



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 curriculum of Bachelor of Education (B.Ed.) 1.5 Year for implementation w.e.f. **Spring 2026** (Annex-‘A’).

(WAQAR AHMAD)

Additional Registrar (General)

Dated: 23.01.2026

No. SU/Acad/26/ 83

Distribution:

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

C.C:

- Dean Faculty of 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

**B.Ed (1.5 Year) Program
(Semester System)**

**Scheme of Studies
and
Course Outlines**



2026

**Department of Education
University of Sargodha**

(Effective from Spring 2026)

*Associate Professor
Institute of Education
University of Sargodha*

Hand

Introduction


The Institute of Education stands among the pioneering academic units established soon after the inception of the University of Sargodha. Since initiating M.A. Education classes on March 20, 2003, the Institute has been unwavering in its mission to contribute meaningfully to the advancement of teacher education in Pakistan. The Institute plays a pivotal role in both pre-service and in-service teacher education, offering professional development opportunities that aim to equip educators with the pedagogical knowledge, instructional strategies, and ethical grounding necessary for effective teaching. Rooted in the belief that theory and practice are interdependent, the Institute integrates academic learning with hands-on experience, ensuring that future teachers are well-prepared for the complex demands of real-world classrooms. In line with this commitment, the Institute is proud to launch the B.Ed. (1.5 Years) program, specifically designed for individuals who already hold a Master's degree or equivalent 16 years of education. This intensive post-graduate program focuses on subject-specific pedagogy, educational psychology, curriculum development, and classroom assessment tailored to the needs of elementary and secondary-level teaching. A rigorous teaching practicum forms a core component of the program, enabling candidates to translate educational theory into effective classroom practice.

The program also fosters a deep understanding of inclusive education, child development, instructional technology, and educational leadership, thereby broadening the scope of professional competencies. Through a combination of coursework, field experiences, and reflective practice, graduates of the Institute emerge as confident, skilled, and reflective practitioners. Alumni of the Institute of Education are not only prepared to excel in teaching professions but also possess the expertise to contribute to research institutions, curriculum development bodies, education departments, NGOs, and social welfare organizations—as educators, researchers, consultants, and educational leaders.

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Department of Education
University of Sargodha
Sargodha, Pakistan

Vision

To be a leading institution in preparing innovative, reflective educators who are equipped with the knowledge, skills, and dispositions to empower learners and inspire a lifelong love of learning, catalyzing positive change in education.


Department of Education
University of Sargodha
Sargodha, Pakistan

Mission Statement


To render services in the field of education by preparing well-educated, trained, competent and effective teachers and teacher educators; making them independent learners and contributing members of society, providing a dynamic, creative and efficient learning environment in order to improve the quality of education in particular and standard of living in general.

Vaind
Department of Education
University of Sarawak
Sarawak, Malaysia

Bachelor of Education (B. Ed) 1.5 –YEAR

Goals of the Program

1. Develop committed, affectionate, and skilled teachers with high morale and abilities to prepare the young generation to face a complex technological age.
2. Train prospective teachers to research to articulate their teaching and contribute to the field of education with entrepreneurship and able to make liaison with other institutions.
3. Enable prospective teachers to design, and implement effective teaching and assessments that align with national and international standards.
4. Provide prospective teachers with a solid foundation in advanced teaching methodologies, such as inquiry-based learning, problem-based learning, and differentiated instruction, to set them up for success.
5. Prepare prospective teachers to integrate technology competently into their teaching to enhance students' engagement in the learning process.
6. Equip prospective teachers with the knowledge, skills, and disposition to create interactive and inclusive learning environments to meet the needs of all learners practicing social justice. Equity, ethical principles and cultural demands.


Department of Education
University of Sindh
Sardar Jinnah Road

Program Objectives

1. To produce competent teachers at secondary level education
2. To train prospective teachers who can meet the demands of society in both public and private enterprises.
3. To develop personality of prospective teachers through rigorous academic activities.
4. To provide quality education to prospective teachers by ensuring the provision of highly qualified faculty and better teaching-learning activities and environment.
5. To provide multi-dimensional and multipurpose training related to curricular activities which can enhance self-confidence of prospective teachers.
6. To create liking, interest, association and commitment to teaching profession among the prospective teachers through model behavior of teacher educators.
7. To create awareness among the prospective teachers about the life related, national and global issues, problems and trends related to teaching.
8. To develop the ability to solve their local educational and social problems particularly in relation to learning and teaching.
9. To inculcate values of tolerance, peace and amity among the students through provision of literature, curricular activities, print and electronic media.
10. To prepare skilled manpower that can contribute towards the essential psychological, social, moral, economic and spiritual growth and development of scientific skills among children.

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Salient Features of the Program

1. Along with strengthening the knowledge base emphasis is on making students independent learners.
2. Focus is on imparting knowledge, skills and attitudes pertinent with the field.
3. Emphasis is on imparting pedagogical & communication skills.
4. Practical training of presentation and demonstration skills through classroom presentation, seminars, symposia and conferences.
5. A detailed analysis of students' teaching skills through microteaching approach to bring about sophistication and refinement in their styles and methods of teaching.
6. A full fledge course on "communication skills" in order to sharpen students English communication skills of reading, writing, speaking and listening.
7. A dynamic, interactive and creative teaching and learning environment.
8. Special emphasis on the comprehensive personality development of the learners.
9. Character formation of students through curricular and co-curricular activities in the light of Islamic values and principles
10. Development of the competencies and skills of searching, identifying, selecting and developing teaching and instructional materials as per demand of the subject.
11. Emphasis on professionalism and entrepreneurship.
12. Development of critical thinking, scientific attitude, creativity and innovation.
13. Highlighting the importance of learning as a continuous and life-long process.
14. Introducing teaching as a life-style and way of living.
15. Constructivist approach towards teachings and learning.
16. Considerably long practical training of teaching.

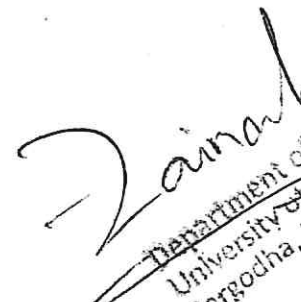
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Department of Education
University of Padjadjaran
Saraguna

PROGRAM STRUCTURE – B. ED (1.5 YEAR)

The Bachelor of Education (B.Ed) 1.5-year degree program is structured for students who have already completed their four-year degrees in specific field other than Education. B.Ed 1.5-year degree program comprises of **56 credit hours** spread over three (03) semesters, provided that the total number of credit hours are reasonably set to achieve the Program Learning Objectives (PLOs) without putting undue burden on students.

1. Program Structure:

Duration	Minimum 1.5-Years (3-Semesters), Maximum 2.5-Years (5-Semesters)		
Admission Requirements	16 years of Education (Academics Disciplines Other than Education) MA / MSc. / BA (4 Year) / BS (4 Year) in Minimum Second Division		
Degree Completion Requirements	Duration: 1.5 Years Semester Duration: 16-18 Week Semesters:3 Course Load per Semester: 15-21 Credit Hours Number of Courses per semester: 5-7 (not more than 3 lab/ 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	2	2
	Major (45 Credit Hours)	Professional Education Courses (Compulsory)	12
		Pedagogy Courses (Compulsory)	1
		Class Observation and Practice Teaching (Practical)	2
	Interdisciplinary Courses (From Pool of Courses)	2	6
	Capstone Project	1	3
	Total	20	56
	Total Credit Hours	56	


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List of Courses

1. General Courses: 02 Credit Hours

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1	URCG-5129	Understanding of Holy Quran- I	1(0-1)	Nil
2	URCG-5130	Understanding of Holy Quran- II Or (For Non-Muslim Students)	1(0-1)	Nil
3	URCG-5131	Ethics- I	1(0-1)	Nil
4	URCG-5132	Ethics- II	1(0-1)	Nil

2. Professional Courses (Compulsory/Fixed): 36 Credit Hours

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	EDUC-6401	Foundations of Education	3(3-0)	Nil
2.	EDUC-6402	Inclusive Education	3(3-0)	Nil
3.	EDUC-6403	Education for Sustainable Development	3(3-0)	Nil
4.	EDUC-6404	Educational Psychology	3(3-0)	Nil
5.	EDUC-6405	Educational Policies and Plans of Pakistan	3(3-0)	Nil
6.	EDUC-6406	Contemporary Literacies	3(3-0)	Nil
7.	EDUC-6407	Teaching Profession	3(3-0)	Nil
8.	EDUC-6408	Critical Thinking and Reflective Practices	3(3-0)	Nil
9.	EDUC-6409	School Management	3(3-0)	Nil
10.	EDUC-6410	Curriculum Development	3(3-0)	Nil
11.	EDUC-6411	Educational Assessment and Evaluation	3(3-0)	Nil
12.	EDUC-6412	Research Methods in Education	3(3-0)	Nil

3. Pedagogy Courses: 3 Credit Hours

One Pedagogy course will be offered from pool of courses

1.	EDUC-6413	Teaching of English	3(3-0)	Nil
2.	EDUC-6414	Teaching of Urdu	3(3-0)	Nil
3.	EDUC-6415	Teaching of Social Studies	3(3-0)	Nil
4.	EDUC-6416	Teaching of Science	3(3-0)	Nil

4. Interdisciplinary Courses: 6 credit hours

Two interdisciplinary courses will be offered from pool of courses

1.	EDUC-6417	Education in Pakistan	3(3-0)	Prerequisite
2.	EDUC-6418	Economics of Education	3(3-0)	Nil
3.	EDUC-6419	Sociology of Education	3(3-0)	Nil

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4.	EDUC-6420	Comparative Education ✓	3(3-0)	Nil
5.	EDUC-6421	Guidance and Counseling in School ✓	3(3-0)	Nil
6.	EDUC-6422	Human Growth and Development ✓	3(3-0)	Nil
7.	EDUC-6423	School Community and Teacher ✓	3(3-0)	Nil

5. **Field experience: Minimum 6 credit hours:**

1	EDUC-6427	Practice Teaching -- I ✓	3(0-3)	Nil
2	EDUC-6428	Practice Teaching -- II ✓	3(0-3)	Nil

6. **Capstone project: Minimum 03 credit hours:**

This project, requires faculty supervision and evaluation following department guidelines

1	EDUC-6429	Capstone Project ✓	3(3-0)	Nil
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 Sarsocha, District

Semester wise Distribution


Bachelor of Education (B.Ed) 1.5 -YEAR

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Professional 1	EDUC-6401	Foundations of Education	3(3-0)	Nil
Professional 2	EDUC-6402	Inclusive Education	3(3-0)	Nil
Professional 3	EDUC-6403	Education for Sustainable Development	3(3-0)	Nil
Professional 4	EDUC-6404	Educational Psychology	3(3-0)	Nil
Pedagogy 1	EDUC-XXXX	<i>One Pedagogy course will be offered from pool of courses</i>	3(3-0)	Nil
Interdisciplinary 1	EDUC-XXXX	<i>Course will be offered from pool of Interdisciplinary courses</i>	3(3-0)	Nil
General course	URCG-5129	Understanding of Holy Quran- I	1(0-1)	Nil
	URCG-5131	or Ethics- I		

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Professional 5	EDUC-6405	Educational Policies and Plans of Pakistan	3(3-0)	Nil
Professional 6	EDUC-6406	Contemporary Literacies	3(3-0)	Nil
Professional 7	EDUC-6407	Teaching Profession	3(3-0)	Nil
Professional 8	EDUC-6408	Critical Thinking and Reflective Practices	3(3-0)	Nil
Professional 9	EDUC-6409	School Management	3(3-0)	Nil
Interdisciplinary 2	EDUC-XXXX	<i>Course will be offered from pool of Interdisciplinary courses</i>	3(3-0)	Nil



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Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Professional 10	EDUC-6410	Curriculum Development	3(3-0)	Nil
Professional 11	EDUC-6411	Educational Assessment and Evaluation	3(3-0)	Nil
Professional 12	EDUC-6412	Research Methods in Education	3(3-0)	Nil
General course	URCG-5130	Understanding of Holy Quran- II	1(0-1)	Nil
	URCG-5132	Ethics- II		
Practical 1	EDUC-6427	Practice Teaching -- I	3(0-3)	Nil
Practical 2	EDUC-6428	Practice Teaching -- II	3(0-3)	Nil
Project	EDUC-6429	Capstone Project	3(3-0)	Nil

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 SUDDUT, SUDAN

Professional Courses

EDUC-6401

Foundations of Education

3(3-0)

Course Description

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

Course Objectives

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

Course Outline

Unit 1: Introduction to Education

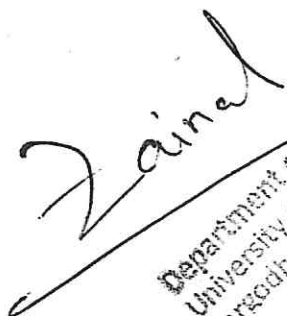
- 1.1 Meaning and definitions of education
- 1.2 Aims and functions of education
- 1.3 Types of education: formal, non-formal, informal
- 1.4 Relationship between education and society

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.globalpartnership.org>
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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 University of South Florida
 Sarasota, Florida

EDUC-6402

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 (UDL)
- 4.3 Differentiated instruction
- 4.4 Individualized Education Plan (IEP)

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4.5 Use of assistive technologies

Unit 5: Children with Disabilities in Regular Classrooms

- 5.1 Identifying the basis of human diversity
- 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.

