

UNIVERSITY OF SARGODHA

Office of the Registrar

No. SU/CE-3

Dated: 02/11/20

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*Per M. A. Khan
2/11/2020*

Ref: SU/Acad/ 788
October/21/2020

Notification

The Academic Council in its meeting held on 18.06.2020 has approved the following recommendations made by the Board of Faculty of Social Sciences in its meeting held on 04.06.2020. The Syndicate in its meeting held on 27.07.2020 has also endorsed the decision of Academic Council:

1. Revised scheme of studies of BS Education (Hons) under Semester System from session 2020 (Annex-'A')
2. Revised scheme of studies of MA Education under Semester System from session 2020 (Annex-'B')
3. Revised scheme of studies of B.Ed (1.5 year) under Semester from session 2020 (Annex-'C')
4. Revised scheme of studies of B.Ed (1.5 year) ELT program under Semester from session 2020 (Annex-'D')
5. Revised scheme of studies of B.Ed (1.5 year) Science program under Semester from session 2020 (Annex-'E')
6. Revised scheme of studies of B.Ed (Elementary) program under Semester from session 2020 (Annex-'F')
7. Revised scheme of studies of MPhil Education program under Semester from session 2020 (Annex-'G')
8. Revised scheme of studies of PhD Education program under Semester from session 2020 (Annex-'H')

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Muhammad Farooq
Deputy Registrar (Acad)

20/10/2020

Distribution:

- Chairman, Department of Education
- Director, Sub-Campus Bhakkar
- Controller of Examinations
- Principals of all affiliated colleges (concerned)
- Web-Developer *(for uploading on university web-site)*

C.C:

- Focal Person, Faculty of Social Sciences
- Deputy Registrar (Affiliation)
- Deputy Registrar (Registration)
- Secretary to the Vice-Chancellor
- P.A to Registrar

BS Education (Honors) Program

Semester System

Scheme of Studies And Course Outlines



2020

**Department of Education
University of Sargodha**


[Signature]
04.07.2020
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Vision

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

Mission


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


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Scheme of Studies BS Education (Honors)

Objectives of BS Program

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


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Duration of the Program:**Total Duration**

Eight Semesters

Credit Hours Distribution:**Courses****Credit Hours**

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


Total**132****Evaluation Criteria:**

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

Evaluation Criteria for Teaching Practice:


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

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


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Courses for BS Program

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


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

AREA COURSES

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

THESIS/TERM PAPER & SEMINAR

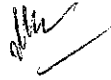
1	EDUC-6142	Thesis	139
OR			
1	EDUC-6143	Term-Paper	140
2	EDUC-6144	Seminars on Trends & Issues in Education	141


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SEMESTER WISE DISTRIBUTION OF SUBJECT


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

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


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

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


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


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


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

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

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


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


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Semester - I

URCE-5101

ENGLISH I

3(3+0)

Course Description

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


Course Objectives

After completing this course, pre-service teachers will:

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

Course Outline

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


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4. Tenses:
 - 4.1. Indefinite, Continuous, Perfect, Perfect Continuous
 - 4.2. Active voice & passive voice
 - 4.3. Direct, & Indirect
 - 4.4. Use Of Dictionary & Vocabulary Building
5. Clause Analysis & Synthesis
 - 5.1. Types of Clause s; Independent
 - 5.2. Dependent
 - 5.3. Relative
 - 5.4. Noun
6. Poems:

6.1. New Year resolution	Elizabeth Sewell
6.2. Tartary	Walter De La Mare
6.3. The Huntsman	Edward Lawbury
6.4. The Charter Of A Happy Life	Sir Henry Wotton
6.5. One Art	Elizabeth Bishop
6.6. Death the leveler	James Shirley
7. Short stories:

7.1. The Duchess And The Jeweller	Wirginia Woolf
7.2. The Voice	S.V Pritchett
7.3. A Passion In The Desert	Honire De Balzac
8. Essay:


8.1. Spoon feeding	William Ralph Inge
8.2. Nagasaki August 9,1945	Michaito Ichimaru
8.3. My Tailor	Stephen Leacock
8.4. The Demand Human Race	Mark Twain

Recommended Texts:

1. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
2. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings:

1. Thomson, A. J., & Martinet, A. V. (1986). *A practical English grammar*. Oxford: Oxford University Press
2. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
3. Hunston, S., & Francis, G. (2000). *Pattern grammar: A corpus-driven approach to the lexical grammar of English*. Amsterdam: John Benjamins.


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Texts:

1. ASER-Pakistan (2019). *Annual Status of Education Report 2018*. Islamabad: Idara Taleem-O-Agahi
2. Bartlett, S., Burton, D. (2016). *Introduction to Education Studies*. NY: SAGE Publications Ltd.

Suggested Readings

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


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Course Description

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


Course Objectives

After completion of this course students will be able to:


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

Course Outline

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


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


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10. Teaching Tools


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

Recommended Texts:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

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


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

Course Outline

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


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


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

Recommended Texts:

1. Vermaat, M. E., Sebok, S. L., Frydenberg, M., & Campbell, J. T. (2016). *Enhanced Discovering Computers* © 2017, *Essentials*. Nelson Education.
2. Bucki, L.A. (2014). *Teach Yourself Visually Microsoft Power Point 2007*, Canada: Willey Publishing, Inc.

Suggested Readings:

1. Shelly, G.B & Vermaat, M.E. (2014). *Discovering Computers 2010: Living in Digital World Fundamental* (6th Ed.). US: Cengage Learning, inc
2. Sinha, P. K., & Sinha, P. (2010). *Computer fundamentals*. Delhi: BPB publications.
3. Lowe, D. (2015). *Networking all in one for Dummies* (4th ed.). Canada: Willy Publishing.


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Texts:

1. Kazimi, M. R. (2007). *Pakistan studies*. Karachi: Oxford University Press.
2. Sheikh, Javed Ahmad (2004). *Pakistan's political economic and diplomatic dynamics*. Lahore: Kitabistan Paper Products.

Suggested Readings:

1. Hayat, Sikandar (2016). *Aspects of Pakistan movement*. Islamabad: National Institute of Historical and Cultural Research.
2. Kazimi, M. R (2009). *A concise history of Pakistan*. Karachi: Oxford University Press.
3. Talbot, Ian (1998). *Pakistan: A modern history*. London: Hurst and Company.


