditions to print
- 2.2 From print to digital and interactive platforms
- 2.3 Why literacy has changed: technology, globalization, work environments
- 2.4 Shift from passive to active, critical, and participatory literacy

Unit 3: Overview of 21st Century Literacies

- 3.1 Introduction to types: digital, media, information, visual, critical, global, etc.
- 3.2 Understanding contemporary literacies: concepts and frameworks

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Unit 4: Digital Literacy Tools, Platforms, and Pedagogical Integration (LMS)

- 4.1 Digital access
- 4.2 Digital communication and digital etiquette
- 4.3 Digital law, rights, and responsibilities
- 4.4 Digital health and wellness
- 4.5 Digital security, footprint, and identity
- 4.6 Health, environmental, and financial literacy

Unit 5: Media Literacy Analyzing Messages, Bias, and Visual Language

- 5.1 Media access
- 5.2 Analyzing messages, bias, and visual language
- 5.3 Evaluation of credibility, purpose, and media impact
- 5.4 Creation and production of media as teaching-learning material
- 5.5 Integration into the curriculum

Unit 6: Information Literacy Research, Evaluation, and Source Credibility

- 6.1 Identifying and locating information needs
- 6.2 Evaluating information: fact, opinion, and misinformation
- 6.3 Using information effectively: argument, decision-making, academic, and creative use
- 6.4 Ethical and legal use of information

Unit 7: Multimodal Literacy Teaching with Text, Image, Audio, and Video

- 7.1 Understanding modes of communication
- 7.2 Recognizing modes: linguistic, visual, aural, gestural, spatial
- 7.3 Interpreting and creating multimodal texts
- 7.4 Digital and technological proficiency

Unit 8: Social Media Literacy and Digital Citizenship

- 8.1 Platform awareness
- 8.2 Content creation and sharing
- 8.3 Audience and privacy management
- 8.4 Misinformation and fact-checking
- 8.5 Online identity and self-presentation
- 8.6 Respect and empathy online
- 8.7 Using digital platforms for civic and social engagement

Unit 9: Teacher as a Lifelong Literacy Learner and Leader

- 9.1 Online certifications and learning
- 9.2 Open learning sources: MOOCs, Coursera, etc.
- 9.3 Artificial intelligence in teaching, learning, and assessment
- 9.4 Using blogs, wikis, podcasts, vlogs, webinars, virtual & augmented reality
- 9.5 Social media and online professional communities

Recommended Texts

1. Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning* (3rd ed.). McGraw-Hill Education.
2. Lankshear, C., & Knobel, M. (2008). *Digital literacies: Concepts, policies and practices*. Peter Lang Publishing.
3. Potter, W. J. (2021). *Media literacy* (10th ed.). SAGE Publications.
4. Serafini, F. (2014). *Reading the visual: An introduction to teaching multimodal literacy*.

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Teachers College Press.

Suggested Readings:

5. Alewine, M. C., & Canada, M. (2017). *The information literate student: Exercises for promoting skill development* (2nd ed.). Wiley-Blackwell.
6. Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Corwin Press.
7. Serim, F., & Roe, K. E. (2017). *Digital Learning: Strategies for Teachers and School Leaders*.

Web-Based Learning Resources

1. Common Sense Education Free K-12 aligned lesson plans, videos, and toolkits on digital citizenship and media literacy. <https://www.commonsense.org/education>
2. MediaSmarts (Canada) :Comprehensive resources for teaching media and digital literacy. <https://mediasmarts.ca>
3. Center for Media Literacy: Core concepts, frameworks, and teaching strategies. <https://www.medialit.org>
4. Digital Literacy Resource Platform – UNESCO Global perspectives and resources on digital competence. <https://en.unesco.org/themes/literacy/digital-literacy>
5. Information Literacy Modules (SUNY) – Free interactive modules. <https://milq.openlab.citytech.cuny.edu>
6. MERLOT (Multimedia Educational Resource for Learning and Online Teaching) – Searchable database for multimedia resources. <https://www.merlot.org>

Practical Teaching Tools

- Canva for Education – Excellent for teaching multimodal design.
- Padlet or Flip – For collaborative, multimedia responses.
- Adobe Express / Spark – Easy tools for creating digital stories, infographics, and social posts.

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 Associated Professor
 Department of Information
 Management & Communication

Course Description

Professionalism has become a subject of interest to academics, prospective professional groups and the common man. Professionalism in teaching is commonly discussed on ideological, sociological and educational bases. The fundamental purpose of the course is to make students fully comprehend professional code of conduct and enhance their ability to practice professional standards effectively inside and outside the classroom. This course describes changing role of teachers in 21st century scenario and how teachers can utilize technology with pedagogy. In addition, this course will provide a chance to understand the responsibility of a teacher beyond the classroom teaching specifically, in making the nexus between the new technology era and cultural & societal ethics. Moreover, the prospect teachers will be enabled to identify the gap between the theory and practice of professionalism in teaching by studying and analyzing the various professional and ethical issues in teaching. The understanding of the future teachers for their moral applications and implications will be inculcated to make them well prepared for the teaching profession.

Learning outcomes:

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

- i. Explain the term professionalization and its process and highlight
- ii. Discuss teaching as profession.
- iii. Demonstrate professional dispositions as teacher.
- iv. Comprehend theoretical base of professionalism in teaching.
- v. Identify and practice attributes of professional teacher.
- vi. Discuss teaching profession and globalization.
- vii. Explain connection of society and culture with teaching profession.
- viii. Highlight ethical issues in teaching profession.

