

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

Eligibility Criteria

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

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

Structure of the Scheme

Courses	Credit Hours
Compulsory Courses	19
Professional Courses	49
Foundation Courses	24
Content Courses	27
Teaching Practice	15
Total Credit Hours:	134

Year / Semester wise Scheme of Studies of B.S

SEMESTER I

Course Code	Courses	Credit Hrs
EDU-3101	Functional English-I (Compulsory)	3
EDU-3102	Islamic Studies/ Ethics (Compulsory)	2
EDU-3103	Child Development (Foundation)	3
EDU-3104	Urdu / Regional Languages (Content)	3
EDU-3105	General Science (Content)	3
EDU-3106	General Methods of Teaching (Foundation)	3
	Total Credit Hours	17

SEMESTER II

Course Code	Courses	Credit Hrs
EDU-3201	English-II (Communication Skills Compulsory)	3
EDU-3202	Computer Literacy (Compulsory)	3
EDU-3203	Classroom Management (Foundation)	3
EDU-3204	General Mathematics (Compulsory)	3
EDU-3205	Pakistan Studies (Compulsory)	2
EDU-3206	Methods of Teaching Islamic Studies (Professional)	3
	Total Credit Hours	17

2nd Year

SEMESTER III

Course Code	Courses	Credit Hrs
EDU-4301	Teaching Literacy Skills (Professional)	3
EDU-4302	Art, Crafts and Calligraphy (Content)	3
EDU-4303	Teaching of Urdu (Professional)	3
EDU-4304	Teaching of General Science (Professional)	3
EDU-4305	Instructional and Communication Technology (ICT) in Education (Professional)	2
EDU-4306	Teaching Practice (Short Term)	3
	Total Credit Hours	17

SEMESTER – IV

Course Code	Courses	Credit Hrs
EDU-4401	Classroom Assessment (Foundation)	3
EDU-4402	Teaching of English (Professional)	3

EDU-4403	Teaching of Mathematics (Professional)	3
EDU-4404	School, community and Teacher (Foundation)	2+1
EDU-4405	Teaching of Social Studies (Professional)	2
EDU-4406	The Teaching Practicum	3
	Total Credit Hours	17

3rd Year

SEMESTER – V

Course Code	Course Title	Credit Hrs
EDU-5501	English – III (Technical Writing & Presentation Skills) (Compulsory)	3
EDU-5502	Foundations of Education (Foundation)	3
EDU-5503	Content Course – I(from selected discipline – I)	3
EDU-5504	Content Course – I(from selected discipline – II)	3
EDU-5505	Curriculum Development (Foundation)	3
EDU-5506	Educational Psychology (Foundation)	3
	Total Credit Hours	18

SEMESTER – VI

Course Code	Course Title	Credit Hrs
EDU-5601	Contemporary Issues and Trends in Education (Professional)	3
EDU-5602	Content Course – II (from selected discipline – I)	3
EDU-5603	Content Course – II (from selected discipline – II)	3

EDU-5604	Comparative Education (Professional)	3
EDU-5605	Introduction to Guidance and Counseling (Professional)	3
	Total Credit Hours	15

4th Year

SEMESTER – VII

Course Code	Course Title	Credit Hrs
EDU-6701	Content Course – III(from selected discipline – I)	3
EDU-6702	Content Course – III(from selected discipline – II)	3
EDU-6703	Inclusive Education (Professional)	3
EDU-6704	Educational Management and Leadership	3
EDU-6705	Research Methods in Education (Professional)	3
EDU-6706	Teaching Practice (Short Term)	3
	Total Credit Hours	18

SEMESTER – VIII

Course Code	Course Title	Credit Hrs
EDU-6801	School Management (Professional)	3
EDU-6802	Test Development and Evaluation (Professional)	3
EDU-6803	Teaching Practice (Long Term)	6
EDU-6804	Research Project (Professional)	3
	Total Credit Hours	15
	Grand Total Credit Hours	134

COURSE TITLE: FUNCTIONAL ENGLISH

Course Code: EDU-3101

Credits Hrs:03

Learning Outcomes:

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

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

UNIT 1 – INTRODUCTIONS

1.1 Making introductions

- Make effective self and peer introductions
- Take useful introductory notes

1.2 Requests and Enquiries

- Make appropriate requests and enquiries
- Respond to enquiries
- Listen for specific information in English.