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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.

🌐 *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://inclusiveeducation.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/45f973632.html>

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EDUC-6403

Education for Sustainable Development

3(3-0)

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

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Unit 5: Social and Economic Sustainability

- 5.1 Poverty and sustainable development
- 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

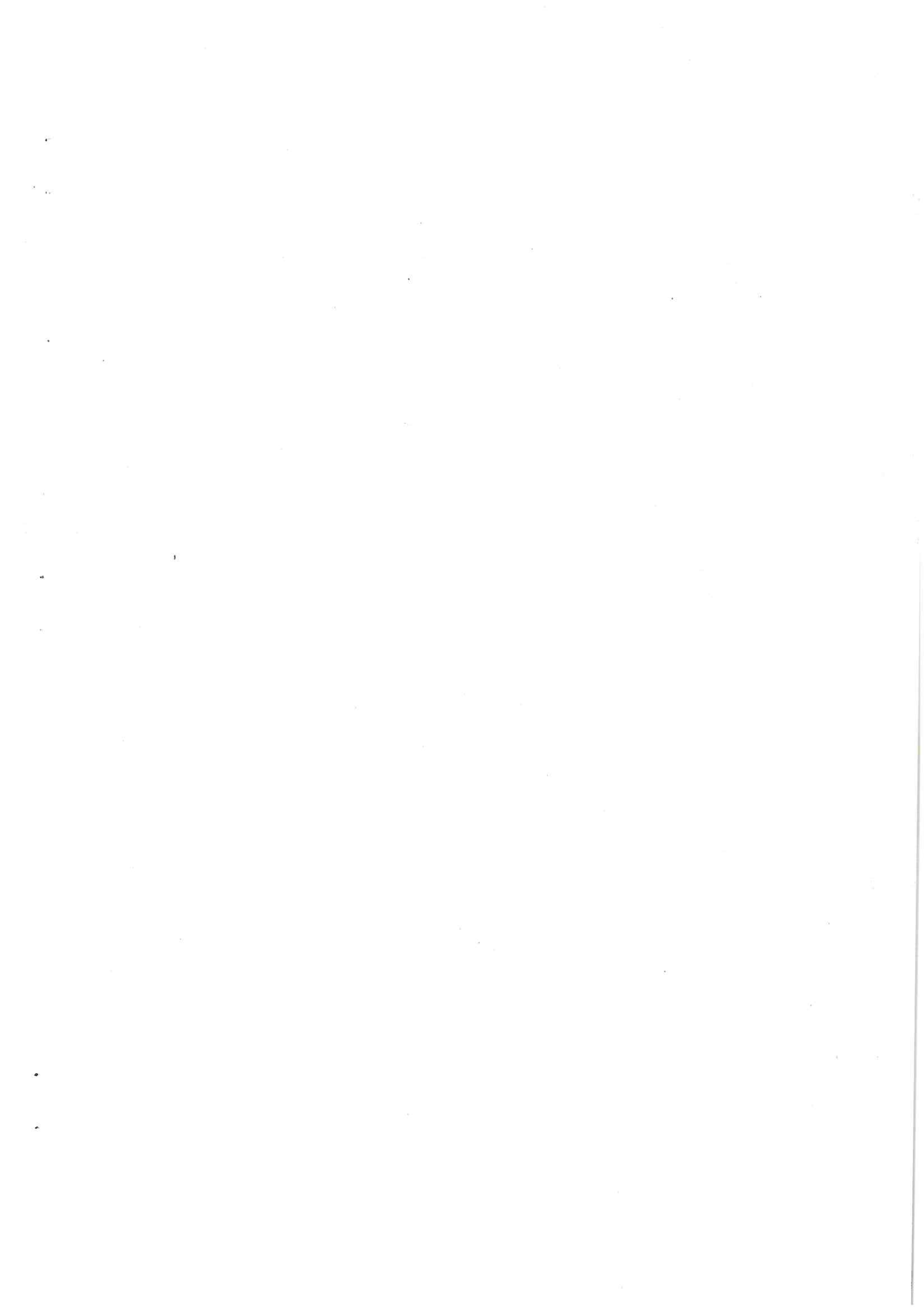
- 8.1 Emerging trends in sustainability education
- 8.2 Green schools and eco-clubs
- 8.3 Role of NGOs and media
- 8.4 The role of artificial intelligence and technology in ESD
- 8.5 Imagining a sustainable future: scenarios and possibilities

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.

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Suggested Readings

1. Hicks, D., & Holden, C. (2007). *Teaching the global dimension: Key principles and effective practice*. Routledge.
2. Hopkins, C., & McKeown, 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 (CEESD). (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-ist.ca/>


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EDUC-6404

Educational Psychology

3(3-0)

Course Description

The purpose of this course is to develop learner's insight. Its unique approach helps student teachers to understand different psychological concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers. This course concentrates on core concepts and principles. It gives readers an in-depth understanding of the central ideas of educational psychology. The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It provides the study of learners and learning contexts both within and beyond traditional classrooms and evaluates ways in which factors such as age, culture, gender, and physical and social environments influence human learning.

Course Objectives:

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

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)

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3.5 Social learning theory (Bandura)

Unit 4: Motivation and Learning

- 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, Jeane, (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.



 Department of Education
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Suggested Readings

1. Iqbal, M. Z., & Shahid, S. M. (2016). *Educational psychology & guidance*. Islamabad: AIOU.
2. Woolfolk, A. (2015). *Educational psychology, sixth canadian edition*. Upper Saddle River, NJ: Pearson Education.
3. Rashid, M. (comp.) (2016). *Allied material of educational guidance and counseling*. Islamabad: AIOU.
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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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

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- 3.3 National Education Policy (NEP) 1972–1980
- 3.4 NEP 1978
- 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

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Recommended Texts

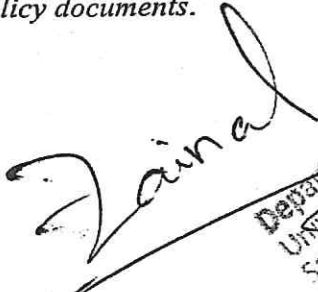
1. Siddiqui, S(2016), Education Policies in Pakistan: Politics, Projections, and Practices, Oxford University Press
2. John, S. Brubacher (2000). *Modern Philosophies of Education*, New Delhi: TATA McGraw Hill Publication Co.
3. Hoodbhoy, P. (2009). *Education and the state: Fifty years of Pakistan*. 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.iiep.unesco.org/en/2009/national-education-policy-2009-4657>
5. Higher Education Commission (HEC) Pakistan. (n.d.). *Policy documents*. <https://www.hec.gov.pk>


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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>
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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EDUC- 6406

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

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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

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

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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*. 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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EDUC-6407

Teaching Profession

3(3-0)

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

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

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

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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., & Metcalf, K. K. (2015). *The act of teaching* (6th ed.). McGraw-Hill Education.
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/BES>
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>


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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>

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EDUC-6408

Critical Thinking and Reflective Practices

3(3-0)

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

Learning Outcomes:

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

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?


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4.2 Theoretical perspectives:

- 4.2.1 John Dewey
- 4.2.2 Donald A. Schön
- 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

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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
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

🌐 Web Resources

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>

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EDUC-6409

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 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

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 *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

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- 4.3 Wheeler model
- 4.4 Dynamic model
- 4.5 Skilbeck model

Unit 5: Designs of Curriculum

- 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

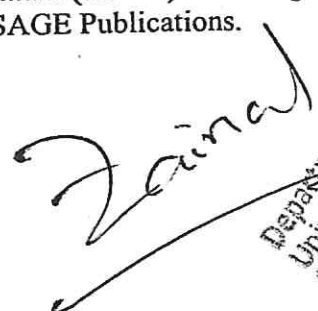
- 7.1 Definition and significance of curriculum change
- 7.2 Difference between curriculum change, curriculum reform, and curriculum innovation
- 7.3 Need and rationale for curriculum change
- 7.4 Process of curriculum change
- 7.5 Factors affecting curriculum change

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., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs*. Upper Saddle River, NJ: Pearson Prentice Hall.
2. Kelley A.V (2014). *The curriculum: theory and practice*. London: Paul Chapman.
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.


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🌐 *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) - <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/>
10. National Institute for Curriculum Development - <https://www.nie.edu.sg/>

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EDUC-6411

Educational Assessment & Evaluation

3(3-0)

Course Description

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

Course Objectives

After studying this course the students will be able to:

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

Course Outline**Unit 1: Introduction**

- 1.1 Understanding of basic concepts: testing, measurement, assessment, evaluation, and accountability
- 1.2 Role of assessment in the teaching and learning process
- 1.3 Types of assessment procedures
- 1.4 General principles of assessment
- 1.5 Assessment and instructional process

Unit 2: Instructional Objectives

- 2.1 Criteria for selecting appropriate objectives
- 2.2 Stating educational objectives: various methods and approaches
- 2.3 Taxonomies of educational objectives and their use in assessment

Unit 3: Planning and Developing Classroom Tests and Assessments

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- 3.1 Purpose of classroom testing
- 3.2 Development of table of specification
- 3.3 Selecting appropriate test items
- 3.4 Preparing relevant test items
- 3.5 Objective test items
- 3.6 Essay questions
- 3.7 Interpretive exercises
- 3.8 Measuring complex achievement
- 3.9 Performance-based assessment

Unit 4: Test Construction and Qualities of Good Tests

- 4.1 Test construction
- 4.2 Planning, organizing, administering, and scoring a test
- 4.3 Item analysis
- 4.4 Standardization of tests
- 4.5 Reliability and validity
- 4.6 Adequacy and objectivity
- 4.7 Differentiability and usability

Unit 5: Evaluating Typical Behavior / Affective Domain

- 5.1 Observation: anecdotal records, checklists, rating scales, socio-metrics
- 5.2 Self-reports and peer appraisal

Unit 6: Analysis and Interpretation of Test Results / Scores

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

Unit 7: Reporting and Grading of Results

- 7.1 Functions of grading and reporting systems
- 7.2 Types of grading and reporting systems
- 7.3 Reporting grades to students, parents, and school administrators
- 7.4 Counseling of students after grade reporting

Unit 8: Practical Work

- 8.1 Development of tests
- 8.2 Preparing tests and finding out their reliability and validity

Recommended Texts

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

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London: Routledge.

3. Brown, G. T. L., & Harris, L. R. (2016). *Handbook of human and social conditions in assessment*. Routledge.
4. Stiggins, R. J. (2017). *The perfect assessment system*. ASCD.
5. Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.
6. Kubiszyn, T., & Borich, G. D. (2015). *Educational testing and measurement: Classroom application and practice* (10th ed.). Wiley.
7. Gronlund, N. E., & Waugh, C. K. (2008). *Assessment of student achievement* (9th ed.). Pearson/Merrill Prentice Hall.
8. Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2018). *Using assessment to support learning and instruction: A way forward*. National Academy of Education.

Suggested Readings

1. Arends, R. I. (2004). *Learning to teach*. Boston: McGraw Hill
2. Broich, G. and Kubiszun , T. (2003). *Education Testing & Mesurement*. Snigapore : John Wiley and Sons.
3. Managal , S.K. (2012). *Statistics in Psychology & Education*. New Delhi :Prentice Hall of India
4. Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed.). Pearson Education.
5. McMillan, J. H. (2017). *Classroom assessment: Principles and practice for effective standards-based instruction* (7th ed.). Pearson.
6. Linn, R. L., & Miller, M. D. (2013). *Measurement and assessment in teaching* (11th ed.). Pearson.
7. Popham, W. J. (2017). *Classroom assessment: What teachers need to know* (8th ed.). Pearson.