Course Outline**Unit 1: Introduction to Profession and Concept of Teaching**

- 1.1 Concept of profession and professionals
- 1.2 Characteristics of a profession
- 1.3 Professionalism
- 1.4 Teaching as a profession
- 1.5 Assumptions about teaching
- 1.6 Characteristics of effective teaching

Unit 2: Professionalization Process and Professionalism

- 2.1 Concept and process of professionalization
- 2.2 Professions, professionalism, and professional ethics
- 2.3 Professionalization of the teaching profession
- 2.4 Professional responsibility
- 2.5 Characteristics of professionalism
- 2.6 Importance of values in teaching
- 2.7 Three tips for educating values while teaching

Unit 3: Professionalism in Teaching – Theory to Practice

- 3.1 Code of professional conduct and values
- 3.2 Commitment to professional renewal
- 3.3 Professional dispositions
- 3.4 Islamic principles of professionalism
- 3.5 Problems faced by beginning teachers

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Unit 4: Attributes of a Teacher

- 4.1 Professional teacher
- 4.2 Reflective practitioner
- 4.3 Inquiring teacher
- 4.4 Committed teacher
- 4.5 Principles of commitment
- 4.6 Moral agent
- 4.7 Role model

Unit 5: Changing Role of the Teacher Beyond the Classroom

- 5.1 Teacher's professional identity
- 5.2 Career development
- 5.3 Writing reflective journals
- 5.4 National Professional Standards for Teachers in Pakistan
- 5.5 Digital technologies and pedagogy

Unit 6: Ethics, Education, and the Teacher

- 6.1 Education as a human right in international context
- 6.2 Right to education in Pakistan
- 6.3 Schooling
- 6.4 Teaching and teachers as role models

Unit 7: Teaching Profession and Globalization

- 7.1 Teacher professionalism and globalization
- 7.2 Teaching profession and open and distance learning (ODL)
- 7.3 New millennium: pressures and possibilities

Unit 8: Society, Culture, and the Teaching Profession


- 8.1 Social context
- 8.2 Cultural context
- 8.3 Political context
- 8.4 Interplay with value education and the teaching profession

Unit 9: Ethical Issues in the Teaching Profession

- 9.1 Definitions of ethics
- 9.2 Teaching
- 9.3 General principles of ethics in teaching
- 9.4 Ethical issues pertaining to the role of the teacher
- 9.5 Ethical issues pertaining to education
- 9.6 Ethical issues pertaining to schooling

Recommended Texts

1. Corrigan, D., Dillon, J., & Gunstone, R. (2011) *The Professional knowledge base of science teaching*. Springer, Dordrecht
2. AIOU. (2018). *Professionalism in teaching*. Allied Material, Department of Early Childhood Education and Elementary Teacher Education. Islamabad: AIOU.
3. Cruickshank, D. R., Jenkins, D. B., & Metcali, K. K. (2015). *The act of teaching* (6th ed.). McGraw-Hill Education.


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4. Ryan, K., & Cooper, J. M. (2018). *Those who can, teach* (14th ed.). Cengage Learning.
5. Pollard, A. (2014). *Reflective teaching in schools*. Bloomsbury Publishing.
6. Murray, F. B. (2006). *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. Jossey-Bass.
7. Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.

Suggested Readings

1. H. Timperley, A. Wilson, H. Barrar & I. Fung (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington, New Zealand: Ministry of Education. Retrieved from <http://educationcounts.edcentre.govt.nz/goto/BIIS>
2. UNESCO (2015). *The Right to Education and the Teaching Profession*. Retrieved from <http://unesdoc.unesco.org/images/0023/002348/234820E.pdf>
3. Day, C., & Sachs, J. (2004). *International handbook on the continuing professional development of teachers*. Open University Press.
4. Hansen, D. T. (2001). *Exploring the moral heart of teaching: Toward a teacher's creed*. Teachers College Press.
5. Ornstein, A. C., Levine, D. U., & Gutek, G. L. (2017). *Foundations of education* (13th ed.). Cengage Learning.
6. Ingersoll, R. M., Merrill, E., & May, H. (2014). *What the teaching profession needs: A bold agenda to strengthen the profession and its accountability*. Consortium for Policy Research in Education.
7. Shulman, L. S. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. Jossey-Bass.

Web Resources

1. UNESCO. (n.d.). *Teaching and learning*. <https://www.unesco.org/en/education/teachers>
2. National Education Association (NEA). (n.d.). *The teaching profession*. <https://www.nea.org/professional-excellence>
3. Teacher Education through School-Based Support in India (TESS-India). (n.d.). *Open University resources*. <https://www.open.edu/openlearncreate/course/index.php?categoryid=172>
4. Edutopia. (n.d.). *Teacher development*. <https://www.edutopia.org/teacher-development>
5. Teaching Tolerance (Learning for Justice). (n.d.). *Classroom resources for professional educators*. <https://www.learningforjustice.org>
6. Association for Supervision and Curriculum Development (ASCD). (n.d.). *Professional learning and growth*. <https://www.ascd.org>
7. American Association of Colleges for Teacher Education (AACTE). (n.d.). *Resources and advocacy for the teaching profession*. <https://aacte.org>
8. Global Partnership for Education. (n.d.). *Teachers and teaching*. <https://www.globalpartnership.org/topics/teachers>
9. Education International. (n.d.). *Supporting the teaching profession worldwide*. <https://www.ei-ie.org>
10. TeachThought. (n.d.). *Teaching strategies and teacher growth*. <https://www.teachthought.com>


 Associate Professor
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Course Description: This course is designed for the undergraduate program of teacher preparation. It is expected that the teachers of twenty first century should be able to not only learn and review the current policies and practices in education but may also have the ability to think critically and reflect upon the current practices to bring positive changes. This course will introduce the prospective teachers to critical theory, and help them to become reflective practitioners in their professional careers. This course will also help them to initiate action research culture within education and strengthen the community of practice in the profession of teaching. The course will focus on the development of abilities among students to analyze the content and design classroom instruction in an innovative manner, ask and analyze thought-provoking questions, review and reflect upon their own teaching practices for further improvement and apply critical thinking in different content areas. They will also learn mind mapping techniques as well as tools and techniques of critical thinking and reflective practices.