1.3 Practical Classroom English

- Use different classroom language routines (functions) for effective classroom Management
- Develop effective classroom language by following the given examples/ Situations
- Demonstrate and practice practical classroom language routines.

UNIT 2 – SOCIAL INTERACTION

2.1 Greetings

- Greeting friends and family on different occasions/reasons
- Responding to a happy event
- Using formal greeting expressions appropriately

2.2 Saying Thank you

- Using formal/ informal expressions of gratitude appropriately
- Reading a story which uses expressions of gratitude
- Writing a formal letter to say thank you to a teacher/parent/friend

2.3 Inviting People

- Demonstrating the use of formal and informal expressions of invitation
- Developing verbal and written skills for invitations
- Responding to invitation requests (accepting and declining)

2.4 Regrets

- Expressing regrets orally and in writing in an appropriate manner
- Saying sorry and accepting apologies

UNIT 3 – GIVING AND FOLLOWING DIRECTIONS

3.1 Following and Giving Directions

- Following directions from a map
- Giving directions for a location in oral and written forms
- Reaching a destination

3.2 Giving Clear Instructions

- Carrying out instructions
- Structuring instructions
- Writing clear instructions

3.3 Designing Instruction Manuals

- Exploring instruction manuals of different products
- Comparing instruction manuals for developing critical understanding of the essentials of a manual
- Designing an instruction manual for a new student enrolling in college. This could be group project.

UNIT 4 - SHARING EXPERIENCES

4.1 Sharing Narratives

- Reading short stories
- Reading excerpts; comic strips, interviews, etc.

Sharing unique experiences

- Summarizing/Narrating true stories
- Solving word puzzles to develop language awareness
- Reading a short stories followed by exercises/worksheet
- Converting an event into a short story
- Using pictures as stimuli for narrative creation
- Using songs as examples of personal experience

4.2 Imaginative Texts

- Identifying imaginative texts
- Developing imaginative texts by giving engrossing stories and descriptions of Scenes

UNIT 5 – FUNCTIONING IN ENGLISH

5.1 Writing styles

- Changing narration: converting a dialogue into a report
- Converting a story into a news report
- Converting a graph/picture into short report/story

5.3 Writing mechanics

- Punctuation and structure
- Sentences, Fragments and run-ons
- Subject-predicate and pronoun-reference agreement

Project presentations

SUGGESTED TEXTBOOKS AND REFERENCES

- Carver, T.K. &Fortinos-Riggs, S. (2006) Conversation Book II – English in Everyday Life. New York, Pearson Education Limited.
- Eastwood, J. (2005) Oxford Practice Grammar, Karachi: Oxford University Press. Swan, J. Practical English Usage (3rd editions) Oxford University Press

- Thomson and Martinet, A practical English Grammar (Intermediate) Oxford University Press AllamaIqbal Open University Compulsory English 1 (Code 1423)

The following websites provide a variety of useful resources:

- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <http://learnenglish.britishcouncil.org/en/>
- <http://www.teachingenglish.org.uk/>
- Grammar software free download <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/>

Title of Course: Islamic Studies

Course Code: EDU-3102

Credit Hrs: 3

Learning Outcomes:

This course is aimed at:

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

Course Outline

Unit 1: Introduction to Quranic Studies

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

Unit 2: Study of Selected Text of Holy Quran

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

Unit 3: Study of Selected Text of Holy Quran

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

Unit 4: Seerat of Holy Prophet (S.A.W)

- 1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
- 2) Life of Holy Prophet (S.A.W) in Makkah

- 3) Important Lessons derived from the life of Holy Prophet in Makkah

Unit 5: Seerat of Holy Prophet (S.A.W) II

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

Unit 6: Introduction ToSunnah

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

Unit 7: Selected Study from Text of Hadith

Unit 8: Introduction To Islamic Law & Jurisprudence

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence
- 3) Sources of Islamic Law & Jurisprudence
- 4) Nature of Differences in Islamic Law
- 5) Islam and Sectarianism