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Texts:

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

Suggested Readings:

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

Course Description

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


Course Objectives

After completing this course students will be able to:

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

Course Outline

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


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

Recommended Texts:

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

Suggested Readings:

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


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Course Description

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

Course Objectives

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


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

Course Outline

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

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- 2.3. Terms associated with motion ; Position ; Distance and displacement
 - 2.3.1.Speed and velocity
 - 2.3.2.Acceleration
- 2.4. Scalars and vectors
- 2.5. Graphical analysis of motion;
 - 2.5.1.Distance-time graph
 - 2.5.2.Speed-time graph
- 2.6 Equations of Motion;
- 3. Dynamics
 - 1.1 Introduction to dynamics
 - 1.2 Momentum
 - 1.3 Newton's laws of motion
 - 1.4 Friction
 - 1.5 Uniform circular motion
 - 1.6 Work and Energy
- 2. Turning effects of forces
 - 4.1 Forces on bodies
 - 4.2 Addition of Forces
 - 4.3 Resolution of Forces
 - 4.4 Moment of a Force
 - 4.5 Principle of moments
 - 4.6 Centre of mass
 - 4.7 Couple, Equilibrium and Stability
- 5. Gravitation
 - 5.2 Measurement of mass of Earth
 - 5.3 Variation of g with altitude
 - 5.4 Motion of artificial satellites
 - 5.5 Law of Gravitation
- 6. Work and energy
 - 6.1 Work
 - 6.2 Energy
 - 6.3 Kinetic energy
 - 6.4 Potential energy
 - 6.5 Forms of energy
 - 6.6 Interconversion of energy
 - 6.7 Major sources of energy
 - 6.8 Efficiency and Power
- 7. Properties of matter
 - 7.1 Kinetic molecular model of matter
 - 7.2 Density
 - 7.3 Pressure


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

8. Thermal Properties of Matter

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

9. Transfer of heat


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

Recommended Text:

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


Suggested Readings:

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


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Semester II

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


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Course Description

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

Course Objectives

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


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

Course Outline

1. Introduction
 - 1.1. Narration
 - 1.2. Punctuation
 - 1.3. Note-Taking
 - 1.4. Oral Presentation Skills
 - 1.5. Paragraph Writing
2. Poems:

2.1. The Divine Image	William Blake
2.2. Sonnet composed upon Westminster bridge	William words worth
2.3. Youth And Age	S.T Coleridge
2.4. Patriot Into Traitor	P.B Shelley
2.5. When You Are Old	W.B Manto
3. Short stories:

3.1. The Bear	Anton Chikhov
3.2. Smoke Screen	Harold Bridghouse


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

Recommended Texts:

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

Suggested Readings:

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


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Course Description

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

Course Objectives

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

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

Course Outline

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


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

Recommended Texts:

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

Suggested Readings:

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


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Course Description

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

Course Objectives

The course will enable learners to:

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

Course Outline

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

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4. Human Health
 - 4.1. Components of diet
 - 4.2. Food and Energy
 - 4.3. Importance of balanced diet
 - 4.4. Importance of exercise
 - 4.5. Use of first aid
5. Disease cause and prevention
 - 5.1. Disease caused by viruses, bacteria, parasites, fungi and their prevention
 - 5.2. Spread of microorganisms
 - 5.3. Prevention for microbial disease
 - 5.4. Mental diseases and their treatments
 - 5.5. Drugs, medicine and addiction
6. Environment
 - 6.1. Earth's environment
 - 6.2. ozone layer
 - 6.3. Reflection and absorption of energy
 - 6.4. Climate changes
 - 6.5. Types of pollution and their impact
7. Energy
 - 7.1. Work and energy
 - 7.2. Forms and measurement of energy
 - 7.3. Demand and production of energy
 - 7.4. Energy and environment
 - 7.5. Degradation of environment
8. Human Systems
 - 8.1. Blood circulatory system
 - 8.2. Digestive system
 - 8.3. Reproductive system
 - 8.4. Excretory system
9. Current Electricity
 - 9.1. Concept of electricity
 - 9.2. Direct and alternating current
 - 9.3. Conventional current
 - 9.4. Ohm's law
 - 9.5. circuit

Recommended Texts:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

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


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

Course Outline

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


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- 2.3. Curriculum development Bureau
- 2.4. Directorates of Education
- 2.5. Provincial Education Secretariat
- 2.6. Provincial curriculum bureaus
- 2.7. Text book boards
- 2.8. Staff development centres
- 2.9. Examinations (BISE, board of technical education)
3. History of Education in Sub-Continent
 - 3.1. The Slaten Period
 - 3.2. Philosophy of Education in Muslim period
 - 3.3. The British period
 - 3.4. Muslim education movements
 - 3.4.1. Deoband and Aligarh movement
 - 3.4.2. Nadva and Jamiia Millia islamia
4. Policy Formulation in Pakistan
 - 4.1. National Education Conference 1947
 - 4.2. National Commission 1959
 - 4.3. NEP 1972-80
 - 4.4. NEP 1978
 - 4.5. NEP 1992
 - 4.6. NEP 1998
 - 4.7. NEP 2009
 - 4.8. NEP 2017
5. Five years plans of Education
 - 5.1. The First Five Years plan 1955-60
 - 5.2. The second Five Years plan 1960-66
 - 5.3. The Third Five Years plan 1965-70
 - 5.4. The Fourth Five Years plan 1970-75
 - 5.5. The Fifth Five Years plan 1978-83
 - 5.6. The Sixth Five Years plan 1983-88
 - 5.7. The Seventh Five Years plan 1988-93
 - 5.8. The Eights Five Years plan 1993-98
 - 5.9. The Ninth Five Years plan 1998-2003
6. Pre-Service Teacher Education in Pakistan
 - 6.1. Policy perspectives from 1947 to recent
 - 6.2. Teacher training institutions and programs
 - 6.3. New trends in teacher education in Pakistan
 - 6.4. Major issues and challenges
7. Statistical Overview of Education in Pakistan
 - 7.1. Primary
 - 7.2. Secondary
 - 7.3. Tertiary
 - 7.4. Gender Parity
 - 7.5. Quality and expenditures


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


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

Recommended Texts

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

Suggested Readings

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


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Course Description

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

Course Objectives

This course is aimed at:

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

Course Outline

1: Topical study of Quran & Hadith

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

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

1.2 Prophethood: (Faith on revealed books & angels; status of prophet, Obedience of messenger and culmination of prophet hood)