Learning Outcomes:

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

1. Apply critical thinking and critical pedagogy in teaching
2. Analyze the content and design classroom instruction in innovative manner
3. Ask and analyze thought provoking Questions
4. Review and reflect upon their own teaching practices for further improvement
5. Apply critical thinking in different content areas
6. Become a cautious and active member of community of teaching and learning

Course Outline

Unit 1: Introduction to Critical Thinking

- 1.1 Origins of critical approaches in social science
- 1.2 Critical theory in education
- 1.3 Essential aspects of critical thinking
- 1.4 Teacher as a critical thinker

Unit 2: Critical Theory and Pedagogy

- 2.1 Politics of education (marginalization)
- 2.2 Social class theory and education
- 2.3 Race, religion, and minority issues in education
- 2.4 Work of Foucault and Paulo Freire
- 2.5 Roots of critical pedagogy

Unit 3: Teaching Strategies to Promote Critical Thinking

- 3.1 Cooperative teaching and learning strategies
- 3.2 Discussion and debate
- 3.3 Critical question-answer forums
- 3.4 Classroom assessment techniques

Unit 4: Reflective Practice

- 4.1 What is reflection?
- 4.2 Theoretical perspectives:
 - 4.2.1 John Dewey
 - 4.2.2 Donald A. Schön

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- 4.2.3 David A. Kolb
- 4.2.4 Graham Gibbs
- 4.3 Reflective model of professional development
- 4.4 Action and reflection

Unit 5: Reflective Cycle

- 5.1 Gibbs' reflective cycle
- 5.2 Description (Stage 1)
- 5.3 Feelings
- 5.4 Evaluation
 - 5.4.1 Description (Stage 2)
- 5.5 Conclusion
- 5.6 Action plan

Unit 6: Action Research

- 6.1 Teacher as researcher
 - 6.1.1 Designing action research
 - 6.1.2 Identification of problem
 - 6.1.3 Action plan
- 6.2 Execution and recording
 - 6.2.1 Reflection
 - 6.2.2 Improved plan

Unit 7: Reflective and Critical Writing

- 7.1 Critical review and analysis
- 7.2 Reflective writing
- 7.3 Critical writing
- 7.4 Journal writing

Unit 8: Tools and Techniques of Critical Thinking and Reflective Practices

- 8.1 Mind mapping
- 8.2 Portfolio development
- 8.3 Assessment schedules
- 8.4 Mentoring and peer support


Unit 9: Communities of Practice and Knowledge

- 9.1 Concept of perceived knowledge
- 9.2 Concept of reflective knowledge
- 9.3 Sharing and publishing
- 9.4 Building communities of knowledge

Recommended Texts

1. Brookfield, S. (2012). *Teaching for critical thinking: tools and techniques to help students question their assumptions*. USA: Jossey-Bass
2. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*. UK: Macmillan International Higher Education

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3. Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. Jossey-Bass.
4. Facione, P. A. (2015). *Critical thinking: What it is and why it counts (PDF Ed.)*. Insight Assessment.
5. Paul, R., & Elder, L. (2019). *The mini guide to critical thinking concepts and tools (8th ed.)*. Foundation for Critical Thinking.
6. Paul, R., & Elder, L. (2019). *Critical thinking: Tools for taking charge of your learning and your life (4th ed.)*. Pearson

Suggested Readings:

1. Bolton, G. (2010). *Reflective practice: writing and professional development (3rd Ed.)*. Los Angeles: Sage
2. Wink, J. (2011). *Critical pedagogy: notes from the real world (4th Ed.)*. NJ: Pearson Education
3. Brookfield, S. D. (2017). *Becoming a critically reflective teacher (2nd ed.)*. Jossey-Bass.
4. Lipman, M. (2003). *Thinking in education (2nd ed.)*. Cambridge University Press.
5. Facione, P. A. (2015). *Critical thinking: What it is and why it counts*. Insight Assessment.
6. Facione, P. A. (2015). *Critical thinking: What it is and why it counts*. Insight Assessment.
7. Sellars, M. (2017). *Reflective practice for teachers*. SAGE Publications.
8. hooks, b. (2010). *Teaching critical thinking: Practical wisdom*. Routledge

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1. Foundation for Critical Thinking. (n.d.). *Resources and publications*. <https://www.criticalthinking.org>
2. Edutopia. (n.d.). *Critical thinking*. <https://www.edutopia.org/topic/critical-thinking>
3. The University of Edinburgh. (n.d.). *Reflective learning*. <https://www.ed.ac.uk/reflection>
4. UNSW Sydney. (n.d.). *Critical thinking skills*. <https://www.student.unsw.edu.au/critical-thinking>
5. The Open University. (n.d.). *Thinking critically*. <https://www.open.edu/openlearn/education-development/education/thinking-critically/content-section-0>
6. <https://www.marjon.ac.uk/student-life/library/electronic-resources/critical-and-reflective-practice-in-education/critical-and-reflective-practice-in-education-volume-1/Fisher-CRPE-vol-1-issue-1.pdf>
7. <https://www.futurelearn.com/courses/learning-teaching-university/0/steps/26381>
8. <http://www.education.leeds.ac.uk/research/projects/critical-thinking-and-reflective-practice-in-deaf-education>

EDUC-5210

School Management ✓

3(3-0)

Course Description:

Formal education is an organized one and trained teachers to teach in the educational institutions. Further, buildings and many facilities have to be put up in order to have educational institutions function effectively. The students taught in schools, teacher training colleges and universities have to meet the needs of society. Educational planning is 'the process of setting out in advance, strategies, policies, procedures, programs, and standards through which an educational objective (or set of objectives) can be achieved. Educational plans are designed to avoid imbalances and enormous waste and replenish the steadily

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aggravated shortage of teachers. This course introduces some theoretical perspectives on educational planning and management and examines several key concepts and principles. We believe that a deeper understanding of the nature of educational planning and management will enable the student teachers to improve their practices as a school manager. Produce educational planners, managers and supervisors who are well informed of the national and regional constitutions, thereby assuming leadership positions and responsibilities; they would be able to generate, manage and utilize educational resources effectively and efficiently; They would also be able to initiate educational changes, innovations, and developments by addressing local and regional needs and realities.