Unit 9: Islamic Culture & Civilization

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

Unit 10: Islam & Science

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

Unit 11: Islamic Economic System

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

Unit 12. Political System of Islam

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

Unit 13. Islamic History

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

Unit 14. Social System of Islam

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

Reference Books:

- Ahmad Hasan, (1993), "Principles of Islamic Jurisprudence" Islamic Research Institute: Islamabad:Pakistan, International Islamic University.
- Bhatia, H. S. (1989) "Studies in Islamic Law, Religion and Society" New Delhi: Deep & Deep Publications
- Dr. Muhammad Zia-ul-Haq, (2001). "Introduction to Al Sharia Al Islamia" Islamabad, Pakistan: AllamaIqbal Open University
- Hameedullah Muhammad, „Introduction to Islam Mulana Muhammad YousafIslahi," Hameedullah Muhammad, "Emergence of Islam" , Islamabad: IRI.
- Hameedullah Muhammad, "Muslim Conduct of State" Islamabad, Pakistan: Hussain Hamid Hassan, u leaf Publication.
- Mir Waliullah, (1982), "Muslim Jrisprudence and the Quranic Law of Crimes" Islamic Book Service.

COURSE TITLE: CHILD DEVELOPMENT

Course Code: EDU-3103

Credits Hrs: 03

Learning Outcomes

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

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

Course Outline

Unit 1 – Course Introduction

1.1 Psycho-social Models

1.2 Behaviourism and Socio-cultural Models

1.3 Cognitive Models

1.4 Factors That Affect the Child: Key Issues and Controversies (3 Big Debates)

1.5 Approaches to Classroom Development

Unit 2 – Early Childhood Development

2.1 Introduction and Infant Development

2.2 3 Domains of Toddler Development

2.3 Developmentally Appropriate Practices for Toddlers

2.4 3 Domains of Preschool Child Development

2.5 Developmentally Appropriate Practices for Preschool Child Development

Unit 3 – Elementary School-Age Child

3.1 Introduction to Elementary Child Development

3.2 Aspects of Physical Development

3.3 Encouraging Healthy Physical Development

3.4 Cognitive Development: Overview and Piaget'

3.5 Concrete Operational Theory

Cognitive Development: Industriousness and Intelligences

Emotional Development

3.6 Social Development: Changes and Parental Roles

Social Development: Peer Interaction, Friendship, and Growth

The Role of Play in Primary Child Development and Unit Review

Unit 4 – Adolescence and Development

4.1 Intro and overview of physical development

4.2 Physical dev. II: Individual/group differences

4.3 Social/emotional dev. I: Erikson, self and identity

4.4 Social/emotional dev. II: Adolescent peer group

4.5 Social/emotional dev. III: Motivation/self-regulation

4.6 Cognitive/linguistic dev. I: Piaget

4.7 Cognitive/linguistic dev. II: Vygotsky

4.8 Cognitive/linguistic dev. III:

4.9 Appropriate assessment Critics of adolescent developmental theory

4.10 Conclusion/review

Unit 5 – Differences in Development and Special Needs

5.1 Differences in student learning styles

5.2 Alternative sessions: Understanding differences in light of Child development across the elementary and middle school years or