رسالت (الہامی کتب و ملائکہ پر ایمان؛ آداب نبوی، اطاعت رسول اور ختم نبوت)

1.3 Hereafter آخرت

1.4 Worships (Prayers, fasting, obligatory charity, Pilgimage to Makkah & Jihad)

عبادات (نماز، روزہ، حج، زکوٰۃ، جاد)

1.5 Characteristics of faithful (صفات مومنین)

1.6 Social Etiquettes (آداب معاشرت)

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

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2 : Seerah Study (سیرت مطالعہ)

- 2.1 Importance of study of seerah (مطالعہ سیرت کی اہمیت)
- 2.2 Prophet way of personality development and purification of self تزکیہ نفس اور تعمیر شخصیت کا نبوی منہاج
- 2.3. Formulation of society and Prophet model تشکیل معاشرت اور اسوہ حسنہ
- 2.4. Migration to Madina, Brotherhood and Madina accord ہجرت مدینہ ، مواخات اور میثاق مدینہ
- 2.5. Battles of Prophet; objectives & insight غزوات النبی؛ مقاصد و حکمت
- 2.6. The last address of Prophet (PBUH) رسول اللہ ﷺ کا آخری خطبہ حج

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

- 3.1 Meaning of culture, characteristics of Islamic culture تہذیب کا مفہوم، اسلامی تہذیب کی خصوصیات
- 3.2. Fundamental human rights بنیادی انسانی حقوق
- 3.3. Role of Muslims in evolution of human culture تہذیب انسانی کے ارتقاء میں مسلمانوں کا کردار
- 3.4. Concept of Knowledge in Islam اسلام کا تصور علم
- 3.5. Role of Muslims in Physical, Biological and Social knowledge طبعی علوم، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار
- 3.6. Dialogue among religions مکالمہ بین المذاہب

Divisions of Marks:

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

Recommend Texts:

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

Suggested Readings:

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

Course Description

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


Course Objectives

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

1. Define the relationship of citizenship education and community
2. Understand the processes of socialization
3. Comprehend the social development
4. Describe the role of schools and teachers in community engagement
5. Discuss the role of different agencies in community

Outline


- 1 Introduction to Citizenship Education and Community Engagement
 - 1.1 Introduction to Active Citizenship
 - 1.2 Overview of the Ideas, Concepts
 - 1.3 Philosophy and Skills
 - 1.4 Approaches and Methodology for Active Citizenship
 - 1.5 Philosophy and Skills
2. Identity, Culture and Social Harmony:
 - 2.1. Concepts and Development of Identity
 - 2.2. Components of Culture and Social Harmony, Cultural & Religious Diversity
 - 2.3. Multi-cultural society and inter-cultural dialogue
 - 2.4. bridging the differences, promoting harmony
 - 2.5. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
 - 2.6. Active Citizen: Locally active, Globally connected
 - 2.7. Importance of active citizenship at national and global level


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


Recommended Texts:

- 1 Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge Falmer.
- 2 Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education


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Suggested Readings:

- 1 British Council. (2017). *Active citizen's social action projects guide*. Scotland: British Council
- 2 Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives*. New York: Routledge


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

Students will be able to

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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

ME

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Course Description

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

Course Objectives

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

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

Course Outline

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


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

Recommended Book:

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


Suggested Books:

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


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Semester - III

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


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Texts:

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

Suggested Readings:

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

Course Description

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

Course Objectives

The course will enable learners to:

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

Course Outline

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

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

Recommended Texts:

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

Suggested Readings:

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



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Course Description

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


Course Objectives

After completing this course students will be able to:

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

Course Outline


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


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

Recommended Texts:

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


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Suggested Readings:

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



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

Course Objectives


Students will be able to;

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

Course Outline

Geography

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


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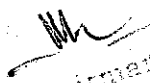
4. Human settlements
 - 4.1. Indus valley civilization
 - 4.2. The Aryan Era
 - 4.3. Socio-cultural development
 - 4.4. Foundation
5. Mughal's Rule in India
 - 5.1. Rule of Babar and Hamayun
 - 5.2. Rule of Akbar
 - 5.3. Rule of Jahngir
 - 5.4. Rule of Shajahan
 - 5.5. Rule of Aurangzeb Alamgir
6. Effect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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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

Course Objectives

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

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings

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


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Course Description

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

Course Objectives

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

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

Course Outline**1. Introduction to CALL**


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

2. CALL Hardware

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

3. World Wide Web Resources in CALL

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


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

Recommended Text:

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

Suggested Readings:

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

Course Description

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

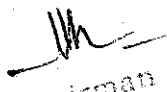
Course Objectives

After completion of this course students will be able to:

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

Course Outline

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


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

Recommended Text:

1. Nakagawa, J. (2016). *Managing Development Globalization, economic restructuring and social policy*, New York: Routledge.
2. Daly, H. E., & John B. C., (2016). From Individualism to Person-in-Community. Chapter 8 in *For the Common Good: Redirecting the Economy toward Community, the Environment and a Sustainable Future*. Boston: Beacon Press

Suggested Readings:

1. Desai, V., & Potter, R. B. (2013). *The companion to development studies*, USA: Routledge.
2. Stathakis, G. and G. Vaggi (2015). *Economic Development and Social Change Historical roots and modern perspectives*. USA: Routledge.
3. Sen, A., (2015). Poverty as Capability Deprivationl. Chapter 4 in *Development as Freedom*. New York: Anchor Books.