🌐 Web Resources

1. American Educational Research Association (AERA). (n.d.). *Assessment and accountability*. <https://www.aera.net>
2. Brookhart, S. M. (2020). *Classroom assessment*. Edutopia. <https://www.edutopia.org/topic/classroom-assessment>
3. Center for Assessment. (n.d.). *Resources for educational assessment and accountability*. <https://www.nciea.org>
4. Education Corner. (2022). *Assessment methods in education*. <https://www.educationcorner.com/assessment-in-education.html>
5. Edutopia. (n.d.). *Assessment strategies*. <https://www.edutopia.org/assessment>
6. National Council on Measurement in Education (NCME). (n.d.). *Resources for educators*. <https://www.ncme.org>
7. UNESCO. (n.d.). *Assessment in education*. <https://www.unesco.org/en/education/assessment>
8. Formative Assessment for Students and Teachers (FAST SCASS). (n.d.). *Resources on formative assessment*. <https://www.ccsso.org>

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EDUC-6412

Research Methods in Education

3(3-0)

Course Description

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

Course Objectives

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

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

Course Outline

Unit 1: The Nature of Educational Research

- 1.1 Definitions of educational research
- 1.2 Scope and importance
- 1.3 Steps in the research process
- 1.4 Characteristics of educational research: systematic, objective, empirical, and logical
- 1.5 Ethical considerations in educational research
- 1.6 Qualities of a researcher

Unit 2: Research Problem and Hypothesis

- 2.1 Research problem and its characteristics
- 2.2 Identifying research problems
- 2.3 Criteria of a good research topic: clarity, relevance, feasibility, researchability
- 2.4 Definition and role of hypothesis in quantitative research
- 2.5 Types of hypotheses: directional, non-directional, null, and alternative

Unit 3: Types of Educational Research

- 3.1 Basic (fundamental) vs. applied research

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- 3.2 Descriptive research
- 3.3 Correlational research
- 3.4 Experimental research
- 3.5 Historical research
- 3.6 Action research: definition, process, and classroom relevance

Unit 4: Techniques of Reviewing Literature

- 4.1 Purpose and importance of literature review
- 4.2 Sources of literature: primary, secondary, and tertiary sources
- 4.3 Internal and external validity of resources
- 4.4 Steps in conducting a literature review
- 4.5 Online databases and digital libraries (ERIC, JSTOR, Google Scholar, etc.)
- 4.6 APA referencing style (7th edition) basics

Unit 5: Methodology

- 5.1 Quantitative, qualitative, and mixed-method approaches
- 5.2 Difference between research methods and research methodology
- 5.3 Population and sample: definitions and importance
- 5.4 Probability and non-probability sampling techniques
- 5.5 Determining sample size

Unit 6: Data Collection Methods

- 6.1 Quantitative tools: questionnaires, tests, rating scales
- 6.2 Qualitative tools: interviews, observations, focus groups, field notes
- 6.3 Considerations for tool selection and development
- 6.4 Types of validity: content, construct, criterion-related
- 6.5 Types of reliability: test-retest, inter-rater, internal consistency

Unit 7: Data Analysis

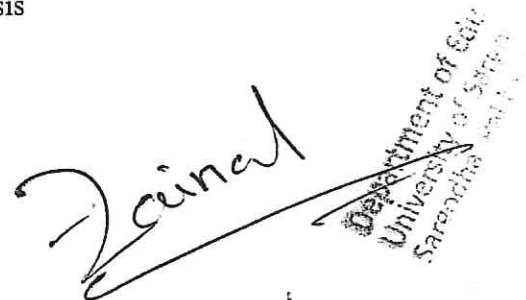
- 7.1 Definition and purpose of data analysis
- 7.2 Descriptive statistics: mean, median, mode, standard deviation, frequency distribution
- 7.3 Inferential statistics: correlation, t-tests, ANOVA
- 7.4 Use of spreadsheets (Excel) or software (SPSS) for basic analysis

Unit 8: Report Writing

- 8.1 Structure and components of a research report
- 8.2 Style and language of academic writing
- 8.3 Avoiding plagiarism: paraphrasing and proper citation
- 8.4 Use of technology in report writing
- 8.5 Evaluating and finalizing the report

Recommended Texts

1. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
2. Best, J. W., & Kahn, J. V. (2019). *Research in Education* (12th ed.). Pearson.



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3. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill.
4. Gall, M. D., Gall, J. P., & Borg, W. R. (2019). *Educational Research: An Introduction* (10th ed.). Pearson.
5. Geoffrey E. Mills, L. R. Gay (2019). *Educational research: Competencies for analysis and applications. (12th Ed.)*. NY: Merrill- Prentice Hall.

Suggested Readings

1. Mertens, D. M. (2020). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* (5th ed.). SAGE Publications.
2. McMillan, J. H., & Schumacher, S. (2021). *Research in Education: Evidence-Based Inquiry* (8th ed.). Pearson.
3. Gay, L. R., Mills, G. E., & Airasian, P. (2018). *Educational Research: Competencies for Analysis and Applications* (12th ed.). Pearson.
4. Johnson, B., & Christensen, L. (2019). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (6th ed.). SAGE Publications.
5. Punch, K. F. (2016). *Introduction to Research Methods in Education* (2nd ed.). SAGE Publication
6. John W Creswell (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research, (6th Ed.)*. Pearson Education. Retrieved from

Web Resources

1. **ERIC – Education Research Database** - <https://eric.ed.gov/>
2. **SAGE Research Methods** - <https://methods.sagepub.com/>
3. **Harvard Graduate School of Education – Research & Insights** - <https://www.gse.harvard.edu/research>
4. **National Center for Education Statistics (NCES)** - <https://nces.ed.gov/>
5. **Social Science Research Network (SSRN)** - <https://www.ssrn.com/en/>
6. **MIT OpenCourseWare – Research Methods in Education** - <https://ocw.mit.edu/>
7. **JSTOR – Education Research** - <https://www.jstor.org/>
8. **Taylor & Francis Online – Education Research Articles** - <https://www.tandfonline.com/>
9. **Google Scholar – Education Research** - <https://scholar.google.com/>
10. **British Educational Research Association (BERA)** - <https://www.bera.ac.uk/>

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List of Pedagogy Courses

One Pedagogy course will be offered from the pool of courses

1	EDUC-6413	Teaching of English	3(3-0)
2	EDUC-6414	Teaching of Urdu	3(3-0)
3	EDUC-6415	Teaching of Social Studies	3(3-0)
4	EDUC-6416	Teaching of Science	3(3-0)

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EDUC-6413

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

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- 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
- 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

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- 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)

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

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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.
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.teachingenglish.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://eltngl.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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فصل اول: اردو کی تعلیم اور تدریس (Part I: Teaching and Learning of Urdu)

سال دوم / سیمسٹر ۳

ایڈیو 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۔

کورس کا تعارف (Introduction of the Course)

اس کورس میں زیر تربیت اساتذہ نظریہ و آموزش زبان (The Theory of Learning of Language) اور زبان کے متنوع اجزوں (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 نیورولوجی سے تعلق ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام لے نیورولوجی گراؤنگر کہلاتا ہے۔ بچے اپنی مصدوم عمر ہی میں ہم سے اچھے زبان کے معلم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطی جماعتوں کی درجہ بندی کی گئی ہے۔ لسانی مہارتوں کو جماعت بندی کے تحت عملی تدریس طریقے (سنتا، بولنا اور سمجھنا) اور عملی تدریس طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ انہیں ان مہارتوں پر دسترس کے نقطہ نظر سے آڈیو ٹیکسٹ اور ویڈیو ٹیکسٹ جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پینشن اور اس پر تنقید کرنا تدریس کے لئے بہت مفید ہے۔ اشارات سبق کا مباح تدریس حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں آئیکھتہ تدریس اساتذہ جماعت اول تا ہفتم جدید سہتی اشارات نام صرف خود تیار کریں گے بلکہ پبلسٹری مدارس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سہتی اشارات کی تیاری اور عملی مشق کورس کا آخری پونٹ نہیں بلکہ دورانی کورس جاری رہے گی۔

حاصلات کورس (Objectives of the Course)

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

- نظریہ و آموزش زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر مبنی حاصل کر سکیں۔
- سن کر لہجے تلفظ کی ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- پڑھ کر جملہ سازی کی تحریری مشق کر سکیں۔
- پڑھ کر زندگی سے متعلق مختلف موضوعات پر عمدہ تحریریں پیش کر سکیں۔
- جائزہ و آرائش کے جدید ترین انداز سہتی اشارات میں بتا سکیں۔
- طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ابتدائی سے وسطی سطح کے تدریس کورس پر سہتی بصری معاونات و سہتی اشارات تیار کر سکیں۔

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- ۰۔ تدریس تکنیک
- ۰۔ سہمی پیری معائنات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیش از اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما اساتذہ کی زیر نگرانی اپنی حکمت عملی طے کریں گے۔

پونٹ ۲

اساتذہ کی صلاحیتیں (مستند اور کھتا)

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے ارد گرد ہم آوازیں اس کے لیے جلد از جلد زبان اذیر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سنانا یا تدریس سماعت ہے۔ سماعت اول تا ہفتم عملی تدریس طریقوں (سننا، بولنا اور کھتا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۵۶ آیات میں مطالعہ و کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس پونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بہ ذریعہ سماعت تدریس کیسے کی جائے۔ اوصاف خوش خوانی تدریس نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (تفصیل، آڈیو ٹیکسٹ اور ڈی وی ڈی) کو جدید سہمی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سہمی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریس طریقے (سننا، بولنا اور کھتا) اور مطالعہ بہ ذریعہ سماعت تدریس کا کر سیکھ سکیں۔

- ۰۔ اوصاف خوش خوانی اگر داری متاخذ (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)
- ۰۔ بنیادی لسانی عادات/مہارتیں تعارف (بولنا، سننا، کھتا)
- ۰۔ بولنا اور سننا (تفصیل، آڈیو ٹیکسٹ اور ڈی وی ڈی) تفصیل طریقوں سے مشق

- ۰۔ پڑھنا اور لکھنا/کہانی (تفصیل، ڈراما، قصہ گوئی)
- ۰۔ پڑھنا اور لکھنا (مثلاً تلفظ کی بناوت میں حروف کی کھوج)
- ۰۔ پڑھنا اور مطالعہ (ڈی وی ڈی، ریڈیو، کمپیوٹر، مطالعہ کائنات)

- ۰۔ پرائمری سطح پر تدریس نظم
- ۰۔ عملی سطح پر تدریس نظم
- ۰۔ نئی الہدیہ نظم گوئی

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نوٹس پوسٹ

- ۰ سخن اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطائی سطح کی جماعتیں)
- ۰ سخن ڈیزائن/تکنیکی مہارتیں/تدریس حکمت عملی لکھنؤ

پونٹ ۳

پونٹ ۳ کے بارے میں نوٹس پوسٹ

نوٹس پوسٹ

اس پونٹ میں عملی تدریس طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ ذہنی تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجزیلی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سخن کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطائی جماعتوں میں مولانا درویش کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے والے کی مشق کرنا جو ہر سطح پر کی جا سکتی ہے۔ تاہم ابتدائی تدریس میں سطح کی جماعت کا معیار، احسان و استدلال میں نظر رکھ کر سخن اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سخن کی تیاری اور عملی مشق ہر پونٹ کا حصہ ہیں۔ تاکہ ذہنی تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

نوٹس پوسٹ

- ۰ طریقہ ہائے تدریس کا تعارف (ابتدائی و ثانوی سطح کے مطابق)
- ۰ الف بائی، جملوں، تجزیلی طریقے
- ۰ لکھنؤ عملی اردو

نوٹس پوسٹ

- ۰ زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- ۰ تدریس قواعد (پڑھنا اور لکھنا)
- ۰ تدریس قواعد (پڑھنا اور لکھنا)

نوٹس پوسٹ

- ۰ رول بے ہارسی (FEED BACK)
- ۰ لکھنؤ عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- ۰ تدریس تدابیر (ابتدائی و ثانوی سطح کے مطابق)

نوٹس پوسٹ

- ۰ منظومات پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰ نثر پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰ نثر پر مبنی اسباق کی منصوبہ بندی جماعت چارم تا ہفتم

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یونٹ ۴

تعداد

کتاب

تدریس عمل کا جائزہ اور اس پر تنقید کرنا مدرس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرس کے اشارات، سبق کی خوبی اس کے موقف کی سوزنیت، اس کی تدابیر، توجیح کی کامیابی، اس کے عمل مدرس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ ساتھ اس کے ساتھ ساتھ اس یونٹ کا کارآمد پہلو ہے۔ ایلیمنٹری اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر سنے پائے تیار کر سکیں گے۔

پہلا درجہ

- جائزہ و آزمائش تعارف
- سوالات کی تکنیک، مشق
- کلور پیج، اکثر امتحانی
- آزمائش (TEST)

تیسرا درجہ

- موائے
- پرچہ جات
- اسائنمنٹ

چوتھا درجہ

- ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- وسطی سطح کے سانچے (جماعت چہارم تا ہفتم)
- نڈل / وسطی سطح کے سانچے (جماعت ہفتم و ہشتم)