Course Objectives:

By the end of the course, prospective teachers will be able to:

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

Course Outline

Unit 1: Introduction

- 1.1 Meaning of school administration
- 1.2 Difference between administration, supervision, and management
- 1.3 Educational administration and school administration
- 1.4 Nature, aims, objectives, and principles of school administration

Unit 2: Supervision and Inspection

- 2.1 Concept of supervision
- 2.2 Need, importance, and aims of supervision and inspection
- 2.3 Types of supervision
- 2.4 New trends in supervision
- 2.5 Modern vs. old concept of inspection
- 2.6 Techniques of supervision
- 2.7 Factors affecting educational supervision


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Unit 3: Nature and Scope of Educational Management

- 3.1 Concept of management
- 3.2 Historical background of management
- 3.3 Evolution of management thought in education
- 3.4 Need for management

Unit 4: Administrative Functions in Education

- 4.1 The concept of POSDCoRB
- 4.2 Planning: need, process, and types of planning
- 4.3 Organizing: structure, components, classical and modern views
- 4.4 Staffing
- 4.5 Directing
- 4.6 Coordinating: control process, dysfunctional effects, contingency factors
- 4.7 Reporting
- 4.8 Budgeting
- 4.9 Leading
- 4.10 Controlling
- 4.11 Motivating
- 4.12 Decision-making: process and types

Unit 5: The School Discipline

- 5.1 Definition, purpose, and types of school discipline
- 5.2 Three stages of discipline
- 5.3 Old and new concepts of discipline
- 5.4 How to achieve good discipline
- 5.5 Factors affecting school discipline
- 5.6 Characteristics of modern discipline

Unit 6: Organizational Structure of the Education System

- 6.1 Organization of education at the federal level
- 6.2 Organization of education at the provincial level
- 6.3 Organization of education at the district level
- 6.4 Administration of autonomous bodies in education (universities and boards)
- 6.5 Role of the private sector in education

Unit 7: Characteristics of Good Head Teachers and Teachers

- 7.1 Place and importance of head teachers and teachers
- 7.2 Qualities of head teachers and teachers
- 7.3 Duties of head teachers and teachers
- 7.4 Problems of head teachers and teachers
- 7.5 Workload of teachers
- 7.6 Common weaknesses of teachers

Unit 8: Key Issues in Educational Management

- 8.1 Challenges in school administration
- 8.2 Pre-service and in-service training
- 8.3 Punishment and reward system
- 8.4 Management of school timetable
- 8.5 Management of school library
- 8.6 Democracy and administration

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- 8.7 Efficiency and effectiveness
- 8.8 Productivity vs. human relations
- 8.9 Training vs. development

Recommended Texts

1. Lunenburg, F. C., & Ornstein, A. C. (2020). *Educational Administration: Concepts and Practices* (7th ed.). Cengage Learning.
2. Bush, T., & Coleman, M. (Eds.). (2015). *Leadership and strategic management in education* (4th ed.). SAGE Publications.
3. Fullan, M. (2014). *Leading in a culture of change*. Jossey-Bass.
4. Hallinger, P., & Murphy, J. F. (2013). *Routledge international handbook of educational leadership and administration*. Routledge.
5. Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Adaptive leadership and school reform* (11th ed.). Pearson.
6. Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.

Suggested Readings

1. Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Jossey-Bass.
2. Hoy, W. K., & Miskel, C. G. (2018). *Educational administration: Theory, research, and practice* (10th ed.). McGraw-Hill Education.
3. Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (Eds.). (2019). *Learning from leadership: Investigating the links to improved student learning*. The Wallace Foundation.
4. Sergiovanni, T. J. (2018). *The principalship: A reflective practice perspective* (8th ed.). Pearson.
5. Spillane, J. P., Diamond, J. B., & Burch, P. (Eds.). (2018). *Distributed leadership in practice*. Teachers College Press.
6. Fullan, M. (2020). *Leading in a Culture of Change*. Jossey-Bass.
7. UNESCO. (2016). *Rethinking Education: Towards a Global Common Good?* UNESCO.
8. Hoy, W. K., & Miskel, C. G. (2012). *Educational Administration: Theory, Research, and Practice*. McGraw-Hill.
9. Glatter, R. (2019). *Educational Leadership and Management: Theory, Policy, and Practice*.
10. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). *Supervision and Instructional Leadership: A Developmental Approach*.
11. Beare, H., Caldwell, B. J., & Millikan, R. H. (2018). *Creating an Excellent School: Some New Management Techniques*.