Course Description

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

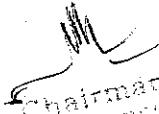
Course Objectives

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


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

Course Outline

1. Biology
 - 1.1. Introduction to Biology
 - 1.2. Branches of Biology
 - 1.3. Relationship of Biology to other Sciences
 - 1.4. Careers in Biology
 - 1.5. Muslim scientists
 - 1.6. Cellular organizations
2. Solving a Biological Problems
 - 2.1. Recognition of biological problem
 - 2.2. Observations
 - 2.3. Hypothesis
 - 2.4. Deductions
 - 2.5. Experimentation
 - 2.6. Results summarization
 - 2.7. Reporting results


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


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6.5 Effects of water

6.6 Balance diet


6.7 Problems related to nutrition

Recommended Text:


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

Suggested Reading:

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


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


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Course Description

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


Course Objectives

After completion of this course students will be able to:

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

Course Outline

1. Poetry
 - 1.1. Departure and Arrival T.S. Eliot I
 - 1.2. The Road Not Taken Robert Frost
 - 1.3. Because I could not stop For Death Emily Dickinson
 - 1.4. Say This City Has Ten Million Souls W. H. Auden
 - 1.5. The Daisy Francis Thompson
 - 1.6. Woman Work Maya Angelou
2. Short story
 - 2.1. The Fly Katherine Mansfield
 - 2.2. Araby James Joyce
 - 2.3. Tell-Tale Heart E.A. Poe
3. Essay
 - 3.1. The Last Sermon by Holy Prophet (Peace Be Upon Him)
 - 3.2. Work Bertrand Russel
 - 3.3. Three Days to See Helen Keller
4. Novel
 - 4.1. The old Man and the Sea Ernest Hemingway



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Recommended Readings

1. Kennedy, X.J. & Gioia, D. (2014). *Literature: An introduction to fiction, poetry, drama, and writing*. Boston: Pearson.
2. Mays, K. J. (2014). *The Norton introduction to literature*. New York: Norton.

Suggested Readings

1. Bausch, R & Cassill, R.V. (2006). *The Norton anthology of short fiction*. New York: Norton & Company.
2. Gardner, J. E., Lawn, B., Ridl, J., & Schakel, p. (2016). *Literature: A portable anthology*. Boston: Bedford St. Martins.
3. Guddon, J.A. (2010). *Dictionary of Literacy Terms and Literary Theory*. Penguin


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Course Description:

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

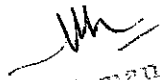
Course Objectives

The course will enable learners to:

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

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


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

Course Outline

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


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


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- 9.2. Approaches
 - 9.2.1. Natural approach
 - 9.2.2. Communicative approach
 - 9.2.3. Eclectic approach
 - 9.2.4. Structural approach
- 9.3. Testing:
 - 9.3.1. Testing and Evaluation of Language Skills.
 - 9.3.2. Types of Tests.
 - 9.3.3. Types of Achievement Tests.
 - 9.3.4. Construction of a Good Test – Objectivity, Reliability, Validity and Administrability
 - 9.3.5. Item Analysis.
- 10. Instructional Aids
 - 10.1 Audio- Visual Aids
 - 10.2 Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches.
 - 10.3. Electronic Aids – Overhead Projector, Tape Recorder, Lingua Phone Records, Radio, Television
 - 10.4 Programmed learning
 - 10.5 Language laboratory
 - 10.6 Technology enabled language learning
 - 10.7 Computer assisted language learning (call).
 - 10.8. Multimedia for ELT
 - 10.9 Web based Language Learning


Recommended Text:

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

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

Suggested Readings:

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


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Course Description

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


Course Objectives

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


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

Course Outline

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


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



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Recommended Text:

1. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: A practical guide*. Routledge.
2. Rashid, M. (2012). *Allied material of curriculum development and instruction*. Allama Iqbal Open University, Islamabad
3. Bhatti, M. A., & et al. (2017). *Curriculum Development*. Allama Iqbal Open University, Islamabad

Suggested Reading:

1. Oliva, P.F. (2015). *Developing the curriculum*. (4th Ed.). New York: Longman.
2. Limon E. K, (2014). *Handbook of Curriculum Development*. <http://www.pdfbook.co.ke>
3. Sharma, R. C. (2002). *Modern Methods of Curriculum Organization*. New Delhi: Commonwealth.


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


Course Outline

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


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

5. Higher Education
 - 5.1. Introduction
 - 5.2. Concept and Scope of Higher education
 - 5.2.1. Concept of Higher Education
 - 5.2.2. Scope of Higher Education
 - 5.3. Bologna Process in Higher Education
 - 5.4. University Education in Comparative Perspectives;
 - 5.4.1. United States of America (USA)
 - 5.4.2. UK
 - 5.4.3. Pakistan
 - 5.4.4. India
6. **Teacher Education**
 - 6.1. Introduction
 - 6.2. Objectives
 - 6.3. Concept of Teacher Education
 - 6.4. Scope of Teacher Education
 - 6.5. Teacher Education in Comparative Perspective
 - 6.5.1. USA
 - 6.5.2. UK
 - 6.5.3. Pakistan
 - 6.5.4. India
7. **Special Education**
 - 7.1. Introduction
 - 7.2. Objectives
 - 7.3. The Concept and Scope of Special Education
 - 7.4. Special Education in
 - 7.4.1. Pakistan
 - 7.4.2. United Kingdom
 - 7.4.3. India
 - 7.4.4. Norway
8. **Curriculum Planning and Development**
 - 8.1. Introduction
 - 8.2. Objectives
 - 8.3. Curriculum Planning
 - 8.4. Curriculum Development
 - 8.5. Concept and Scope of Curriculum Development
 - 8.6. Essential Considerations for Curriculum Development
 - 8.7. Phases and Steps in Curriculum Development
 - 8.8. Curriculum Development in Comparative Perspectives
 - 8.8.1. Curriculum Development in United States of America
 - 8.8.2. Curriculum Development in United Kingdom
 - 8.8.3. Curriculum Development in India
 - 8.8.4. Curriculum Development in Pakistan


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9. Comparison: Distance Education System

9.1. Introduction

9.2. Objectives

9.3. Concept and Scope of Distance Education System

9.4. Comparative Distance Education System:

9.4.1. Canada

9.4.2. UK

9.4.3. Pakistan

9.4.4. India


9.5 Comparisons of different Distance Education Systems

Recommended Text:

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


Suggested Readings:

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


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Semester - V

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


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

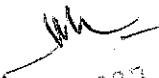
Teaching Mathematics requires specific knowledge, understanding and skills in interpreting the Mathematics Curriculum and developing a wide range of pedagogies and strategies. Teaching Mathematics requires specific knowledge, understanding and skills in interpreting the Mathematics Curriculum and developing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

Course Objectives

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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

Course Objectives

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

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

Steps


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

Recommended Text:

1. Cohen, L., Manion, L., Morrison, K. & Wyse, D. (2016). *A guide to teaching Practice*. Routledge.
2. Hussain, M. A., Bhatti, R., & Tufail, M. (2017). *Teaching Practice II*. Allama Iqbal Open University, Islamabad.