پنجم درجہ

- منظومات پر مبنی اسباق (جماعت چہارم تا ہفتم)
- نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)
- منظومات پر مبنی اسباق (جماعت ہفتم و ہشتم)
- نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)

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Recommended Texts

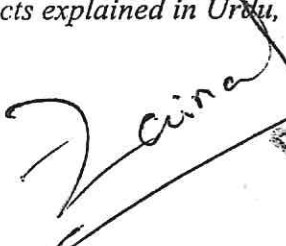
1. Aziz-ur-REhman (2016). *Teach yourself Urdu in two month*. Idar Ishaat-e-Diniyat. Retrieved from <https://archive.org/details/TeachYourselfUrduInTwoMonths/page/n2>
2. Aftab, A. (2015). *Urdu zaban ki tadrees* (Teaching of Urdu). Lahore: Ilmi Kutub Khana.
3. Akhtar, S. (2016). *Asri Urdu zaban aur uska tadrissi 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: Zawiya Publishers

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: APH Publishing.
6. NCFTE. (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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Course Description

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

Course Objectives

Students will be able to;

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

Course Outline

Unit 1: Physiography

- 1.1 What is Physiography
- 1.2 Mountains
- 1.3 Plateaus
- 1.4 Plains

Unit 2: Climate

- 2.1 Climate and Weather
- 2.2 Temperature and Atmosphere
- 2.3 Rainfall, Winds, and Air Pressure

Unit 3: Hydrology

- 3.1 Hydrology of Pakistan
- 3.2 Glaciers, Rivers, and Lakes of Pakistan
- 3.3 Agricultural System and Minerals of Pakistan

Unit 4: Human Settlements

- 4.1 Indus Valley Civilization
- 4.2 The Aryan Era
- 4.3 Socio-Cultural Development
- 4.4 Foundation of Civilization

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CAMPUS

Unit 5: Mughal Rule in India and the Effects of Islam on Hindu Society

- 5.1 Rule of Babar and Humayun
- 5.2 Rule of Jahangir and Shah Jahan
- 5.3 Rule of Aurangzeb Alamgir
- 5.4 Political Effects
- 5.5 Social Effects
- 5.6 Economic Effects
- 5.7 Religious Effects

Unit 6: Pedagogy of History and Geography

- 6.1 Teaching History and Geography
- 6.2 Use of A.V. Aids in Teaching History (e.g., Time Line)
- 6.3 Use of A.V. Aids in Teaching Geography (e.g., Google Earth, Maps, Earth Globe)
- 6.4 Planning Lessons in History and Geography

Unit 7: Methods of Teaching History and Geography I

- 7.1 Expository Method
- 7.2 Laboratory or Practical Method
- 7.3 Demonstration Method
- 7.4 Discussion Method

Unit 8: Methods of Teaching History and Geography II

- 8.1 Problem Solving Method
- 8.2 Project Method
- 8.3 Discovery and Inquiry Method
- 8.4 Activity-Based Teaching

Recommended Texts

1. Punjab Text Book Board (2018). *Curriculum for Geography grades vi -viii*. Lahore: Punjab Text Book Board.
2. Mass, P. (2015). *History for Pakistan* (book, I,II and III). Oxford: OUP.
3. Aggarwal, J. C. (2008). *Teaching of social studies: A practical approach* (4th ed.). Vikas Publishing House.
4. Martorella, P. H. (2013). *Teaching social studies in middle and secondary schools* (4th ed.). Pearson Education.
5. Parker, W. C. (2017). *Social studies in elementary education* (15th ed.). Pearson.
6. Banks, J. A. (2019). *Teaching strategies for the social studies: Inquiry, valuing, and decision-making* (10th ed.). Pearson.

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Suggested Readings

1. Sit, V. (2016). *Integrated geography: Book -1, 2 and 3. (2nd Ed.)* Hong Kong: Longman. Hong Kong Education.
2. Smith, M. (Ed.). (2015). *Teaching of geography in secondary schools*. London: The Open University Press.
3. San, W.S., et al (2016). *Understanding geography. (Book 1 &2)*. Singapore: Kogan Page
4. S.K. Kochar. (2011). *Teaching of social studies*. Sterling Publishers.
5. NCERT. (2006). *Position paper: National focus group on teaching of social sciences*. NCERT.
6. Erikson, K. A. (Ed.). (2011). *Politics and the history curriculum: The struggle over standards in Texas and the nation*. Palgrave Macmillan.
7. Passe, J., & Fitchett, P. G. (2013). *Perspectives on gender in social studies*. Information Age Publishing.

Web Resources

1. National Council for the Social Studies. (n.d.). *Resources and publications for social studies educators*. Retrieved from <https://www.socialstudies.org>
2. NCERT. (n.d.). *Social science textbooks and resources*. Retrieved from <https://ncert.nic.in>
3. Smithsonian Education. (n.d.). *Lesson plans and resources for social studies*. Retrieved from <https://www.si.edu/education>
4. PBS LearningMedia. (n.d.). *Social studies classroom resources*. Retrieved from <https://www.pbslearningmedia.org/subjects/social-studies>
5. Stanford History Education Group. (n.d.). *Reading like a historian: Document-based lesson plans*. Retrieved from <https://sheg.stanford.edu>
6. Teaching Tolerance (now Learning for Justice). (n.d.). *Diversity, justice, and civics education*. Retrieved from <https://www.learningforjustice.org>
7. Library of Congress. (n.d.). *Primary sources and teaching tools*. Retrieved from <https://www.loc.gov/teachers/>
8. GeoBee Study Corner. (n.d.). *Geography and civics games and quizzes*. Retrieved from <https://www.nationalgeographic.org/education/resource-library/>
9. Discovery Education. (n.d.). *Social studies digital content and activities*. Retrieved from <https://www.discoveryeducation.com>
10. CrashCourse. (n.d.). *YouTube educational series on history, politics, and economics*. Retrieved from <https://www.youtube.com/user/crashcourse>

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EDUC-6416

Teaching of Science

3(3-0)

Course Description

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

Course Objectives

The course will enable learners to:

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

Course Outline

Unit 1: Nature, Aims, and Objectives of Teaching Science

- 1.1 Definition of science, nature of science
- 1.2 Scope and characteristics
- 1.3 Aims and objectives of teaching science
 - 1.3.1 Bloom's taxonomy
 - 1.3.2 Taxonomy and classification of objectives
 - 1.3.3 Writing objectives in behavioural terms
 - 1.3.4 Objectives in science education at various levels

Unit 2: Unit and Lesson Planning

- 2.1 Instructional Course Objectives
 - 2.1.1 General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs)
- 2.2 Functions of SIOs, Criteria for writing SIOs
- 2.3 Unit plan
 - 2.3.1 Steps involved in unit plan
 - 2.3.2 Lesson plan
 - 2.3.3 Criteria for good lesson plan
 - 2.3.4 Steps of lesson plan
 - 2.3.5 Model lesson plan

Unit 3: Methods of Teaching General Science – I

- 3.1 Demonstration cum-lecture method
- 3.2 Discovery method
- 3.3 Project method
- 3.4 Problem solving
- 3.5 Heuristic method
- 3.6 Laboratory method

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- 3.7 Inquiry method
- 3.8 Assignment method
- 3.9 Activity method

Unit 4: Methods of Teaching General Science – II

- 4.1 Scientific method
- 4.2 Panel discussion
- 4.3 Seminar
- 4.4 Symposium
- 4.5 Workshop
- 4.6 Team teaching
- 4.7 Personalized system of instruction
- 4.8 Computer Assisted Instruction (CAI)
- 4.9 Mobile Assisted Instruction (MAI)

Unit 5: Microteaching

- 5.1 Meaning and definition
- 5.2 Characteristics
- 5.3 Cycle of microteaching
- 5.4 Steps of microteaching
- 5.5 Practice of relevant skills
- 5.6 Reinforcement
- 5.7 Need for link lesson in microteaching

Unit 6: Science Teacher and Laboratory – I

- 6.1 What are audio-visual aids
- 6.2 Psychology of using A.V aids
- 6.3 Types of A.V aids
- 6.4 Essential qualities for using A.V aids
- 6.5 Principles of using teaching aids
- 6.6 Using low-cost teaching aids

Unit 7: Technology and Science Teaching

- 7.1 YouTube and blogs
- 7.2 T.V, LCD projection and multimedia
- 7.3 Educational broadcast
- 7.4 ICT and e-resources in classroom
- 7.5 Role of internet

Unit 8: Science Teacher and Laboratory – II

- 8.1 Science teacher
 - 8.1.1 Academic and professional qualifications
 - 8.1.2 Need of in-service education
- 8.2 Location and types of science laboratories
- 8.3 Apparatus and equipment
- 8.4 Improvised apparatus
- 8.5 Laboratory manual and instructions
- 8.6 Mishaps and remedies

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Unit 9: Assessment and Evaluation in Science Teaching

- 10.1 Designing a test
- 10.2 Achievement test in science
- 10.3 Subjective and objective tests
- 10.4 Administering and scoring a test
- 10.5 Interpreting test results

Recommended Text

1. Terry Jennings (2019). *Oxford Secondary Science Teaching Guide 1* Oxford University Press
2. Shahid, P., & et al. (2015). *Teaching of General Science* (16th ed.). Allama Iqbal Open Univesrity, Islamabad.
3. Bybee, R. W. (2013). *The case for STEM education: Challenges and opportunities*. NSTA Press.
4. Chiappetta, E. L., & Koballa, T. R. (2014). *Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills* (8th ed.). Pearson.
5. Harlen, W. (2010). *Teaching, learning and assessing science 5–12* (4th ed.). SAGE Publications.
6. Lederman, N. G., & Abell, S. K. (Eds.). (2014). *Handbook of research on science education* (Vol. 2). Routledge.

Suggested Readings

1. DeBoer, G. (2019). *A history of Ideas in Science Education*. Teachers College Press.
2. Pearl, J., & Mackenzie, D. (2018). *The book of why: the new science of cause and effect*. Basic Books.
3. Punjab Text Book Board (2019). *General Science IX & X*. Punjab textbook Board, Punjab Pakistan.
4. Muthukumar, V. (2015). *Teaching of Science*. Bharathidasan University, Tiruchirapplli. Retrieved from <https://www.pdfdrive.com/>
5. Carin, A. A., Bass, J. E., & Contant, T. L. (2005). *Teaching science as inquiry* (10th ed.). Pearson.
6. Martin, R., Sexton, C., Franklin, T., & Gerlovich, J. (2009). *Teaching science for all children: An inquiry approach* (5th ed.). Pearson.
7. Wynne Harlen. (2006). *The teaching of science in primary schools* (4th ed.). David Fulton Publishers.
8. Osborne, J., & Dillon, J. (2008). *Science education in Europe: Critical reflections*. The Nuffield Foundation

🌐 Web Resources

1. National Science Teachers Association (NSTA). (n.d.). *Resources for science educators*. <https://www.nsta.org/>
2. NASA. (n.d.). *STEM engagement and teaching resources*. <https://www.nasa.gov/stem>
3. TeachEngineering. (n.d.). *Engineering curriculum for K–12 educators*. <https://www.teachengineering.org/>
4. Science Buddies. (n.d.). *Free science projects, lesson plans, and more*. <https://www.sciencebuddies.org/>

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5. National Geographic Education. (n.d.). *Science and environmental education resources*.
<https://education.nationalgeographic.org/>
6. Khan Academy. (n.d.). *Science lessons for school students*.
<https://www.khanacademy.org/science>
7. BBC Bitesize. (n.d.). *Science resources for students and teachers*.
<https://www.bbc.co.uk/bitesize/subjects/z2pfb9q>

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List of Interdisciplinary Courses

(The student has to choose 02 courses within below mentioned Interdisciplinary courses offered by HEI. HEIs are at liberty to add more courses to the list)

1.	Education in Pakistan
2.	Economics of Education
3.	Sociology of Education
4.	Comparative Education
5.	Guidance and Counselling in School
6.	Human Growth and Development

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EDUC-6417

Education in Pakistan

3(3-0)

Course Description

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education i.e. pre -primary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied with reference to formal, non-formal and informal modes of education. Teacher educator will ensure that different components of education like management, leadership etc. and major issues and challenges in education sector are also taken into consideration. The basic objectives of the course are to understand schooling structure at different levels in Pakistan, to decipher the nature and purpose of education in the pre and post-independence period and delineate the historic roots and subsequent development of pre service teacher education in Pakistan. Moreover this subject will develop awareness among prospective teachers about statistical facts regarding education in Pakistan.