5.3 Gardner's multiple intelligences theory and special needs students

5.4 Critique of Gardner's theory

5.5 Scaffolding different learning styles

5.6 Recognizing disability and learning disorders I - emotional and behavioural

5.7 Recognizing disability and learning disorders II - language, physical and sensory

5.8 Cognitive differences: Delays and giftedness

5.9 Addressing special needs in the classroom

5.10 The perspective of national policy

Unit 6 – The Influence of Society and Culture on Child Development

6.1 The family in child socialization

6.2 Partnering with families

6.3 Role of community and society

6.4 Inclusion and gender balance

6.5 The school and learning environment

6.6 Role of the teacher in child development

6.7 Teacher’s influence on student motivation

6.8 Schools, families and communities as partners in child development Reflection and review

SUGGESTED TEXTBOOKS AND REFERENCES

- Bredekamp, S. & Copple, C. (Eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
- Child Development Institute, <http://childdevelopmentinfo.com/>
- Early Childhood Development (ECD) Pakistan Website: <http://www.ecdpak.com/>
- Encyclopedia on Early Childhood Development: (Available in English and Urdu) <http://www.child-encyclopedia.com/en-ca/home.html>
- Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
- Howes, C. (2012). Culture and Child Development in Early Childhood Programs:
- Practices for Quality Education and Care. New York: Teachers College Press.
- RCC; ECD Programme. Nurture: Pakistan’s Pioneer Publication on Early Childhood Development. http://www.ecdpak.com/nurture/about_nurture.html

- Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. <http://www.search-institute.org/developmental-assets/lists>
- Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.

COURSE TITLE: SCIENCE I

Course Code EDU-3105

Credit Hrs: 03

Learning Outcomes:

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

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

Course Outline:

Unit 1: Course Overview

1.1 Science in personal and social perspective

Unit 2: Populations and Ecosystems

2.1 Basic needs of living things

2.2 Interdependencies of living things (symbiotic relationships)

2.3 Ecosystems and Habitats

2.4 Population Growth – Survival and Extinction

2.5 Teaching “Populations and Ecosystems” in elementary grades

Unit 3: Diversity and Adaptations

3.1 Diversity of living things

3.2 Systems of classification

3.3 Adaptations for survival

3.4 Evolution and Diversity

3.5 Teaching “Diversity and Adaptations” in elementary grades

Unit 4: Earth – The Blue Planet

4.1 Earth - an inhabitable planet

4.2 Weather and Seasons

4.3 Categorizing the world by continents, biomes, vegetation zones, climate zones, etc.

4.4 Introduction to maps; reading and creating simple data charts

4.5 Constant changes on Earth – rock cycle

4.6 Rivers (erosion / sedimentation)

4.7 Earthquakes and Volcanoes

4.8 Teaching “Earth – The Blue Planet” in elementary grades

Unit 5: Force and Motion

5.1 Relationship among force, mass, and motion of an object.

5.2 Interaction of objects as it relates to force and linear, constant motion. Graphing of motion and basic calculations of speed and average speed.

5.3 Non-linear motion and accelerated motion. (Laws of motion) Graphing of non-linear and accelerated motion.

5.4 Teaching “Force and Motion” in elementary grades

Unit 6: Properties and Matter

6.1 Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity

6.2 Atoms, molecules, mixtures, elements, and compounds

6.3 Introduction to the periodic table

6.4 States of matter: solid, liquid, gas (examples of water)

6.5 Introduction to models and their limitations in science teaching

6.6 Teaching “Properties of Matter” in elementary grades

SUGGESTED TEXTBOOKS AND REFERENCES

There are many science books and other reference that could be useful during this course. Here is just a selection:

- Target Science - Physics by Stephen Pople
- Target Science - Chemistry by Michael Clugston & Rosalind Fleming The Teaching of Science in Primary schools – Wynne Harlen
- Inquiry – Thoughts, Views, and Strategies for the K-5 Classroom – National Science Foundation Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms – National Research Council
- Taking Science to School: Learning and Teaching Science in Grades K-8 – National Research Council
- Lederman, N. & Abd-El-Khalick, F. (not dated). “Avoiding De-Natured Science: Activities That Promote Understandings of the Nature of Science” retrieved from http://toolbox.learningfocused.com/data/0000/0014/2125/Teaching_the_NatOSci.pdf.
- “A science prototype: Rutherford and the atom,” (not dated) retrieved from <http://undsci.berkeley.edu/lessons/pdfs/rutherford.pdf>.
- Understanding Science is a website that communicates what science is and how it works: <http://undsci.berkeley.edu/index.php>.
- For an easy to understand illustration of Newton’s Laws of Motion, go to <http://teachertech.rice.edu/Participants/louviere/Newton/>.
- For information about Bloom’s Taxonomy, refer to http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm.