Suggested Readings:

1. Fry, H., Ketteridge, S., & Marshall, S. (2018). *A Handbook for Teaching and Learning in Higher Education*. Routledge
2. Souza, B. (2017). *Teaching Practice: A Handbook for Student Teachers*. Retrieved from file:///C:/Users/MuhammadSultan/Downloads/BENSOUZATeachingPractice.pdf
3. Rahman, F., & et al. (2017). *Manual Teaching Practice I*. Allama Iqbal Open University, Islamabad.


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Course Description

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


Course Objectives

Students will be able to:

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

Course Outline

1. Introducing Second Language Acquisition
 - 1.1. What is Second Language Acquisition (SLA)?
 - 1.2. What is a second language?
 - 1.3. What is a first language?
 - 1.4. Diversity in learning and learners
2. Foundations of Second Language Acquisition
 - 2.1. The world of second languages
 - 2.2. The nature of language learning
 - 2.3. L1 versus L2 learning
3. The logical problem of language learning
 - 3.1. Frameworks for SLA
4. The Linguistics of Second Language Acquisition
 - 4.1. The nature of language
 - 4.2. Early approaches to SLA
 - 4.3. Universal Grammar
 - 4.4. Functional approaches


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5. The linguistics of Second Language Acquisition
 - 5.1. The nature of language
 - 5.2. Early approaches to SLA
 - 5.3. Universal Grammar
 - 5.4. Functional approaches
 - 5.5. Learning and Literacy as a social Interaction
6. Social contexts of Second Language Acquisition
 - 6.1. Communicative competence
 - 6.2. Microsocial factors
 - 6.3. Macrosocial level
 - 6.4. Importance of participating in classroom Interaction
7. The psychology of Second Language Acquisition
 - 7.1. Languages and the brain
 - 7.2. Learning processes
 - 7.3. Differences in learners
 - 7.4. The effects of multilingualism
8. Acquiring knowledge for L2 use
 - 8.1. Competence and use
 - 8.2. Academic vs. interpersonal competence
 - 8.3. Components of language knowledge
 - 8.4. Receptive activities
 - 8.5. Productive activities
9. L2 learning and teaching
 - 9.1. Integrating perspectives
 - 9.2. Approaching near-native competence
 - 9.3. Implications for L2 learning and teaching
 - 9.4. A.V Aids in L2 Teaching
 - 9.5. Technology and L2 teaching

Recommended Text:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

Students will be able to;

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

Course Outline

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


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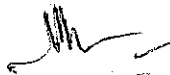
5. Planning Presentations for Human Rights Education
 - 5.1 Principles for Human Rights Presentations
 - 5.2 Encouraging Human Rights Education in Your
 - 5.3 Sample Timelines, Checklists, and Evaluation Forms
 - 5.4 Workshop Models for Human Rights Education
6. The Human Rights Teaching
 - 6.1 Methods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

Recommended Text:

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

Suggested Reading:

1. Osler, Audrey. (2015). *Teachers and Human Rights Education*. Trentham Books Fionnuala Waldron & Brian
2. Unia. (2016). *Human Rights of older persons*. Monitoring Report on the Human Rights situation, Interfederal Centre for Equal Opportunities. Belgium.


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Course Description

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


Course Objectives

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

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

Course Outline

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


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

Recommended Texts:


1. Vermaat, M. E., Sebok, S. L., Frydenberg, M., & Campbell, J. T. (2016). *Enhanced Discovering Computers© 2017, Essentials.* Nelson Education.
2. Huang R., Spector J.M., Yang J. (2019). *Educational Technology. Lecture Notes in Educational Technology.* Springer, Singapore. <https://link.springer.com/book/10.1007/978-981-13-6643-7>

Suggested Readings:

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

Semester - VI

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


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Course Description

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

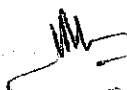
Course Objectives

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

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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

Course Objectives

Students will be able to

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

Course Outline

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

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

Recommended Text:

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

Suggested Readings:

1. Gupta Sarla. (2015). *Career and Counselling Education*, Dehli: Hardy Publishers.
2. Sharma, V.K. (2015). *Administration and Training of Educational and Vocational Guidance*. New Delhi: Publications


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Course Description

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

Course Objectives

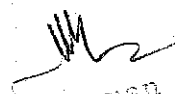
After studying this course the students will be able to:

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

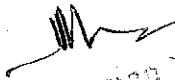
Course Outline

1. Introduction

- 1.1. Understanding of basic concepts : Testing, measurement, assessment, evaluation and accountability etc
- 1.2. Role of assessment in teaching and learning process
- 1.3. Types of assessment procedures


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- 1.4. General principles of assessment
- 1.5. Assessment and instructional process
2. Instructional objectives
 - 2.1. Criterion for selecting appropriate objectives
 - 2.2. Stating educational objectives :Various methods & approaches
 - 2.3. Taxonomies of educational objectives and their use in assessment
3. Planning and Developing Classroom Tests and assessment
 - 3.1. The purpose of class room testing
 - 3.2. Development of table of specification
 - 3.3. Selecting appropriate test items
 - 3.4. Preparing relevant test items
 - 3.5. Objective test items
 - 3.6. Essay questions
 - 3.7. Interpretive exercise
 - 3.8. Measuring complex achievement
 - 3.9. Performance based assessment
4. Test construction and Qualities of good tests
 - 4.1. Test construction
 - 4.2. Planning , organizing, administrating and scoring a test
 - 4.3. Item analysis
 - 4.4. Standardization of tests
 - 4.5. Reliability and Validity
 - 4.6. Adequacy and Objectivity
 - 4.7. Differentiability and Usability
5. Evaluating Typical Behavior / Affective Domain
 - 5.1. Observation: Anecdotal record, checklists, rating scales, socio-metrics
 - 5.2. Self reports and peer appraisal
6. Analysis and interpretation of Test Results / Scores
 - 6.1. Scores and types of scores
 - 6.2. Graphic representation of scores
 - 6.3. Frequency distribution
 - 6.4. Measures of central tendency
 - 6.5. Measures of variability
 - 6.6. Correlation


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7. Reporting and Grading of Results
 - 7.1. Functions of grading and reporting systems
 - 7.2. Types of grading and reporting system
 - 7.3. Reporting the grades to students parents and administrators of schools
 - 7.4. Counseling of students after reporting the grade.
8. Practical work
 - 8.1. Development of tests
 - 8.2. Preparing tests and finding out its reliability and validity

Recommended Text:

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

Suggested Readings:

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


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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:

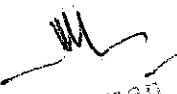
- Discuss relation between school and community
- Know the process of linkage among the school community and teacher for effective education
- Identify the social factors affecting education and how it can support the development of education
- Know the role of teachers and school in socialization of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

Course Outline

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


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- Education and Values,
 - Education in relation to secularism,
5. • National Integration and International understanding.
 1. Society , Community and Culture
 - 1.1. Definition
 - 1.2. Individual status and his/her role in the society
 - 1.3. societal interaction
 - 1.4. cultural diversity
 - 1.5. cultural and cultural elements of Pakistani community
 - 1.6. role of education in strengthening Pakistan
 2. Group and Group Dynamics
 - 2.1. Meaning OF A Group
 - 2.2. Group dynamics
 - 2.3. Types of Social Groups
 - 2.4. Individual Behavior and group behavior
 - 2.5. Role of School teacher in molding individual and group behavior
 3. Socialization
 - 3.1. Meaning and aims of socialization
 - 3.2. Agencies of socialization
 - 3.3. Stages of social development
 - 3.4. Role of school in socialization
 - 3.5. Teachers as role model, participating in community and health activities
 4. Social Institutions
 - 4.1. Definition
 - 4.2. Types of social institutions
 - 4.3. The family
 - 4.4. Economic institutions
 - 4.5. Religious institutions
 - 4.6. Educational institutions
 - 4.7. Play and recreational institutions
 5. School and Community
 - 5.1. Relationship between school and community
 - 5.2. Effects of school on community
 - 5.3. Effects of community on schools
 - 5.4. A critical analyses of effective role of schools and teachers in Pakistani community
 6. Social Control
 - 6.1. Definition
 - 6.2. Social deviation, peace, harmony and tolerance
 - 6.3. Methods of social control
 - 6.4. Role of community, school and teacher in peace development, harmony and tolerance
 7. Teacher, School and Students
 - 7.1. Are teachers born or made
 - 7.2. Effective and reflective teaching
 - 7.3. creative and critical teaching
 - 7.4. teacher effectiveness


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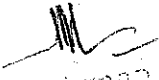
- 7.5. Academic Learning Time(ALT)
- 7.6. Class room Management
- 7.7. Co-Curricular activities
- 7.8. Reflection or productive feed back
- 8. Technological Change
 - 8.1. Technological change and its impact
 - 8.2. Sources/forces of technological change
 - 8.3. Technology and Jobs
 - 8.4. Technology and Ethical Values
 - 8.5. Utilitarian view of technology

Recommended Text:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

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

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

Course Outline

1. The Nature of Educational Research
 - 1.1. Definitions of Educational Research
 - 1.2. Scope and importance
 - 1.3. Scientific method
 - 1.4. Research problem and topic
 - 1.5. Characteristics of research problem
2. Concepts, Constructs and Variables
 - 2.1. Concepts and constructs : Definition and examples
 - 2.2. Operationally defining a construct.
 - 2.3. Variables: Definition, types and control Variables, Independent, dependent, moderating, intervening, categorical, continuous, active, attributive
3. Hypotheses and Research Questions
 - 3.1. Hypothesis and Types of hypotheses
 - 3.2. Testing the Hypothesis
 - 3.3. Objectives and hypotheses
 - 3.4. Research questions
4. Data Collection Tools
 - 4.1. Development of Research tools: Questionnaire, observation schedule, interview, and rating scales
 - 4.2. Validity and Reliability
 - 4.3. Data collection procedure
 - 4.4. Pilot testing


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

Recommended Text:

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

Suggested Readings

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


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Course Description

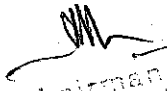
Formal education is an organized one and trained teachers to teach in the educational institutions. Further, buildings and many facilities have to be put up in order to have educational institutions function effectively. The students taught in schools, teacher training colleges and universities have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

Course Objectives


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

Course Outline

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


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


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

Recommended Text:

1. Abbasi, M. N. K. (2016). *Educational Planning and Management*, Peshawar: Institute of Education & Research University of Peshawar. Retrieved from file:///C:/Users/MuhammadSultan/Downloads/doku.pub_educational-planning-management.pdf
2. Robbins, S. P. (2013). *Management*. SanDiego: SanDiego State University.

Suggested Readings:

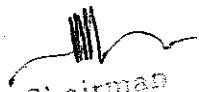
1. Akpan, C. P. (2018). *Types of Educational Planning/Reasons for Planning Education*.
2. Bell, L. and Bush, T. (2002). *The principles and practices of educational management*. London: Paul Chapman Publishing.
3. Robbins, S. P. (2016). *The administrative process*. Sandiego: SanDiego State University.


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Semester - VII

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

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


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Course Description

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


Course Objectives

Students will be able to;

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

Course Outline

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


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

Recommended Text:

1. Daniels, L., & Minot, N. (2019). *An Introduction to Statistics and Data Analysis Using Stata*, London: SAGE Publishing. Retrieved from www.sagepub.com
2. Ferguson, G.A and Takane, Y. (2015). *Statistical analysis in psychology and education*. NY: McGraw-Hill.

Suggested Readings:

1. Heumann, C., & Shalabh, M. S. (2016). *Introduction to Statistics and Data Analysis*, Switzerland: Springer International Publishing Switzerland. Retrieved from <https://link.springer.com/content/pdf/10.1007%2F978-3-319-46162-5.pdf>
2. Vaus, D. (2002). *Analyzing social science data*. London: SAGE Publications.
3. Sinha, B.L. (Ed.). (2011). *Statistics in psychology and education*. New Delhi: Anmol Publications.


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Course Description

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


Course Objectives

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

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

Course Outline

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



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Recommended Text:

1. Ontario Ministry of Education (2016). *Special Education Companion*, Ontario: The Ontario Curriculum Unit Planner. Ministry of Education.
2. Hutchinson, N. (2002). *Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers*. Toronto, ON: Prentice Hall. Weber.