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④ *Web Resources*

1. UNESCO - Educational Planning and Management - <https://en.unesco.org/themes/planning-management>
2. OECD - Education Policies and Planning - <https://www.oecd.org/education/>
3. World Bank - Education Planning and Management - <https://www.worldbank.org/en/topic/education>
4. Educational Resources Information Center (ERIC) - <https://eric.ed.gov/>
5. International Institute for Educational Planning (IIEP-UNESCO) - <https://www.iiep.unesco.org/>
6. National Center for Education Statistics (NCES) - <https://nces.ed.gov/>
7. Harvard University - Education Policy and Planning - <https://www.gse.harvard.edu/>
8. Edutopia - School Leadership and Management - <https://www.edutopia.org/>
9. Brookings Institution - Education Policy - <https://www.brookings.edu/topic/education/>
10. MIT OpenCourseWare - Educational Planning and Policy - <https://ocw.mit.edu/>

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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:

1. Elaborate the concept of curriculum
2. Explain the Process of curriculum development in Pakistan
3. Examine the components of curriculum development
4. Differentiate between different types of curriculum
5. Write curriculum objectives in behavioral terms
6. State the critical issues, problems and trends in curriculum

Course Outline

Unit 1: Introduction to Curriculum

- 1.1 Definition of curriculum
- 1.2 Types of curriculum
- 1.3 Elements of curriculum
- 1.4 Functions of curriculum
- 1.5 Learning experiences and assessment of students' learning

Unit 2: Foundations of Curriculum

- 2.1 Philosophical foundations
- 2.2 Psychological foundations
- 2.3 Sociological foundations
- 2.4 Political and economic foundations

Unit 3: Curriculum Aims, Goals, and Objectives

- 3.1 Definitions and distinctions among aims, goals, and objectives
- 3.2 Sources and determinants of curriculum aims
- 3.3 Taxonomies of educational objectives:
 - a) Cognitive domain
 - b) Affective domain
 - c) Psychomotor domain
 - d) SOLO taxonomy of educational objectives
- 3.4 Formulation of educational objectives

Unit 4: Models of Curriculum

- 4.1 Tyler model
- 4.2 Taba's model
- 4.3 Wheeler model
- 4.4 Dynamic model
- 4.5 Skillbeck model

Unit 5: Designs of Curriculum

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- 5.1 Definition of curriculum design
- 5.2 Difference between curriculum design and curriculum development
- 5.3 Major types of curriculum design:
 - a) Subject-centered design
 - b) Learner-centered design
 - c) Problem-centered design
 - d) Integrated/interdisciplinary design
- 5.4 Criteria for selecting an appropriate design

Unit 6: Process of Curriculum Development in Pakistan

- 6.1 Role of Ministry of Federal Education and Professional Training
- 6.2 National Curriculum Council (NCC) and provincial textbook boards
- 6.3 Curriculum development at elementary and secondary levels
- 6.4 Involvement of teachers, subject experts, and civil society
- 6.5 Curriculum development process in Pakistan

Unit 7: Curriculum Change

- 7.1 Definition and significance of curriculum change
- 7.2 Difference between curriculum change, curriculum reform, and curriculum innovation
- 7.3 Need and rationale for curriculum change
- 7.4 Process of curriculum change
- 7.5 Factors affecting 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.
3. Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (7th ed.). Pearson.
4. Pinar, W. F. (2019). *What is Curriculum Theory?* (3rd ed.). Routledge.
5. Wiles, J., & Bondi, J. (2014). *Curriculum Development: A Guide to Practice* (9th ed.). Pearson.

Suggested Readings

1. Parkay, F. W., Anetil, E. J., & Hlass, 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.
3. Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
4. Marsh, C. J. (2019). *Key Concepts for Understanding Curriculum* (5th ed.). Routledge.
5. Kelly, A. V. (2009). *The Curriculum: Theory and Practice*. SAGE Publications.

Web Resources

1. International Bureau of Education (IBE-UNESCO) - <https://www.ibe.unesco.org/>
2. Curriculum Studies at Stanford University - <https://ed.stanford.edu/>
3. Association for Supervision and Curriculum Development (ASCD) -

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- <https://www.ascd.org/>
4. National Association for the Education of Young Children (NAEYC) - <https://www.naeyc.org/>
 5. OECD Education and Curriculum Policy - <https://www.oecd.org/education/>
 6. Harvard Graduate School of Education Curriculum Research - <https://www.gse.harvard.edu/>
 7. Open Educational Resources (OER) on Curriculum Development - <https://www.oercommons.org/>
 8. UNESCO Global Education Monitoring Report - <https://en.unesco.org/gem-report/>
 9. Edutopia - Curriculum and Instruction - <https://www.edutopia.org/>
- National Institute for Curriculum Development - <https://www.nic.edu.sg/>

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Teaching of English

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:

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

Course Outline

Unit 1: Contribution of Linguistics and Psychology to the Teaching of English

- 1.1 Language learning theories
- 1.2 Learning a language
- 1.3 Second language pedagogy
- 1.4 Language as a rule-governed behaviour
- 1.5 Language as a skill
- 1.6 International language skills
- 1.7 Learning mother tongue and second language
- 1.8 Interference and transfer from the mother tongue on learning a second language
- 1.9 Implications for teaching methods

Unit 2: Teaching Writing

- 2.1 Approaches to teaching writing at elementary and secondary levels
- 2.2 Simple and complex sentences
- 2.3 Paragraph writing
- 2.4 Essay writing
- 2.5 Report writing
- 2.6 Creative writing
- 2.7 Story and letter writing
- 2.8 Application writing

Unit 3: Teaching Reading

- 3.1 Approaches to teaching reading
- 3.2 Loud reading
- 3.3 Silent reading

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- 3.4 Reading strategies
- 3.5 Scanning and skimming
- 3.6 Dealing with comprehension questions
- 3.7 Reading poetry
- 3.8 Reading prose
- 3.9 Extensive reading
- 3.10 Intensive reading
- 3.11 Checking faulty reading: sub-vocalization, finger pointing, regressions