Course Objectives

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

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

Course Outline**Unit 1: Structure of Education**

- 1.1 Preschool education
- 1.2 Elementary education
- 1.3 Secondary education
- 1.4 Higher secondary education
- 1.5 Tertiary education
- 1.6 Religious education
- 1.7 Technical and vocational education

Unit 2: Administration of Education and Decentralization

- 2.1 Federal administrative structure of education
- 2.2 Provincial administrative structure of education
- 2.3 District administrative structure of education

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Unit 3: Management

- 3.1 Curriculum wing
- 3.2 Ministry of education
- 3.3 Provincial curriculum bureaus
- 3.4 Textbook boards
- 3.5 Staff development centers
- 3.6 Examinations (BISE, boards of technical education)
- 3.7 Schools management committees
- 3.8 Models of curriculum in Pakistan

Unit 4: Education in Pakistan: Pre and Post Independence

- 4.1 Pre-independence
- 4.2 Post-independence
- 4.3 National education policies

Unit 5: Policy Formulation in Pakistan

- 5.1 Major objectives and progress of education with reference to current national education policy

Unit 6: Technical and Vocational Education in Pakistan

- 6.1 Status
- 6.2 Key issues and challenges

Unit 7: Pre-Service Teacher Education in Pakistan

- 7.1 Policy perspectives from 1947 to recent
- 7.2 Teacher training institutions and programs
- 7.3 New trends in teacher education in Pakistan
- 7.4 Major issues and challenges

Unit 8: Statistical Overview of Education in Pakistan

- 8.1 Primary
- 8.2 Secondary
- 8.3 Tertiary
- 8.4 Gender parity
- 8.5 Quality and expenditures

Unit 9: Major Issues and Challenges

- 9.1 Globalization
- 9.2 Low enrollments and dropouts
- 9.3 Illiteracy
- 9.4 Female education
- 9.5 Physical conditions of educational institutions
- 9.6 Quality of education
- 9.7 Investment in education

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Recommended Texts

1. Bashiruddin, Y., Bana, Z., & Afridi, A. K. (2012). *Education in Pakistan*. Karachi: Oxford University Press
2. Siddiqui, S. (2016). *Rethinking Education in Pakistan Perceptions, Practices and Possibilities*. Lahore: Paramount Books (Pvt.) Ltd.
3. Government of Pakistan. (2009). *National education policy 2009*. Ministry of Education.
4. Siddiqui, S. (2007). *Rethinking education in Pakistan: Perceptions, practices, and possibilities*. Paramount Publishing Enterprise.
5. Iqbal, M. (2006). *Education in Pakistan: Developmental milestones*. Institute of Policy Studies.
6. Bari, F. (2010). *Education budget analysis: Public financing of education in Pakistan*. Institute of Social and Policy Sciences (I-SAPS).

Suggested Readings

1. Burki, S. J. (2018). *Pakistan: fifty years of nationhood*. London: Routledge.
2. Siddiqui, S. (2016). *Education policies in Pakistan: Politics, projections, and practices*.
▪ Karachi: Oxford University Press.
3. Shah, S. (2015). *Education, leadership, and Islam: Theories, discourses, and practices from an Islamic perspective*. London: Routledge.
4. Jamil, B. R. (2004). *Education reforms in Pakistan: Building for the future*. The Brookings Institution.
5. Nayyar, A. H., & Salim, A. (Eds.). (2003). *The subtle subversion: The state of curricula and textbooks in Pakistan*. Sustainable Development Policy Institute.
6. Rahman, T. (2005). *Denizens of alien worlds: A study of education, inequality and polarization in Pakistan*. Oxford University Press.
7. Malik, A. (2012). *Public-private partnerships in education: Lessons from Pakistan*. World Bank.
8. UNESCO. (2005). *Education policies in Pakistan: A comparative study of education in South Asia*. UNESCO Publishing.

Web Resources

1. Ministry of Federal Education and Professional Training. (n.d.). *Home*.
<https://www.mofept.gov.pk>
2. Pakistan Bureau of Statistics. (n.d.). *Education statistics*. <https://www.pbs.gov.pk>
3. Pakistan Institute of Education. (n.d.). *Reports and publications*.
<https://www.pie.gov.pk>
4. Institute of Social and Policy Sciences (I-SAPS). (n.d.). *Education governance and finance*. <https://i-saps.org>
5. UNESCO Pakistan. (n.d.). *Education*.
<https://www.unesco.org/en/fieldoffice/islamabad>
6. UNICEF Pakistan. (n.d.). *Education*. <https://www.unicef.org/pakistan/education>
7. World Bank. (n.d.). *Pakistan education overview*.
<https://www.worldbank.org/en/country/pakistan>

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8. Sustainable Development Policy Institute. (n.d.). *Education policy research*.
<https://www.sdpi.org>
9. Higher Education Commission Pakistan. (n.d.). *Policy documents and publications*.
<https://www.hec.gov.pk>

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Course Description

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

Course Objectives

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

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

Course Outline

Unit 1: An Introduction to the Economics of Education

- 1.1 Basic concepts of economics
- 1.2 Four factors of production
- 1.3 Economics of education
- 1.4 The economic value of education
- 1.5 Investment mechanisms

Unit 2: Concepts and Assumptions in the Economics

- 2.1 Human capital theory
- 2.2 Major themes (efficiency, equity etc.)
- 2.3 Macroeconomics of education
- 2.4 Microeconomics of education
- 2.5 Education as a black box

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- 2.6 Opportunity cost
- 2.7 Rate of return on educational investment: Objections and implications
- 2.8 Cost-benefit and cost-effectiveness analysis
- 2.9 Demand and supply for education

Unit 3: Individual Demand for Education

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

Unit 4: The Social Rate of Return Approach

- 4.1 Social rate of return as a guide to policy making
- 4.2 Identifying and analyzing the costs and benefits
- 4.3 Results of social rate of return
- 4.4 Criticism of SROR as policy indicator

Unit 5: Manpower Planning

- 5.1 The manpower requirement approach
- 5.2 Methods of evaluation
- 5.3 Productivity change
- 5.4 Supply effects
- 5.5 Employers' opinion
- 5.6 International comparison

Unit 6: Educational Outputs

- 6.1 Educational outputs of school education
- 6.2 Outputs of higher education

Unit 7: Educational Costs

- 7.1 The meaning of costs (public and private costs, social costs)
- 7.2 Cost function interpretations
- 7.3 Cost-effectiveness analysis
- 7.4 Comparing public and private costs; social and individual costs

Unit 8: The Costing of Educational Projects

- 8.1 Techniques for costing educational projects
- 8.2 Costing projects in Pakistan
- 8.3 Future strategies for costing projects in Pakistan

Unit 9: Financing Education in Pakistan

- 9.1 Budgeting and financing
- 9.2 Who pays for education?
- 9.3 Who benefits from education?
- 9.4 Students' financing through loans
- 9.5 Alternative strategies for financing education in Pakistan

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Recommended Texts

1. Saeed, K.A. (2016). *Economy of Pakistan*. Karachi: Oxford University Press.
2. Bari, F. (2014). *Public financing of education in Pakistan: Analysis of federal and provincial education budgets*. Institute of Social and Policy Sciences (I-SAPS).
3. Siddiqui, S.A. (Compiler). (2013). *Trends and issues in education*. Islamabad: AIOU.
4. Psacharopoulos, G., & Patrinos, H. A. (2018). *Returns to investment in education: A decennial review of the global literature*. World Bank Policy Research Working Paper.
5. Johnes, G., & Johnes, J. (Eds.). (2004). *International handbook on the economics of education*. Edward Elgar Publishing.
6. Levin, H. M., & McEwan, P. J. (2001). *Cost-effectiveness analysis: Methods and applications* (2nd ed.). Sage Publications.
7. Tilak, J. B. G. (2006). *Economics of inequality in education*. Sage Publications.
8. Iqbal, M., & Rauf, M. (2007). *Financing of education in Pakistan: An exploratory study*. Pakistan Institute of Development Economics (PIDE).

Suggested Readings

1. Nasir, M. S. and Hyder, S. K. (2015). *Economics of Pakistan for B.Com & B.A.* Lahore: Imtiaz Book Depot.
2. Niazi, H.K. (2016). *Economics and Financing of Education*. Islamabad: AIOU.
3. Jamil, B. R. (2011). *Education reform in Pakistan: Building for the future*. The Brookings Institution. Beckford, J. (2011). *Quality: A critical introduction*. London: Routledge.
4. Woodhall, M. (2004). *Education for all: The role of economic growth*. UNESCO International Institute for Educational Planning.
5. Johnes, G., & Johnes, J. (Eds.). (2004). *International handbook on the economics of education*. Edward Elgar Publishing.
6. Belfield, C. R., & Levin, H. M. (Eds.). (2007). *The price we pay: Economic and social consequences of inadequate education*. Brookings Institution Press.

🌐 Web Resources

1. Pakistan Bureau of Statistics. (n.d.). *Education statistics*. <https://www.pbs.gov.pk>
2. World Bank. (n.d.). *Education overview*. <https://www.worldbank.org/en/topic/education>
3. UNESCO Institute for Statistics. (n.d.). *Education data*. <http://uis.unesco.org/>
4. OECD. (n.d.). *Education GPS: Statistics and indicators*. <https://gpseducation.oecd.org/>
5. Education Policy and Data Center. (n.d.). *Country profiles and indicators*. <https://www.epdc.org/>
6. Ministry of Federal Education and Professional Training. (n.d.). *Education sector reforms and budget*. <https://www.mofept.gov.pk>
7. Institute of Social and Policy Sciences (I-SAPS). (n.d.). *Public financing of education in Pakistan*. <https://i-saps.org>
8. UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
9. International Monetary Fund. (n.d.). *Education investment*. <https://www.imf.org>


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Course Description

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

Course Objectives

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

1. Explain the nature and scope of sociology and its relationship with education.
2. Explain the process of linkage among the school community and teacher for effective education
3. Identify and analyze the social factors affecting education and how it can support the development of education
4. Explain the role of teachers and school in socialization of students and development of society
5. Contribute in community work, health promotion activities and endorsement of healthy environment.

Course Outline

Unit 1: Introduction to Sociology of Education

- 1.1 Conceptual clarity
- 1.2 Relationship between society and education
- 1.3 Education and development
- 1.4 Relationship between socialization and education
- 1.5 Education as a process of social system and socialization
- 1.6 Agencies of socialization and education: Family, peer groups, school, and media

Unit 2: Education, Inequalities and Social Justice

- 2.1 Concept of equality of educational opportunity
- 2.2 Education and disparities: caste, class, tribe, gender, rural-urban
- 2.3 Education and social mobility
- 2.4 Role of education in social change
- 2.5 Education and digital divide
- 2.6 Challenges to educational equality

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Unit 3: Emerging Trends in Education in India

- 3.1 School education: existing scenario
- 3.2 Higher education in India
- 3.3 Governance of higher education
- 3.4 Institutional programmes
- 3.5 Education and different aspects of society:
 - Education and community
 - Education and culture
 - Education and politics
 - Education and values
 - Education in relation to secularism
- 3.6 National integration and international understanding

Unit 4: Society, Community, and Culture

- 4.1 Definition of society and community
- 4.2 Individual status and his/her role in society
- 4.3 Societal interaction
- 4.4 Cultural diversity
- 4.5 Cultural elements of Pakistani community
- 4.6 Role of education in strengthening Pakistan

Unit 5: Group and Group Dynamics

- 5.1 Meaning of a group
- 5.2 Group dynamics
- 5.3 Types of social groups
- 5.4 Individual behavior and group behavior
- 5.5 Role of school teacher in molding individual and group behavior

Unit 6: Socialization and Development

- 6.1 Meaning and aims of socialization
- 6.2 Agencies of socialization
- 6.3 Stages of social development
- 6.4 Role of school in socialization
- 6.5 Teachers as role models, participating in community and health activities

Unit 7: Social Institutions

- 7.1 Definition of social institutions
- 7.2 Types of social institutions
- 7.3 The family
- 7.4 Economic institutions
- 7.5 Religious institutions
- 7.6 Educational institutions
- 7.7 Play and recreational institutions

Unit 8: School and Community

- 8.1 Relationship between school and community
- 8.2 Effects of school on community
- 8.3 Effects of community on schools
- 8.4 Critical analysis of effective role of schools and teachers in Pakistani community

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- 8.5 Technological change and its impact on society
- 8.6 Technology and ethical values

Unit 9: Social Control

- 9.1 Definition of social control
- 9.2 Social deviation, peace, harmony, and tolerance
- 9.3 Methods of social control
- 9.4 Role of community, school, and teacher in peace development, harmony, and tolerance

Recommended Text

1. Ballantine, J. H., & Spade, J. Z. (2017). *Schools and society: A sociological approach to education* (6th ed.). SAGE Publications
2. Brint, S. (2017). *Schools and societies* (3rd ed.). Stanford University Press.
3. Alias, N. (2015). *Educational Sociology and Philosophy*. Malaysia: Open university of Malaysia.
4. Chandra, S. S & Sharma, R. K. (2014). *Sociology of Education*. India: Atlantic Publishers and Distributor New Delhi.
5. Banks, J. A. (2006). *Cultural diversity and education: Foundations, curriculum, and teaching* (5th ed.). Pearson
6. Ball, S. J. (2012). *The sociology of education: Major themes* (Vols. 1–4). Routledge

Suggested Readings:

1. Sharma, Y.K. (2018). *Foundations in Sociology of Education*. New Delhi, India: Kanishka Publishers
2. Chandra, S. S & Sharma, R. K. (2016). *Sociology of Education*. New Delhi, India: Atlantic Publishers and Distributor.
3. Hallinian, M.T. (2016). *Handbook of the Sociology of Education*. USA: Springer Distributors.
4. Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and perspectives* (8th ed.). HarperCollins.
5. Apple, M. W. (2013). *Can education change society?* Routledge
6. Sadovnik, A. R. (2011). *Sociology of education: A critical reader* (2nd ed.). Routledge.
7. Young, M. (2008). *Bringing knowledge back in: From social constructivism to social realism in the sociology of education*. Routledge.