Suggested Readings:

1. Alur & Timmons (2015). *Inclusive Education Across Cultures: Crossing Boundaries, sharing Ideas*. University of Regina, Canada.
2. Mehnaz Aziz (2015). *School and Family Partnership*. Islamabad: Children's Global Network Pakistan.
3. Ministry of Education (2001). *Special Education. A Guide for Educators*. P. Baber web. Page on <http://www.edu.Gov.on.ca/eng/general/elemsoc/speed/guide.html>


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Course Description

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

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

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

Steps

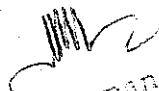
1. Orientation of teaching practice
2. Contact to school managements for accommodation of student teachers for teaching practice
3. Allocation of male & female schools to student
4. Allocation of supervisors for each school
5. Preparing schedule for Final Model Lesson
6. Allotment of evaluators for final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

Recommended Text:

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

Suggested Readings:

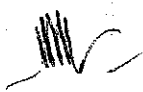
1. Fry, H., Ketteridge, S., & Marshall, S. (2018). *A Handbook for Teaching and Learning in Higher Education*, London: Routledge
2. Souza, B. (2017). *Teaching Practice: A Handbook for Student Teachers*.


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Semester - VIII

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

NOTE: Thesis is compulsory for students in groups.


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Course Description


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

Course Objectives


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

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


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


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- 1.5. Basic OB Model
- 1.6. Organizational System Level
- 1.7. Individual Level
- 1.8. Group Level
- 1.9. Challenges and Opportunities for study of OB
- 2. Fundamentals of Organizational Behaviour**
 - 2.1. What is an Organizations
 - 2.1.1.Types of Organizations
 - 2.2. Components of Organization
 - 2.2.1.Task
 - 2.2.2.People
 - 2.2.3.Structure
 - 2.2.4.Technology
 - 2.3.The Basic System View of an Organization
 - 2.4.Factors Affecting Organizations
- 3. Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability**
 - 3.1. Define the key biographical characteristics.
 - 3.2. Explain the factors that determine an individual's personality.
 - 3.3. Describe the Meyers-Briggs Type Indicator personality framework
 - 3.4. Identify the key traits in the Big Five personality model.
 - 3.5. Explain how Locus of Control, Self-Monitoring, Self Esteem, Type A & B Behavior and Need for Achievement, Affiliation, & Power are relevant to the organization.
 - 3.6. Describe ability and how it is managed in an organization.
- 4. Perception and Individual Decision Making**
 - 4.1. What is Perception
 - 4.2. Factors influencing on perception
 - 4.3. Person Perception: Making Judgment about Others
 - 4.3.1.Attribution theory
 - 4.3.2.Frequently used shortcuts to judging others
 - 4.4.The link between perception and individual decision making
 - 4.5.How should decision be made?
 - 4.5.1. The Rational decision making process
 - 4.5.2. Creativity in decision making
 - 4.5.3. Decision making styles
 - 4.6.How are decision actually made in Organizations?
 - 4.6.1. Bounded rationality
 - 4.6.2. Common biases and errors
 - 4.6.3. Intuition
 - 4.7. What about Ethics in Decision Making: Three ethical decision criteria
- 5. Basic Motivation Concepts**
 - 5.1. Defining Motivation
 - 5.2. Early Theories of Motivation
 - 5.2.1.Hierarchy of Needs theory
 - 5.2.2.Theory X and Y
 - 5.2.3.Two factor theory


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- 5.3. Contemporary Theories of Motivation
 - 5.3.1.ERG theory
 - 5.3.2.McClelland's Theory of needs
 - 5.3.3.Cognitive Evaluation theory
 - 5.3.4. Goal-setting theory
 - 5.3.5.Reinforcement theory
 - 5.3.6.Job design theory
 - 5.3.7.Equity theory
 - 5.3.8.Expectancy theory
- 6. **Foundation of Group Behaviour**
 - 6.1. Definition of group and team
 - 6.2. Why do people joins groups
 - 6.3. Stages of group development
 - 6.4. Describe the characteristics of a Work Group
 - 6.5. Describe Group Effectiveness
 - 6.6. Define Social Loafing
 - 6.7. Explain how the nature of the groups tasks can affect the group's performance
 - 6.8. Define group cohesiveness and its effect on performance.
- 7. **Basic Approaches to Leadership**
 - 7.1. What is Leadership
 - 7.2. Trait theories
 - 7.3. Behavioral theories
 - 7.4. Contingency theories: Fiedler Model
 - 7.5. Contemporary Issues in leadership
 - 7.5.1.Trust: The foundation of leadership
 - 7.5.1.1. What is trust
 - 7.5.1.2. Trust and leadership
 - 7.5.1.3. Three types of leadership
 - 7.5.1.4. Basic principles of trust
 - 7.5.2.Framing: Using words to shape meaning and inspire others
 - 7.5.3.Inspirational approaches to leadership
 - 7.5.3.1. Charismatic leadership
 - 7.5.3.2. Transformational leadership
 - 7.5.4.Emotional intelligence and leadership Effectiveness
 - 7.5.5.Contemporary leadership roles
 - 7.5.5.1. Providing team leadership
 - 7.5.5.2. Mentoring
- 8. **Organization Change and Stress Management**
 - 8.1. Approaches to managing organizational change
 - 8.2. Creating a culture for change
 - 8.3. Work stress and its management
- 9. **Conflict and Negotiations**
 - 9.1. Conflict process
 - 9.2. Negotiation process
 - 9.3. Bargaining strategies
 - 9.4. Global Implicaitons



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Recommended Text:

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

Suggested Readings:

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


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Course Description

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


Course Objectives

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

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

Course Outline

- 1. Course Description**
 - 1.1. What is management
 - 1.2. What is human resource management?
 - 1.3. Development of theoretical basis for HRM.
 - 1.4. Activities of HR. Department
 - 1.5. Skills for HR. Professionals
 - 1.6. Challenges for HR department
- 2. Strategic Human resource Management**
 - 2.1. What is strategic management?
 - 2.2. Strategy formulation
 - 2.3. Strategy implementation
 - 2.4. Issues of strategic Management
- 3. Building Human Resource Management**
 - 3.1. Work flow analysis
 - 3.2. Organizational structure
 - 3.3. Job analysis: Elements, Methods
 - 3.4. Job Design: approaches
 - 3.5. Job enrichment
- 4. Human Resource Planning**
 - 4.1. What is planning
 - 4.2. The Human Resource Planning process
 - 4.3. Human Resource Information system
 - 4.4. Issues related to Planning
 - 4.5. Issues related to HRIS
 - 4.6. Software available for HRIS