Unit 4: Teaching Speaking

- 4.1 Approaches to teaching speaking
- 4.2 Teaching pronunciation
- 4.3 Dialogues (simulation)
- 4.4 Monologues (presentations and paper reading)
- 4.5 Discussions
- 4.6 Characteristics of efficient and effective speaking

Unit 5: Teaching Listening

- 5.1 Approaches to teaching listening
- 5.2 Listening to words
- 5.3 Listening to utterances
- 5.4 Using different clues for understanding
- 5.5 Characteristics of efficient and effective listening

Unit 6: Teaching Vocabulary

- 6.1 Introducing new words and improving vocabulary
- 6.2 Vocabulary through reading
- 6.3 Guessing meaning through context
- 6.4 Spelling development

Unit 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

Unit 8: English Language Teaching (ELT)

- 8.1 Theoretical background to language teaching
- 8.2 Difference between first and second language learning
- 8.3 Status of English in Pakistan
- 8.4 Why learn a second language?
- 8.5 Theories of learning and their applications in language teaching
- 8.6 Recent trends in ELT: communicative language teaching (CLT), cooperative language teaching, task-based language teaching (TBLT), activity-based language teaching (ABLT)

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Unit 9: Methods, Approaches, and Techniques of ELT

9.1 Methods

- 9.1.1 Grammar translation method
- 9.1.2 Direct method
- 9.1.3 Dr. West's new method
- 9.1.4 Audio-lingual method

9.2 Approaches

- 9.2.1 Natural approach
- 9.2.2 Communicative approach
- 9.2.3 Eclectic approach
- 9.2.4 Structural approach

9.3 Testing

- 9.3.1 Testing and evaluation of language skills
- 9.3.2 Types of tests
- 9.3.3 Types of achievement tests
- 9.3.4 Construction of a good test – objectivity, reliability, validity, administrability
- 9.3.5 Item analysis

Unit 10: Instructional Aids

- 10.1 Audio-visual aids
- 10.2 Teacher-made aids – flash cards, pictures, charts, models, blackboard sketches
- 10.3 Electronic aids – OHP, tape recorder, LinguaPhone, 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 Texts

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.
3. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2018). *Teaching English as a Foreign Language*. Routledge & Kegan Paul Ltd.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.
5. Muthukumar, V. (2015). *Teaching of English*. Bharathidasan University, Tiruchirappalli. Retrieved from <https://www.pdfdrive.com/>
6. Ur, P. (2012). *A course in language teaching: Practice and theory* (2nd ed.). Cambridge University Press.
7. Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.

Suggested Readings

1. Cameron, L. (2015) *Teaching languages to young learners*. Cambridge: CUP.
2. Richards, J.C. (2015) *Communicative language teaching today*. Singapore: RELC.


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3. Goh, C. M. (2017) *Teaching speaking in the language classroom*. Singapore: SEAMEO-RELC
4. Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
6. Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. Routledge.

🌐 *Web Resources*

1. British Council. (n.d.). *Teaching English resources and professional development*. <https://www.teacp.org/english.org/uk/>
2. Cambridge English. (n.d.). *Resources for teachers and learners of English*. <https://www.cambridgeenglish.org/teaching-english/>
3. BBC Learning English. (n.d.). *Learn English online*. <https://www.bbc.co.uk/learningenglish>
4. Oxford University Press. (n.d.). *English language teaching (ELT) resources*. <https://elt.oup.com/>
5. National Geographic Learning. (n.d.). *English language teaching materials*. <https://elngl.com>
6. Dave's ESL Cafe. (n.d.). *Teaching ideas, job boards, and resources*. <https://www.eslcafe.com/>
7. Edutopia. (n.d.). *English language learning articles and classroom tips*. <https://www.edutopia.org/>
8. TESOL International Association. (n.d.). *Professional development and teaching resources*. <https://www.tesol.org/>
9. Coursera. (n.d.). *English language teaching courses*. <https://www.coursera.org/>

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سال دوم / سیمسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن / ADE

کریڈٹ: ۳

پیش لازمی: (PREREQUISITES)

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

اس کورس میں زیر تربیت اساتذہ نظر یہ، آموزشی زبان (The Theory of Learning of Language) اور زبان کے متفرع اجزائی (FEATURES OF A LANGUAGE - RICH ENVIRONMENT) کے حوالے سے تدریس زبان کو سمجھیں گے۔ ماہرین زبان کا کہنا ہے کہ زبان کا فطری سائنس و تیسرے پیرائس سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پردہ گرامر بونیرسٹل گراٹر کرکھتا ہے۔ بچے اپنی مصدوم ٹھہری میں ہم سے اتنے زبان کے معلوم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطی بنیادوں کی درجہ بندی کی گئی ہے۔ لسانی مبادیوں کو جماعت بندی کے تحت عملی تدریس طریقے (سنز، ہونا اور سمجھنا) اور عملی تدریس طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مبادیوں پر دسترس کے نقطہ نظر سے آڈیو ٹیکسٹ اور ٹیبلٹس وغیرہ جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ دینا پیش اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشارات سبق کامیاب تدریس کی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی جز ہیں۔ اس لیے اس نصاب میں ایسی ہی اساتذہ جماعت اول تا ہفتم جدید دستی اشارات تا صرف خود تیار کریں گے بلکہ ایجنسیوں کی مدد سے اس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ عملی اشارات کی تیاری اور عملی مشق کورس کا آخری پونٹ نہیں بلکہ دوران کورس جاری رہے گی۔