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🌐 *Web Resources*

1. American Sociological Association (ASA). (n.d.). *Sociology of education section*. <https://www.asanet.org/sections/sociology-education>
2. UNESCO. (n.d.). *Education and social transformation*. <https://www.unesco.org>
3. OECD. (n.d.). *Education indicators*. <https://www.oecd.org/education>
4. World Bank. (n.d.). *Education and equity*. <https://www.worldbank.org/en/topic/education>
5. Sociology Guide. (n.d.). *Sociology of education*. <https://www.sociologyguide.com/education/>
6. National Council of Educational Research and Training (NCERT). (n.d.). *Sociology textbooks and materials*. <https://ncert.nic.in>
7. International Sociological Association (ISA). (n.d.). *Research committee on sociology of education*. <https://www.isa-sociology.org>
8. Khan Academy. (n.d.). *Sociology: Education*. <https://www.khanacademy.org>
9. Stanford Encyclopedia of Philosophy. (n.d.). *Education and critical theory*. <https://plato.stanford.edu>
10. Comparative Education Review. (n.d.). *Journal homepage*. <https://www.journals.uchicago.edu/loi/cer>

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Course Description

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

Course Objectives

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

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

Course Outline

Unit 1: Comparative Education: Introduction

- 1.1. Concept and Scope of Comparative Education
- 1.2. Objectives of Comparative Education
- 1.3. Comparative vs International Education: An Analysis
- 1.4. Historical Development of Comparative Education
- 1.5. Trends and Issues in Comparative Education

Unit 2: Methods and Approaches in Comparative Education

- 2.1. Methods in Comparative Education
 - 2.1.1. Descriptive Method
 - 2.1.2. Analytical Method
 - 2.1.3. Historical Method
 - 2.1.4. Scientific/Quantitative Method
 - 2.1.5. Qualitative Method
- 2.2. Approaches in Comparative Education
 - 2.2.1. Historical Approach
 - 2.2.2. Sociological Approach

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- 2.2.3. Philosophical and Ideological Approach
- 2.2.4. Scientific/Empirical Approach
- 2.2.5. Problem-Solving / Policy-Oriented Approach
- 2.2.6. Cross-Cultural Approach
- 2.2.7. International and Globalization Approach

Unit 3: Theoretical Foundations of Comparative Education

- 3.1. Functionalist Theory
- 3.2. Conflict Theory
- 3.3. Human Capital Theory
- 3.4. World-Systems Theory
- 3.5. Globalization Theory in Education
- 3.6. Open System Theory

Unit 4: Primary and Secondary Education in Comparative Perspectives

- 4.1. Primary and Secondary Education in USA
- 4.2. Primary and Secondary Education in UK
- 4.3. Primary and Secondary Education in India
- 4.4. Primary and Secondary Education in Pakistan
- 4.5. Primary and Secondary Education in Malaysia
- 4.6. Comparison between Eastern and Western Countries in Primary and Secondary Education

Unit 5: Higher Education in Comparative Perspectives

- 5.1. Concept and Scope of Higher Education
- 5.2. Bologna Process in Higher Education
- 5.3. University Education in Comparative Perspectives
 - 5.3.1. Higher Education in USA
 - 5.3.2. Higher Education in UK
 - 5.3.3. Higher Education in Pakistan
 - 5.3.4. Higher Education in India
- 5.4. Comparison between Eastern and Western Countries in Higher Education

Unit 6: Teacher Education

- 6.1. Concept and Scope of Teacher Education
- 6.2. Teacher Education in Comparative Perspective
 - 6.2.1. Teacher Education in USA
 - 6.2.2. Teacher Education in UK
 - 6.2.3. Teacher Education in Pakistan
 - 6.2.4. Teacher Education in India
- 6.3. Comparison between Eastern and Western Countries in Teacher Education

Unit 7: Special Education

- 7.1. Concept and Scope of Special Education
- 7.2. Special Education in Comparative Perspective
 - 7.2.1. Special Education in Pakistan
 - 7.2.2. Special Education in United Kingdom
 - 7.2.3. Special Education in India
 - 7.2.4. Special Education in Norway
- 7.3. Comparison between Eastern and Western Countries in Special Education

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Unit 8: Curriculum Planning and Development in Comparative Perspectives

- 8.1. Concept and Scope of Curriculum Development
- 8.2. Phases and Steps in Curriculum Development in Different Countries
- 8.3. Curriculum Development in Comparative Perspectives
 - 8.3.1. United States of America
 - 8.3.2. United Kingdom
 - 8.3.3. India
 - 8.3.4. Pakistan
- 8.4. Comparison between Eastern and Western Countries in Curriculum Planning and Development

Unit 9: Comparison: Distance Education System

- 9.1. Concept and Scope of Distance Education System
- 9.2. Distance Education System in Comparative Perspectives
 - 9.2.1. Canada
 - 9.2.2. United Kingdom
 - 9.2.3. Pakistan
 - 9.2.4. India
- 9.3. Comparison between Eastern and Western Countries in Distance Education Systems

Recommended Texts

1. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*, London: Macmillan International Higher Education.
2. Costa, A.L. & Lowery, L.F. (2014). *Techniques for teaching thinking*, Melbourne: Hawker Brownlow
3. Bray, M., Adamson, B., & Mason, M. (2014). *Comparative education research: Approaches and methods* (2nd ed.). Springer.
4. Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice* (2nd ed.). Bloomsbury Academic.
5. Cowen, R. (2009). *The Routledge international companion to education*. Routledge.

Suggested Readings

1. Moon, J. (2007). *Critical thinking: An exploration of theory and practice*, USA: Routledge
2. McPeck, J. E. (2016). *Teaching critical thinking: Dialogue and dialectic*, USA: Routledge.
3. Kubow, P. K., & Fossum, P. R. (2007). *Comparative education: Exploring issues in international context* (2nd ed.). Pearson.
4. Watson, K. (2001). *Doing comparative education research: Issues and problems*. Symposium Books.
5. Bray, M. (2007). *Comparative education: Continuing traditions, new challenges, and new paradigms* (2nd ed.). Springer.

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🌐 *Web Resources*

1. UNESCO. (n.d.). *Education systems worldwide*. <https://www.unesco.org>
2. OECD. (n.d.). *Education at a glance*. <https://www.oecd.org/education>
3. World Bank. (n.d.). *Education overview*.
<https://www.worldbank.org/en/topic/education>
4. IBE UNESCO. (n.d.). *World data on education*.
<https://www.ibe.unesco.org/en/document/world-data-education>
5. Education International. (n.d.). *Global education resources*. <https://www.ei-ie.org>
6. Comparative Education Review. (n.d.). <https://www.journals.uchicago.edu/cer>
7. Global Partnership for Education. (n.d.). <https://www.globalpartnership.org>
8. INEE (Inter-agency Network for Education in Emergencies). (n.d.). <https://inee.org>
9. International Association for the Evaluation of Educational Achievement (IEA).
<https://www.iea.nl>
10. Education Policy and Data Center (EPDC). <https://www.epdc.org>

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EDUC-6421

Guidance and Counselling in School

3(3-0)

Course Description

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

Course Objectives

On successful completion of this course, learners will be able to:

1. Demonstrate knowledge of the importance of guidance and counselling to support the teachers role in the classroom
2. Explain the role of various members of a guidance and counselling system in supporting learners in addressing their future choices and social challenges
3. Demonstrate the skills of student in making responsible social choices and decisions
4. Assist students in making informed choices to solve personal, educational and social problems they confront
5. Refer students to resources that can assist them in solving social and personal problems they encounter.

Course Outline**Unit 1: Introduction to Guidance and Counselling**

- 1.1. Define and differentiate Guidance and Counselling
- 1.2. Objectives of Guidance
- 1.3. Principles of Guidance
- 1.4. Counselling team and their responsibilities

Unit 2: The Role of Guidance and Counselling Personnel

- 2.1. Teacher in guidance and counselling
- 2.2. Psychologist in student services
- 2.3. Administrator in guidance and counselling
- 2.4. Career Counsellor
- 2.5. Librarian / Incharge Student Affairs in guidance and counselling

Unit 3: Techniques of Guidance

- 3.1. Introduction to Guidance Techniques

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3.2 Importance of Using Appropriate Techniques in Educational Settings

3.3 Individual Guidance Technique vs. Group Guidance Technique

3.4 How the teacher can assist the learner to make informed choices to guide their future

3.5 Developing guidance skills: questioning techniques, active listening

Unit 4: Basic Skills of Counselling

4.1. Introduction to Counselling Skills

4.2 Importance of Basic Counselling Skills in Educational Settings

4.3. Core Counselling Skills

4.3.1. Attending and Active Listening

4.3.2. Questioning (Open and Closed)

4.3.3. Paraphrasing and Summarizing

4.3.4. Empathy and Unconditional Positive Regard

4.3.5. Giving Feedback

4.3.6. Clarification and Confrontation

4.5 Identifying social problems the classroom teacher can resolve

4.6. Exercising basic counselling skills in a controlled situation

4.7. Evaluating basic counselling techniques among peers

Unit 5: Services of Guidance

5.1. Orientation service

5.2. Testing service

5.3. Educational and occupational services

5.4. Counselling services

5.5. Placement services

5.6. Follow-up services

5.7. Research & evaluation services

Unit 6: Evaluation of the Guidance Program

6.1. Types of evaluation in guidance and counselling

6.2. Criteria for Effective Guidance Program Evaluation

6.3. Tools and Techniques for Evaluation

- Observation
- Questionnaires and Surveys
- Interviews
- Record Analysis
- Feedback Mechanisms

6.4 Role of Stakeholders in Evaluation (Teachers, Counselors, Administrators, Students)

6.5 Challenges in Evaluating Guidance Programs

Unit 7: Cumulative Record Card

7.1. Nature and purpose of the Cumulative Record

7.2. Types of Information Included in a Cumulative Record Card

7.3. Advantages of the CRC

7.4. Design of CRC

7.5 Role of Teachers and Counselors in Maintaining Records

7.6 Limitations and Ethical Considerations for the CRC

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Unit 8: New Trends in Counselling

- 8.1. Digital and Online Counseling Apps: Headspace, Calm, Moodpath
- 8.2. Integration of Artificial Intelligence (AI)
- 8.3. Neuroscience-Informed Counseling
- 8.4. Inclusive and Multicultural Counseling
- 8.5. Holistic and Wellness-Based Approaches
- 8.6. School-Based Mental Health and Career Counseling Expansion

Recommended Texts

1. Rao, V.K. & Reddy, R.S. (2017). *Academic Environment: Advice, Counsel and Activities*. New Delhi: Ashish Publishing
2. Gibson, R. L., & Mitchell, M. H. (2018). *Introduction to counseling and guidance* (7th ed.). Pearson.
3. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
4. Gibson, R. L., & Mitchell, M. H. (2018). *Introduction to counseling and guidance* (7th ed.). Pearson.
5. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
6. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
7. Erford, B. T. (2023). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (4th ed.). Pearson.

Suggested Readings

1. Capuzzi, D., & Stauffer, M. D. (2016). *Foundations of counseling and psychotherapy: Evidence-based practices for a diverse society*. Wiley.
2. Sink, C. A. (2005). *Contemporary school counseling: Theory, research, and practice*. Houghton Mifflin.
3. Bergin, A. E., & Garfield, S. L. (2013). *Handbook of psychotherapy and behavior change* (6th ed.). Wiley.
4. Gupta Sarla. (2015). *Career and Counselling Education*, Dehli: Hardy Publishers.
5. Sharma, V.K. (2015). *Administration and Training of Educational and Vocational Guidance*. New Delhi: Publications
6. Thompson, C. L., & Henderson, D. A. (2012). *Counseling children* (8th ed.). Cengage Learning.