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5. **Recruitment Selection and Placement**
 - 5.1. Recruitment process
 - 5.2. Selection process
 - 5.3. Placement process
 - 5.4. Issues related to recruitment, selection and placement
6. **Employee development and Learning**
 - 6.1. What is development in Human Resource Management
 - 6.2. Designing effective training systems
 - 6.3. Socialization and orientation
 - 6.4. Training and pay systems
 - 6.5. High leverage training strategy: a systematic approach
7. **Performance management**
 - 7.1. An organizational model of performance management
 - 7.2. Purposes of performance management
 - 7.3. Performance measured criterion
 - 7.4. Approaches to measure performance
 - 7.5. Managing the performance of teens
 - 7.6. Performance feed back
 - 7.7. Developing and implementing system that follows legal guide lines
 - 7.8. Use of technology for performance management
 - 7.9. Electronic monitoring
8. **Rewarding people**
 - 8.1. Introduction
 - 8.2. Equity theory and fairness
 - 8.3. Developing pay level
 - 8.4. Current challenges
 - 8.5. Government regulation of compensation
 - 8.6. Issues related to compensation in education sector
 - 8.7. How does pay influence individual employee
9. **Managing employee retention and turn over**
 - 9.1. Managing involuntary turnover
 - 9.2. Managing voluntary turnover
 - 9.3. Managing employee retention

Recommended Text:

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

Suggested Readings

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


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Course Description

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

Course Objectives

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

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

Course Outline**1. Introduction**


- 1.1. Qualitative research: Definitions and concepts
- 1.2. Differences between qualitative and quantitative research
- 1.3. Characteristics of qualitative research
- 1.4. Qualitative research in education

2. Some Theoretical Affiliations and Classifications of Qualitative Inquiry

- 2.1. Anthropology
- 2.2. Phenomenology
- 2.3. Symbolic interactions
- 2.4. Ethnography: Ethnographic Research
- 2.5. Feminist research
- 2.6. Postmodern research
- 2.7. Ethno-methodology
- 2.8. Some common questions about qualitative research

3. Some Important Concepts in Qualitative Research

- 3.1. Material as data
- 3.2. Human as instrument
- 3.3. Grounded theory
- 3.4. Complex theory and idiographic interpretation


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- 3.5. Sampling: Theoretical, purposive, time sampling and snow ball sampling
- 3.6. Idea saturation
- 3.7. Triangulation
- 4. **Stages in Qualitative Research**
 - 4.1. Various stages of qualitative research (steps or phases) from selecting a research topic to analysis and interpretation of data
- 5. **Techniques of Data Collection in Qualitative Research**
 - 5.1. Interviewing:
 - 5.2. Individual and group interview
 - 5.2.1. Focused group
 - 5.3. Observation / Watching:
 - 5.3.1. Participative observation
 - 5.3.2. Non-participative observation / natural observation
 - 5.4. Archival research study
 - 5.4.1. Document analysis.
- 6. **Field Work**
 - 6.1. Gaining access to the field
 - 6.2. First days in the field
 - 6.3. Photography and field work
 - 6.4. Leaving the field
- 7. **Evaluation and Pedagogical Uses of Qualitative Research**
 - 7.1. Evaluation of qualitative research: Trustworthiness in qualitative research
 - 7.2. Evaluation and policy research in qualitative perspective: Planning and getting funds.
 - 7.3. Relations between the researcher and contractor : Research site; feedback; working in teams; the audience; time tables
 - 7.4. Future of the qualitative evaluation and policy research
 - 7.5. Pedagogical uses of qualitative research (QR)
 - 7.5.1. Use of QR in effective teaching
 - 7.5.2. QR-approach of and teacher education
 - 7.5.3. QR-methods of curriculum improvement in schools

Recommended Text:

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

Suggested Readings:

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


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Course Description

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

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

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

Course Outline

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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

Steps:

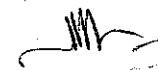
- Students are given choice to opt the thesis
- Students are allocated supervisors
- Research topic for thesis are discussed in research committee
- Research committee also finalized the evaluators
- After finalization of thesis, students work under the supervisor
- On completion thesis is submitted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

Recommended Text:

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

Suggested Readings:

1. Masanja, N. M. (2019). *Practical Handbook to Dissertation and Thesis Writing*. Retrieved from https://uomustansiriyah.edu.iq/media/lectures/6/6_2020_03_03!08_53_23_AM.pdf
2. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and Theses From Start to Finish: Psychology and Related Fields*. (3rd Ed.). Retrieved from <https://www.apa.org/pubs/books/4316188>


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Course Description

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


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

Recommended Text:

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

Suggested Readings:

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


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Course Description

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

Course Objectives


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

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

Course Outline

1. Education as a Complex Enterprise

- 1.1. Diversity of aims and approaches in education.
- 1.2. Variety of philosophical approaches to education.
- 1.3. Education in different periods and societies


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2. Madrassah Education

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

3. Universal Literacy

- 3.1. Literacy and individual rights
- 3.2. Factors affecting program for universal literacy: medium of instruction
- 3.3. Formal and Non formal education: Advantages and disadvantages

4. Gender Disparity

- 4.1. Concept of gender equality
- 4.2. Factors affecting the status and role of women
- 4.3. Steps towards reducing gender disparity.

5. Population Education:

- 5.1. Concept of Population Education.
- 5.2. Factors affecting Population Education.
- 5.3. Impact of Population Growth on National Development.
- 5.4. Roles and responsibilities of family, school, mosque and community in population education.
- 5.5. Steps towards population planning and welfare.

6. Environmental Awareness

- 6.1. Types of pollution
- 6.2. Causes of pollution
- 6.3. Environmental education

7. Privatization of Education


- 7.1. Government resources and multiple demands
- 7.2. Need of private sector education
- 7.3. Challenges of quality education

8. Information in Education

- 8.1. New concept of information explosion
- 8.2. Expanding learning resources
- 8.3. Information and communication technology (ICT) literacy

9. Technology in education

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



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Recommended Text:

1. OECD (2019). Trends Shaping Education 2019. Centre for Educational Research and Innovation. https://doi.org/10.1787/trends_edu-2019-en
2. AIOU (2006) *Population Education Course MA EPM 584*, Islamabad: AIOU.

Suggested Readings:

1. Moncrieffe, M. (2018). Emerging issues and trends in education. DOI:10.1080/00131911.2018.1507302
2. Higher Education Commission (2012). *Contemporary Issues and Trends in Education*. Islamabad: HEC.
3. Ministry of Education, Curriculum Wing (2010), 13 Modules on Various Core Themes of Population Education, Islamabad.


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