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

- نظریہ، آموزشی زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر عبور حاصل کر سکیں۔
- سن کر لے آؤنگ اور الفاظ کے آپگے کالک لے سکیں۔
- پڑھ کر تلمہ سازی کی تفریحی مشق کر سکیں۔
- پڑھ کر زندگی سے متعلق مختلف موضوعات پر تلمہ تزیین پیش کر سکیں۔
- جائزہ آؤنگ کے جدید ترین انداز دستی اشارات میں بتا سکیں۔
- طریقہ ہائے تدریس میں عملی کام مظاہرہ کر سکیں۔
- ابتدائی سے وسطی سطح کے تدریس کورس پر دستی بصری معاونات دستی اشارات تیار کر سکیں۔

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نظریہ، آموزش زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سنا شروع کر دیتا ہے۔ کیوں کہ زبان بچے کے ہنر میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سامنے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو چاہئے، پرکھتے اور معیار استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلیمی رسائی زیر تربیت اساتذہ کا (جماعت اولیٰ تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزش قابل تیار کرنا ہے۔ جو معیار زبان کے اصولوں پر پرکھے جاسکیں۔ کورس سے فسلک ان سرگرمیوں کا مقصد زیر تربیت اساتذہ کو اپنی تعلیمی ذمہ داری بڑھانے کا موقع فراہم کرنا ہے۔

پیشکش

زبان کے متنوع ماحول میں بچے کے لیے کثیریت سے سنا ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے جو والدین، مزید داتا، قارب اور اساتذہ کی جانب سے سیر آتا ہے۔ اس یونٹ میں زیر تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE-RICH ENVIRONMENT کو سمجھتے ہوئے آموزش زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمت عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، ارد گرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منطوق و منثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، نحوی، نوعمیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیر تربیت اساتذہ جماعت اولیٰ تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سٹی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معاملات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

• نظریہ زبان (THEORY OF LANGUAGE)

• آموزش زبان کے وسیلے (پیداؤش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)

• اردو زبان کا متنوع ماحول

• اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، نحوی)

• اردو سے متعلق غلط فہمیوں کا ازالہ

• اردو کی تدریسی تدابیر

• جدید سٹی ڈیزائن

- 1.
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- سہمی اشارات / طریقہ ہائے تدریس (ابتدائی تا وسطی سطح کی جماعتیں)
- سہمی ڈیزائن / تکنیکی مہارتیں / تدریس صحت علی لکچر ونٹر

پہلی

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیر تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجللی طریقے سے مرکب جملے بنانے کی مشق کا استفادہ اشارات سہمی کی تیاری میں خوب کر سکیں۔ مثلاً: ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے بولنے کی مشق کرنا اور جوہر پر کی جاسکتی ہے۔ تاہم ابتدائی تدریسی سطح کی جماعت کا معیار، امتحان و استدلال میں نظر رکھ سہمی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سہمی 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 وسطی سطح کے مطابق)
- الف بائی تجللی، تجللی طریقے
- تشکیل / عملی اردو

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

- رول لے ہا زری (FEED BACK)
- تشکیل / عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

- منکومات پڑھنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- نثر پڑھنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- نثر پڑھنی اسباق کی منصوبہ بندی جماعت چہارم تا ہشتم

3.

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4.

پیشہ

تدریس عمل کا جائزہ اور اس پر تنقید کرنا تدریس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں تدریس کے اشارات، سبق کی خوبیوں کے سواقیف کی موثر نہایت، اس کی تدریس پر توضیح کی کامیابی، اس کے نسل تدریس کی کیفیت اور پوشیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نکات و تنقید ذاتی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ مختلف قالب تیار کرنا، اس یونٹ کا کارآمد پہلو ہے۔ بطریقہ اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کر سکیں گے۔

- جائزہ و آراء پیش تعارف
- سوالات کی تکنیک، مشق
- کورسنگ، کثیر انتخابی
- آزمائش (TEST)

- سوالنامے
- پرچہ جات
- اسائنمنٹ

- ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- وسطی سطح کے سانچے (جماعت چارم تا ہفتم)
- اعلیٰ و وسطی سطح کے سانچے (جماعت ہفتم و ہشتم)

- معلومات پر مبنی اسباق (جماعت چارم تا ہفتم)
- نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)
- معلومات پر مبنی اسباق (جماعت ہفتم و ہشتم)
- نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)

Recommended Texts

1. Aziz-ur-Rihman (2016). *Teach yourself Urdu in two month*. Idar Ishaat-e-Diniyat. Retrieved from http://www.dawn.com/details/Teach_yourselfUrduinTwoMonths/page/n?
2. Aftab, A. (2015). *Urdu zaban ki tadrees* (Teaching of Urdu). Lahore: Ilmi Kutub Khana.
3. Akhtar, S. (2016). *Asri Urdu zaban aur uska tadrisi nizaam*. Karachi: Maktaba-e-Danyal.
4. Khan, R. (2017). *Urdu zaban ki mukhtasir tareekh aur tadreesi usool*. Karachi: Oxford University Press.
5. National Book Foundation. (2015). *Tadrees-e-Urdu: Usool-o-Tariqay*. Islamabad: NBF.
6. Saleem, T. (2020). *21st century skills aur Urdu zaban ki tadrees*. Lahore: Zawiyah Publishers

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Suggested Readings

1. Amanulla M.B. (2016). *Teaching of Urdu: Problems and Prospects*. Dept. of Arabic, Persian and Urdu, University of Madras, Chennai
2. Shah, A. (2016). *Teaching of Urdu: Problems and Prospects*.
3. Baig, M. A. (2012). *Urdu ki asri tadreesi tehqiqat*. Islamabad: National Book Foundation.
4. Haider, S. Z. (2010). *Urdu zaban aur uska nisaabi nizaam*. Lahore: Sang-e-Meel Publications.
5. Siddiqui, M. H. (2009). *Techniques of teaching Urdu*. New Delhi: APII Publishing.
6. NCITE. (2009). *Teaching of language: Urdu*. New Delhi: NCERT.
7. Faruqi, S. R. (2008). *Urdu ka muqaddama*. Lahore: Sang-e-Meel Publications.