🌐 Web Resources

1. American School Counselor Association (ASCA). (n.d.). *ASCA National Model*. <https://www.schoolcounselor.org>
(Standards and frameworks for school counseling programs)
2. UNESCO. (n.d.). *Guidance, counselling and youth development*. <https://unesdoc.unesco.org/ark:/48223/pf0000110745>
(Global guidelines on school counselling in developing countries)
3. National Career Development Association (NCDA). (n.d.). *Career counseling resources*. <https://www.ncda.org>
(Resources for integrating vocational guidance in schools)

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4. National Association of School Psychologists (NASP). (n.d.). *Student support services*. <https://www.nasponline.org>
(Mental health and academic support strategies)
5. NCERT. (n.d.). *Guidance and counselling materials*. <https://ncert.nic.in>
(India's national resources on school guidance and counselling)
6. UNICEF. (n.d.). *Life skills and psychosocial support*. <https://www.unicef.org/lifeskills>
(Programmes for mental health and emotional development in schools)
7. Simply Psychology. (2023). *Person-centered counseling and other approaches*.
<https://www.simplypsychology.org>
(Overview of counseling theories simplified for learners)
8. Edutopia. (n.d.). *Social and emotional learning (SEL)*.
<https://www.edutopia.org/social-emotional-learning>
(Strategies for promoting well-being in classrooms)
9. Mind Tools. (n.d.). *Counseling skills and techniques*. <https://www.mindtools.com>
(Articles and tools for developing interpersonal and counselling skills)
10. WHO. (n.d.). *School mental health services*. <https://www.who.int/news-room/fact-sheets/detail/mental-health-in-schools>
(Global health perspective on school-based guidance and mental health)

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Course Description

This course has been designed to introduce the concept, scope, and key theories related to human growth and development across the lifespan. It will enable students to understand the physical, cognitive, emotional, and social development of individuals from childhood through adulthood, with a focus on developmental stages relevant to education. Through the knowledge and skills acquired from this course, students will be better equipped to support the diverse developmental needs of learners in educational settings. The course includes both theoretical foundations and practical applications, helping students to observe, analyze, and respond to individual differences in growth and development. It will also strengthen their ability to foster age-appropriate learning environments and promote positive student outcomes. This course demonstrates knowledge of the significance of understanding human development for effective teaching and critically analyses major developmental theories and their implications for educational practice.

Course Objectives

On successful completion of this course, learners will be able to:

1. Describe the concepts and principles of human growth and development.
2. Explain major theories of development and their educational implications.
3. Identify the characteristics and needs of learners at different stages.
4. Apply knowledge of development in planning effective classroom instruction.
5. Analyze the role of family, school, and society in shaping development.

Course Outline**Unit 1: Introduction to Human Growth and Development**

- 1.1 Meaning, nature, and importance of growth and development
- 1.2 Differences between growth and development
- 1.3 Principles of human development
- 1.4 Factors influencing development (heredity and environment)

Unit 2: Developmental Stages and Characteristics

- 2.1 Prenatal stage and infancy
- 2.2 Childhood (early and late)
- 2.3 Adolescence
- 2.4 Adulthood
- 2.5 Educational implications of each stage

Unit 3: Theories of Human Development

- 3.1 Piaget's Cognitive Development Theory
- 3.2 Erikson's Psychosocial Theory
- 3.3 Kohlberg's Moral Development Theory
- 3.4 Vygotsky's Sociocultural Theory
- 3.5 Implications of theories in teaching and learning

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Unit 4: Physical and Motor Development

- 4.1 Patterns and stages of physical development
- 4.2 Motor skills: gross and fine
- 4.3 Role of physical development in learning
- 4.4 Gender differences and special needs consideration

Unit 5: Cognitive Development

- 5.1 Characteristics of cognitive development
- 5.2 Information processing and intelligence
- 5.3 Creativity and critical thinking
- 5.4 Role of teachers in enhancing cognitive skills

Unit 6: Emotional and Social Development

- 6.1 Emotional development and its impact on learning
- 6.2 Socialization process: family, peers, school
- 6.3 Development of self-concept and identity
- 6.4 Classroom strategies for emotional and social growth

Unit 7: Moral and Language Development

- 7.1 Stages of moral development (Piaget, Kohlberg)
- 7.2 Role of school in moral development
- 7.3 Stages of language development
- 7.4 Factors affecting language acquisition

Unit 8: Developmental Challenges and Diversity

- 8.1 Learning difficulties and developmental delays
- 8.2 Emotional and behavioral disorders
- 8.3 Socioeconomic, cultural, and gender diversity
- 8.4 Inclusive practices in the classroom

Recommended Texts

1. Berk, L. E. (2020). *Development through the lifespan* (7th ed.). Pearson.
2. Woolfolk, A. (2022). *Educational psychology* (14th ed.). Pearson.
3. Santrock, J. W. (2019). *Child development* (15th ed.). McGraw-Hill Education.
4. Mangal, S. K. (2016). *Advanced educational psychology* (2nd ed.). PHI Learning Pvt. Ltd.
5. Papalia, D. E., & Martorell, G. (2021). *Experience human development* (14th ed.). McGraw-Hill Education.

Suggested Readings

1. Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2020). *How children develop* (6th ed.). Worth Publishers.
2. Bee, H., & Boyd, D. (2019). *The developing child* (13th ed.). Pearson.
3. Shaffer, D. R., & Kipp, K. (2018). *Developmental psychology: Childhood and adolescence* (10th ed.). Cengage Learning.
4. Crain, W. (2015). *Theories of development: Concepts and applications* (6th ed.). Routledge.
5. Feldman, R. S. (2017). *Development across the life span* (8th ed.). Pearson.

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🌐 *Web Resources*

1. American Psychological Association. (n.d.). *Lifespan development*. <https://www.apa.org/topics/lifespan-development>
(Overview of developmental psychology topics from infancy to old age)
2. McLeod, S. (2023). *Jean Piaget's theory of cognitive development*. Simply Psychology. <https://www.simplypsychology.org/piaget.html>
(Explains Piaget's stages in simple terms with visuals)
3. Child Development Institute. (n.d.). *Stages of child development*. <https://childdevelopmentinfo.com/child-development>
(Practical insights for parents and teachers on developmental milestones)
4. Centers for Disease Control and Prevention. (2023). *Child development basics*. <https://www.cdc.gov/ncbddd/childdevelopment/facts.html>
(Research-based developmental facts and screening tools)
5. Verywell Mind. (2023). *Erik Erikson's stages of psychosocial development*. <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>
(Clear summary of Erikson's theory with educational implications)
6. Simply Psychology. (2023). *Vygotsky's theory of cognitive development*. <https://www.simplypsychology.org/vygotsky.html>
(Summary of sociocultural theory with classroom examples)
7. UNICEF. (n.d.). *Early childhood development*. <https://www.unicef.org/early-childhood-development>
(Global data, tools, and strategies for supporting early development)
8. National Institute of Child Health and Human Development. (n.d.). *Child development & behavior*. <https://www.nichd.nih.gov/health/topics/child-development>
(Scientific and policy-based resources on development)
9. Education Corner. (n.d.). *Understanding child development*. <https://www.educationcorner.com/child-development.html>
(Guides for teachers on how to apply developmental principles)
10. Khan Academy. (n.d.). *Human development*. <https://www.khanacademy.org/test-prep/mcat/behavior/human-development>
(Free, animated videos on development theories and stages)

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EDUC-6423

School Community and Teacher

3(3-0)

Course Description:

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

Course Objectives:

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

1. Discuss relation between school and community.
2. Know the process of linkage among the school community and teacher for effective education.
3. Identify the social factors affecting education and how it can support the development of education.
4. Know the role of teachers and school in socialization of student and development of society.
5. Enable prospective teachers to contribute to community work, health promotion activities and endorsement of healthy environment.

Course Outline:**Unit 1 Society, Community and Culture**

- 1.1 Definition, Structure, and function.
- 1.2 Individual Status and his/her role in the society
- 1.3 Social interaction
- 1.5 Cultural diversity
- 1.6 Culture and Cultural elements of Pakistani community
- 1.7 Role of education in strengthening Pakistani community.

Unit 2 Group and Group Dynamics.

- 2.1 Meaning of group
- 2.2 Group dynamics
- 2.3 Types of social groups
- 2.4 Individual behavior and group behavior
- 2.5 Role of school and teacher in molding individual and group behavior

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Unit 3 Socialization

- 3.1 Meaning and aims of socialization
- 3.2 Agencies of socialization
- 3.3 Stages of social development
- 3.4 Role of school in socialization
- 3.5 Teacher as role model as participating in community and health activities.

Unit 4 Social Institutions

- 4.1 Definition of social institutions
- 4.2 Types of social institutions
 - 4.2.1 The family
 - 4.2.2 Economic institutions
 - 4.2.3 Religious institutions
 - 4.2.4 Educational institutions
 - 4.2.5 Play and recreational institutions

Unit 5 School and Community

- 5.1 Relationship between school and community
- 5.2 Effects of school on community
- 5.3 Effects of community on school
- 5.4 A critical analysis of effective role of school and teachers in Pakistani community

Unit 6 Social Control

- 6.1 Definition
- 6.2 Social deviation, peace, harmony, and tolerance
- 6.3 Methods of social control
- 6.4 Role of community, school, and teacher in developing peace, harmony and tolerance

Unit 7 Teacher School and Students

- 7.1 Are teacher born or made?
- 7.2 Effective and reflective teaching
- 7.3 Creative and critical teaching
- 7.4 Teacher Effectiveness
 - 7.4.1 Academic learning time (ALT)
 - 7.4.2 Classroom management
 - 7.4.3 Co-curriculum activities
 - 7.4.4 Clarity in academic and nonacademic structures
 - 7.4.5 Creating expressive environment in classrooms.
 - 7.4.6 Reflection or productive feedback

Unit 8 Technological Change

- 8.1 Technological change and its impact
- 8.2 Sources/forces of technological change
- 8.3 Technology and jobs

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8.4 Technology and ethical values

8.5 Utilitarian view of technology

Recommended Texts:

1. Chaudhary, M. Iqbal, Sociology, Aziz Publishers, Lahore: Urdu Bazar.
2. Hafeez Sabiha, Pakistani Society Volti, R. (2002) Society and technological change (6th ed.) Worth Publishers.
3. Mehnaz Aziz, School and Family Partnership, (2007), Children's Global Network, Pakistan.
4. Sadker Marya Pollack and David Miller Sadker (2003). Teachers School and Society. (6th Ed) McGraw Hill Book Company New York USA.

Suggested Readings:

1. Epstein, J. L. (2018). *School, Family, and Community Partnerships: Your Handbook for Action* (4th ed.). Routledge.
2. Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. University of Chicago Press.
3. Noddings, N. (2013). *Caring: A Relational Approach to Ethics and Moral Education*. University of California Press.
4. Auerbach, S. (2012). *School Leadership for Authentic Family and Community Partnerships*.
5. Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*.
6. Springer, S. (2006). *Education for Community and Character*.
7. Nieto, S. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*.

Web Reading Resources:

1. Harvard Family Research Project – Family and Community Engagement - <https://archive.globalfrp.org/>
2. National Association for Family, School, and Community Engagement (NAFSCE) - <https://nafsce.org/>
3. Coalition for Community Schools - <https://www.communityschools.org/>
4. Center for Collaborative Education - <https://www.cce.org/>
5. Education Week – Community Engagement in Schools - <https://www.edweek.org/>
6. Edutopia – Parent and Community Engagement - <https://www.edutopia.org/>
7. Learning Policy Institute – Teacher and School Improvement - <https://learningpolicyinstitute.org/>
8. Brookings Institution – Education Research - <https://www.brookings.edu/topic/education/>
9. National PTA – Family-School Partnerships - <https://www.pta.org/>

UNESCO – Teacher Education and Community Development - <https://www.unesco.org/en/education>

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EDUC-6427 Teaching Practice-I 3(0-3)

EDUC-6428 Teaching Practice-II 3(0-3)

EDUC-6427

Teaching Practice-I

3(0-3)

Introduction

The Practicum in this semester is a 3-credit course. As this is a practical course, 1 credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 6 weeks on the school placement in semester III. Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student teachers will observe teaching practices of teachers who will work as mentor for the prospective teachers. During teaching practice-I all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and various events and processes happening in educational institutes. Trainee teachers also learn by observing classroom management, laboratory designs, school building and infrastructure, school environment, and lot of co-curricular activities taking place in the school.

This course is basically a supervised experience of working with Senior Teachers working in a real classroom setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically and then reflect on the events and situations. Students will be engaged in observing classroom practices, science laboratory practices, and environment of the school, canteens, corridors, playground and library to develop observational skills through reflective writing or journal writings. Each prospective teacher will be evaluated and supervised by senior or mentor teacher in that institution. Prospective teachers are required to do make observations of the events and processes in the organization. Besides this they will do interviews of the students and teachers to have understanding of teaching learning process with its opportunities and problems

2. COURSE LEARNING OUTCOMES

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

- Observe the classroom and laboratory practices efficiently
- Record Observations and Write observational reports
- Transcribe recorded observations
- Critically think on the observed experiences
- Write anecdotal record
- Prepare observational checklist
- Prepare and write field notes
- Teach the class or adopt some strategies in guided situation

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- Follow mentors comments
- To work with others in schools like students, teachers, mentors
- Understand Documentation process of official work in Organization

COURSE DESCRIPTION

The Practicum consists of two important parts:

- a. A school placement in an elementary school;
- b. A seminar that meets regularly.
 - a. School Placement:

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment). Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

- b. The Seminar:

A weekly seminar/ meeting will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar would provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar would be related to and build upon classroom observation and teaching experiences, it would focus on inducting student teachers into professional practice. The seminar will also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- o Present an analysis of own or a peer's teaching
- o Conduct an observation focused on specific classroom practices or an individual child;
- o Try out a particular method and reflect on its success in achieving its purpose
- o An interview with of a teacher and a child.
- o Discuss about suitability of teaching and assessment tools during TP

This course consists of school visit for 6 weeks, where student teachers have to perform following tasks to meet objectives of this practicum course

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I.	Structured Classroom Observation in School visits	(20)
II.	Field Notes	(20)
III.	Observation of class work /homework note books	(20)
IV.	Interviews with Students	(02)
V.	Understanding Organizational structure and official correspondence	(01)

Assessment framework Criteria of Teaching Practice -1

Activity Max

Marks Attained

Marks

Classroom Teaching learning process Observation (30)

Field Notes (20)

Observation of Homework Note-books (20)

Interviews with Students (10)

Description of Organizational structure & Communication (10)

Attendance (10)

Total 100

Recommended Text

1. Borich, G. D. (2016). *Effective Teaching Methods: Research-Based Practice (9th ed.)*. Pearson.
2. Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice (7th ed.)*. Cengage Learning.
3. Kyriacou, C. (2020). *Essential Teaching Skills (5th ed.)*. Oxford University Press.
4. Orlich, D. C., Harder, R. J., Callahan, R. C., & Trevisan, M. S. (2018). *Teaching Strategies: A Guide to Effective Instruction (11th ed.)*. Cengage Learning.

Suggested Readings

1. Petty, G. (2020). *Teaching Today: A Practical Guide (6th ed.)*. Oxford University Press.
2. Woolfolk, A. (2021). *Educational Psychology (14th ed.)*. Pearson.
3. Darling-Hammond, L., & Bransford, J. (2007). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Jossey-Bass.

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4. Elliott, J. (1991). Action Research for Educational Change. Open University Press.
5. Slavin, R. E. (2020). Educational Psychology: Theory and Practice (13th ed.). Pearson.
6. Marzano, R. J. (2011). Effective Supervision: Supporting the Art and Science of Teaching. ASCD.

Web Reading Resources

1. National Center for Teaching Quality - <https://www.nctq.org/>
2. Harvard Education Review - <https://hepg.org/her-home/home>
3. EdWeek Classroom Strategies - <https://www.edweek.org/>
4. Education Scotland – Teacher Professionalism - <https://education.gov.scot/>
5. TeacherVision – Lesson Plans & Strategies - <https://www.teachervision.com/>

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EDUC-6428

TEACHING PRACTICE-II

3(0-3)

This course is compulsory for prospective teachers in graduate programs in Education. The development of new teachers is mandatory as they will be replaced by older ones. So, novice teachers with best of teaching skills will be able to ensure quality education. Student teachers will observe teaching practices of teachers who will work as mentor for the prospective teachers. During teaching practice all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and various events along with involvement in several academic activities in educational institutes.

This course is basically a supervised experience of working with Senior Teachers working in a real classroom setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically and then reflect on the events and situations.

Teaching Practice encompasses the application of effective teaching theories, techniques and skills by trainee teacher in a classroom/school setting. This course provides opportunities to trainee teacher for classroom teaching/school based experiences. Besides classroom teaching, this experience will also assist trainee teacher in learning classroom management skills.

2. COURSE LEARNING OUTCOMES

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

- Observe and record the classroom and laboratory practices efficiently
- Critically think on the observed experiences
- Teach the class or adopt relevant strategies in guided situation
- Plan a lesson
- Use lesson plans effectively to deliver the content to students
- Reflect on teaching practice and gain expertise in teaching.
- Development relevant and cost effective leaning material and AV aid
- Preparing, planning and Teaching class using teaching professional skills
- To work with others in schools like students, teachers, mentors
- Understand documentation process of official work in Organization

Assessment parameters

Each prospective teacher will be evaluated and supervised by senior/ mentor teacher in that institution and by University TP supervisor. Prospective teachers are required to do make observations of the events and processes in the organization, besides teaching classes assigned to them by mentor/TP supervisor. The course/s consists of school visit, where student teacher's performance will be evaluated on the following Criteria to meet objectives of this practicum course

Model Lessons Evaluation Parameters

Activity	Max Marks	Attained
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Marks

Model Lesson 1	Model Lesson 2
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Draft final lesson plan	5
Development of assessment tools and AV-aids	5
Classroom Management	5
Content Clarity / Delivery	10
Formative and Summative Assessment	5
Classroom interactions/involvement	5
	35

Assessment framework / Criteria of Teaching Practice

Activity	Numbers	Max Marks	Attained Marks
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Interviews / Study of organization	02	05	
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Lesson Plans (20+20)	30		
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1st Model Lesson

2nd Model Lesson	01		
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01

35

Documentation process of official work in Organization

Observation and Record of Inventory of School Resources	02	20
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Attendance	10
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Total 100

Recommended Text

1. Borich, G. D. (2016). *Effective Teaching Methods: Research-Based Practice* (9th ed.). Pearson.
2. Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice* (7th ed.). Cengage Learning.
3. Kyriacou, C. (2020). *Essential Teaching Skills* (5th ed.). Oxford University Press.
4. Orlich, D. C., Harder, R. J., Callahan, R. C., & Trevisan, M. S. (2018). *Teaching Strategies: A Guide to Effective Instruction* (11th ed.). Cengage Learning.

Suggested Readings

1. Petty, G. (2020). *Teaching Today: A Practical Guide* (6th ed.). Oxford University Press.

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2. Woolfolk, A. (2021). Educational Psychology (14th ed.). Pearson.
3. Darling-Hammond, L., & Bransford, J. (2007). Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do. Jossey-Bass.
4. Elliott, J. (1991). Action Research for Educational Change. Open University Press.
5. Slavin, R. E. (2020). Educational Psychology: Theory and Practice (13th ed.). Pearson.
6. Marzano, R. J. (2011). Effective Supervision: Supporting the Art and Science of Teaching. ASCD.

Web Reading Resources

1. National Center for Teaching Quality - <https://www.nctq.org/>
2. Harvard Education Review - <https://hepg.org/her-home/home>
3. EdWeek Classroom Strategies - <https://www.edweek.org/>
4. Education Scotland – Teacher Professionalism - <https://education.gov.scot/>
5. TeacherVision – Lesson Plans & Strategies - <https://www.teachervision.com/>

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COURSE DESCRIPTION

Capstone or research projects in the field of teacher education provide teachers with opportunities for applied learning, professional growth, evidence-based practice, addressing educational challenges, collaboration, contribution to the field, and lifelong learning. These projects support the development of highly skilled and reflective educators who are equipped to make a positive impact on student learning and the field of education as a whole.

Student will complete a Research Project under the supervision of a teacher nominated by the Department of Education. The theory-oriented approach to the final thesis in higher education is still dominant at the Master as well as Bachelor level. However, a practice-oriented approach would be more appropriate. This research work is claimed to be a bridge between education and the job market. The essential objective of the thesis is to contribute to theory building within a specific field of study through scientific research and thus it is predominantly theoretical in nature. The idea is that a qualified student teacher has to be capable of conducting scientific research on a modest scale. This approach aims to prepare students for the 'real world'. A research project is likely to be the longest and most difficult piece of work a student has ever completed. It can, however, also be a very rewarding piece of work since, unlike essays and other assignments. The student is able to pick a topic of special interest and work on their own initiative.

Steps:

1. Students are given choice to opt the research project
2. Students are allocated supervisors
3. Research topic for research project is discussed in research committee
4. Research committee also finalized the evaluators
5. After finalization of research project, students work under the supervisor
6. On completion, research project is submitted after the approval of the supervisor
7. After evaluation of research project form evaluator, viva is conducted.

Capstone or research projects in the field of teacher education provide teachers with opportunities for.

For the students of B.Ed Hons, this Capstone project may be some, Case study, Action Research, thesis, or Term paper

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Capstone Project in the field of teacher Education may be on issues in real ground situation or the emerging social or technological trends i.e

- I. Impact of Technology Integration on Student Learning:
- II. Culturally Responsive Teaching Strategies
- III. Assessment Strategies for Differentiated Instruction
- IV. Teacher Collaboration and Professional Learning Communities
- V. Parent-Teacher Partnerships for Enhanced Student Achievement
- VI. Inquiry-Based Learning in Science Education
- VII. Social-Emotional Learning (SEL) Integration in Classroom Practices

Recommended Text

1. Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.). ASCD.
2. Darling-Hammond, L. (2017). *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World*. Jossey-Bass.
3. Halyna M., Komuta, R., & Germaine, W. (2019). *A concise guide to writing a thesis or dissertation: educational research and beyond*. UK: Routledge.
<https://doi.org/10.4324/9780429056888>

Suggested Readings

1. Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD.
2. Shulman, L. S. (2004). *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. Jossey-Bass.
3. Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge.
4. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *Supervision and Instructional Leadership: A Developmental Approach* (10th ed.). Pearson.
5. Stronge, J. H. (2018). *Qualities of Effective Teachers* (3rd ed.). ASCD.
6. Popham, W. J. (2017). *Classroom Assessment: What Teachers Need to Know* (8th ed.). Pearson.
7. Everson, C. M., & Emmer, E. T. (2016). *Classroom Management for Middle and High School Teachers* (10th ed.). Pearson.
8. MASANJA, N. M. (2019). *Practical handbook to dissertation and thesis writing: An easy-to-use guide to dissertation or thesis writing*. USA: NMM Printers.

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9. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and theses from start to finish: psychology and related fields*. (3rd ed.). UK: Routledge. Retrieved from <https://www.apa.org/pubs/books/4316188>

Web Reading Resources

1. Edutopia – Teaching Strategies - <https://www.edutopia.org/>
2. The Teaching Channel - <https://www.teachingchannel.com/>
3. Education Week – Teacher Blogs - <https://www.edweek.org/teaching-learning>
4. National Board for Professional Teaching Standards - <https://www.nbpts.org/>
5. The Chronicle of Higher Education - <https://www.chronicle.com/>

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Annex-A

URCG-5129

Understanding of Quran-I

1(0-1)

Course Title: Understanding of Quran – I

Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid 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. 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 on website.

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Course Outline:

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
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 (و) "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 - هذا) Demonstrative Noun (This & That for Feminine) (ذلك - تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) Superlative Degree like أكبر 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 إن Preposition "For" (اللام) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (على - من - إلى)
4.	1.	2	7-9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الباء) Absolute Negation Particle Exceptive Particle (لا التالفة) (لا) (ما التالفة) (للجنس)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction (أن), Was (كان), Vocative Particle (أمر)

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5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو) (المتصل) Possessive Pronoun His (له) (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (انت) (المتصل) Possessive Pronoun Your (لك) (المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like لك، منك، فيك
	2.	Mid Term			

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9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي المنفصل) 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 (أنا المنفصل) Possessive Pronoun Her ي 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 المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المنفصل) 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 المنفصل) Possessive Pronoun Your كم المتصل) Possessive Pronoun with prepositions

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13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	like في بيئكم Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن المنفصل) Possessive Pronoun Our نا المتصل
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إلا، إنما، ليس، ما، (/أم، أن، بل، كان) ألا، اليس، اليوم، يومئذ، سبحان، ما بينهما، قل، إذن، بس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، ديلا (تمييز)
15.	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 (فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	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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Course Title: Understanding of Quran – II

Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid 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	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعبد) وجمع منكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعبدون)

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					صيغة المتكلم (أعيد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعيد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعيدوا , لا تعيدوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood (لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للغائب
	2.	MID-TERM			
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم عبدا


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	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عيتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عيتم
14.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عيتم ، عيتم
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المزيتم للغائب عيتم
15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

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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
- Role of ethics in social refinement and establishment of peace

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

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- 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 (Akhlaq-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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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.

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