Web Resources

1. **National Curriculum (Pakistan) – Urdu** (*Curriculum standards for Urdu language at different levels*) <http://www.moe.gov.pk>
2. **UrduPoint Learning** (*Resources and exercises for Urdu learners and teachers*) <https://www.urdupoint.com/education>
3. **Rekhta Foundation** <https://www.rekhta.org>
(*World's largest collection of Urdu poetry, prose, and literary resources*)
4. **Urdu Teachers' Resource Portal – NCERT India** (*For resources, books, and teacher training modules*) <https://ncert.nic.in>
5. **YouTube -- Taleemabad Urdu Lessons** <https://www.youtube.com/@taleemabad>
(*Urdu animated teaching content aligned with national curriculum*)
6. **BBC Urdu Learning** (*Updated language materials, reading comprehension resources*) <https://www.bbc.com/urdu>
7. **Dawn Urdu – Educational Supplements** (*Rich language content useful for advanced reading practice*) <https://www.dawnnews.tv>
8. **Coursera – Language Teaching Courses** (*Courses on second language pedagogy applicable to Urdu teaching*) <https://www.coursera.org>
9. **Taleem Ghar – Punjab Education Department** (*Videos and interactive lessons in Urdu for school-level students*) <https://taleemghar.punjab.gov.pk>
10. **Khan Academy Urdu (Unofficial Translations)** (*Basic subjects explained in Urdu, useful for integration in lessons*) <https://ur.khanacademy.org>

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URCG-5131

Ethics-I

1 (1-0)

1- Course Description

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of Semitic and non-Semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others' religious identities with humanistic, inclusive and holistic approach.

2- Learning Objectives

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

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

1. Identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4- Course Structure

1. Interactive lectures, group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Contents**Unit 1: Introduction and Fundamentals of Ethics**

- Literal and terminological definition of ethics
- Literal and terminological definition of values
- Relationship between law and ethics
- Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms

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- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Hasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

Unit 4: Immoral Ethics (Akhlāq-e-Razilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

Unit 5: Role of World Religious Figures in Moral Development

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (ﷺ): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). *Ethico-Religious Concepts in the Qur'an*. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). *Morality: Its Nature and Justification*. Oxford University Press.
2. MacIntyre, A. (2007). *After Virtue: A Study in Moral Theory*. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). *The Alchemy of Happiness*. Islamic Texts Society.
4. Nasr, S. H. (1994). *The Heart of Islam: Enduring Values for Humanity*. Harper One.
5. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Hasan, Z. (2010). *Ethics in Islam: Key Concepts and Contemporary Challenges*. Islamic Research Institute.

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URCG-5132

Ethics-II

1 (1-0)

1- Course Description

The course *Ethics-II* is designed to provide students with a deeper understanding of ethical principles and practices from both Semitic and non-Semitic religions, as well as their application in professional and social contexts. Students will engage with Jewish, Christian, Islamic, Hindu, Buddhist, Sikh, Confucian, and Jain ethical traditions. The course emphasizes moral reasoning, decision-making, tolerance, and peacebuilding. It aims to cultivate an inclusive, humanistic, and holistic approach towards ethical living and interfaith engagement.

2- Learning Objectives

The course objectives are to:

6. Understand the fundamental principles and theories of ethics.
7. Introduce the ethical and moral teachings of Judaism, Christianity, Islam, and Hinduism.
8. Explore the ethical teachings of non-Semitic religions such as Buddhism, Sikhism, Confucianism, and Jainism.
9. Develop critical thinking skills to evaluate ethical arguments and theories.
10. Promote ethical leadership and interfaith harmony.

3- Learning Outcomes

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

6. Identify and analyze major ethical theories and teachings from world religions.
7. Understand the role of religions in improving moral values and social behavior.
8. Demonstrate ethical decision-making in various personal and professional contexts.
9. Recognize the impact of ethical decisions on individuals, communities, and society.
10. Apply skills of ethical leadership, including communication, conflict resolution, and inclusive engagement.

4- Course Structure

4. Interactive lectures, group discussions and debates
5. Reflection papers and presentations
6. Assignments and Quiz

Course Contents

Unit 1: Ethical Teachings of Semitic Religions

- Judaism and its ethical teachings
- Christianity and its ethical teachings
- Islam and its ethical teachings

Unit 2: Ethical Teachings of Non-Semitic Religions

- Hinduism and its ethical teachings
- Sikhism and Buddhism: ethical values and practices
- Confucian and Jain ethical traditions

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 Associate Professor
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 University of Jammu

Unit 3: Professional Ethics

- Ethics for students and teachers
- Ethics in doctor-patient relationships
- Ethics in trader-customer interactions

Unit 4: Concept and Significance of Tolerance

- Definition, need, and importance of tolerance
- Teachings of Semitic religions on tolerance and their contemporary relevance
- Teachings of non-Semitic religions on tolerance and their contemporary relevance

Unit 5: Foundational Values and Ethics for Peacebuilding in Society

- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook

- Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Harper.

Suggested Readings

8. Barash, D. P., & Webel, C. P. (2014). *Peace and Conflict Studies*. Sage.
9. Smart, N. (1998). *The World's Religions*. Cambridge University Press.
10. Nasr, S. H. (2003). *The Heart of Islam: Enduring Values for Humanity*. HarperOne.
11. Sharma, A. (2006). *Hindu Ethics: Purity, Abortion, and Euthanasia*. SUNY Press.
12. Harvey, P. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge University Press.
13. Coward, H., & Perkinson, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
14. Confucius. (1998). *The Analects*. Oxford University Press.

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