COURSE TITLE: METHODS OF TEACHING

Course Code: EDU-3106

Credit Hrs: 03

Learning Outcomes:

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

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

SEMESTER OUTLINE

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

Topics Sources of Information about Effective Teachers

Sub Topics

- Your experience as a student
- Students currently in school

- Published research

- Observations in classrooms
- Reflections on classroom observation by yourself and with Others
- Conversations with experienced teachers
- Theories about education and instruction
- The relationship between teaching and learning

Sources of Information about

- Your experience as a student
- Current students' self descriptions

Learning in

School

- Published research, especially in cognitive and educational Psychology
- Observations in classrooms
- Reflections on student interviews by yourself and with Others
- Conversations with experienced teachers
- Theories about learning
- Cultural influences on teaching and learning

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

Topics

Sources of Complexity in the Classroom

Sub Topics

- Classroom space is crowded
- Work takes place in public: students don't have offices
- Teachers must simultaneously pay attention to a group and each individual in the group
- Children are not carbon copies of each other
- Resources are scarce: students have to share and often Wait
- Teachers plan but unexpected events upset plans often
- Classroom activities do not occur one at a time: several different activities are in progress at the same time

Managing Complexity

- Learn names, interests, & learning strengths fast
- Establish rules and routines
- Group students
- Organize books and other materials for easy access
- Create pairs of students to help each other

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

Topics

Key Concepts

Sub Topics

- Distinction between lower and higher order learning
- Outcomes from lower order learning
- Outcomes from higher order learning

- Instructional activities that enable lower order learning
- Instructional activities that enable higher order learning
- Direct Instruction: a method to enable lower order Learning
- Inquiry Learning: a method to enable higher order learning
- Different roles for teachers and students

Model Lessons

- Template for Direct Instruction lessons
- Sample lessons
- Template for Inquiry/Problem Solving lessons
- Sample lesson
- Inquiry, Problem Solving, Project: same or different?
- Choice: Teacher –centred or Learner- centred? Or both?

Unit Four: Lecture, Demonstration, Discussion, Questions, and Cooperative Learning

Topics

Sub Topics

Cooperative Learning

- Peer teaching practice
- Rationale for Cooperative Learning
- Different models of Cooperative Learning
- Cooperative Learning procedures
- Incentive structure of Cooperative Learning
- Limitations of Cooperative Learning
- Checklists as assessment devices

Lecture, Demonstration, and Discussion

Reasons to lecture

- Structure of a lecture
- Active lectures
- Structure of a demonstration
- Characteristics of good discussion
- Questions in lecture, demonstration and discussion
- Wait time

Asking questions

- Open and closed questions
- Lessons taught in class

Unit Five: Teacher-Student and Student-Student Interactions that Support Learning in the Classroom

Topics

Constructive Interactions Between Teacher and Students

Sub Topics

- Respect
- Credibility
- Fairness (justice)
- Trust
- Interest
- Enthusiasm
- Adaptive teaching

Constructive Interactions Between Students

- Cooperative working relationships are central
- Examples of cooperative working relationships
- Feelings are the foundation of thought
- Importance of trust and confidence

Unit Six: Designing Instruction: Goals and Objectives; Assessment; Plans; and Materials

Topics

Sources of Knowledge for Designing Lessons

Sub Topics

- Learning principles
- Pakistan's elementary school curriculum
- Definitions of standards, goals, and objectives
- Examples of standards, goals, and objectives
- Bloom's Taxonomy of Educational Goals and Objectives

Assessment

- Definition of assessment in schools
- Personal experience with assessment
- Assessment practices in schools in Pakistan
- Purposes of assessment

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

Unit Seven: Self-Regulated Learning

Topics Self-Regulated Learning

Sub Topics

- Becoming your own teacher
- Parents and teachers attitudes toward self-regulated learning
- Interdependence between learning and motivation
- Intrinsic and extrinsic motivation
- Mastery learning goals and performance learning goals

Reference Material:

Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Brophy, J. (1999). Teaching. (Educational Practice Series No. 1). Geneva: International Bureau of Education. Retrieved from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Dasgupta, M. A. (n. d.). Low-cost, No-cost Teaching Aids.
Retrieved from
<http://www.arvindguptatoys.com/arvindgupta/lowcostnocost.pdf>

Elias, M. J. (2003). Academic and Social-Emotional Learning. (Educational Practice Series No. 11). Geneva: International Bureau of Education.
<http://www.obe.unesco.org/en/services/online/services/online-materials/publications/educational-practices.html>

UNESCO(1973). NewUNESCO sourcebook for science teaching.Retrieved on January 20, 2012. <http://unesdoc.unrsco.org/images/oooo/ooooo56/00564e.pdf>
Rosenshine, B. (2010). Principles of instruction (Educational Practice Series No. 21). Geneva: Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Vosniadou, S. (2001). How children learn. (Educational Practice Series No. 7). Geneva: International Bureau of Education. Retrieve from
<http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

What Makes a Good Teacher? Opinions from Around the World.
Retrieve from <http://www.unicef.org/teachers/teacher/teacher.htm>
West Virginia State Department of Education Resources for Formative Assessment Retrieve from
<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

COURSE TITLE: ENGLISH II (COMMUNICATION SKILLS)

Course Code: EDU-3201

Credits Hrs: 03

Learning Outcomes:

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

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

SEMESTER OUTLINE

UNIT 1 – EFFECTIVE COMMUNICATION

Effective communication

- Communicating effectively
- The communication cycle and process
- Communication barriers

Language Development of English Language Teachers (ELT)

- Understanding group dynamics
- Understanding ELT as a self directed learner
- Developing Language awareness by using CLT activities

Organizing a message

- Grammatical accuracy in speech and writing
- Coherence and clarity
- Opening statement/topic sentence & key words

UNIT 2 – MAKING ORAL PRESENTATIONS

Effective presentations

- The ingredients of a successful presentations
- Structuring a presentation – the key stages
- Using visual displays to present key facts and figures

Presenting in a logically organized and interesting manner

- Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon
- Tips to hold your audience’s attention
- Preparing for a presentation
- Delivering a five-minute presentation

UNIT 3 – SOUND PATTERNS, TONE AND PURPOSE

Sound patterns and tone

- Vowel and consonant sounds and clusters
- Phonemes and syllables
- Stress and intonation

Modes of communication

- Audience and purpose - Visual texts: pictures and video clips
- Identifying purpose and audience in different texts
- The language of media – differentiating between audience and purpose

Audience specific

- Writing for different audience
- Presenting informally vs. formally
- Communicating through different mediums
- Understanding the purpose
- Reading for meanings
- Reports/Descriptive vs. narrative texts
- Argumentative vs. persuasive texts
- Writing/Presenting persuasively

UNIT 4 – PERSUADING AUDIENCE

Public speaking

- Speech/presentation: extemporary and prepared
- Public announcements
- News broadcast

Being interviewed

- Résumé/CV

- Interview skills
- Interviewing for a job/internship

Persuasive writing

- Writing persuasively
- Applications
- Letters of advice/direct request
- Reading graphical information: data presented through charts, graphs, etc.

UNIT 5 – COLLECTING & PRESENTING INFORMATION

Collecting information

- Power reading/study skills
- Note-taking; summarizing
- Synthesizing information

Graphical information

- Converting a report to a chart/graph
- Summary and outline

Collecting and presenting data objectively

- Small scale research project
- Developing a questionnaire
- Gathering data and presenting findings
- Reporting results

Project presentation

SUGGESTED TEXTBOOKS AND REFERENCES

Eastwood, J. (2005) Oxford Practice Grammar, Karachi: Oxford University Press.
Swan, J. Practical English Usage (3rd editions) Oxford University Press

Thomson and Martinet, A practical English Grammar (Intermediate) Oxford University Press
Howe, D.H. & Kilpatrick, L. (2008) English for Undergraduates, Oxford: Oxford University Press

Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association

The following websites provide a wealth of resources:

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

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

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

<http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/> (a grammar software free download)

COURSE TITLE: COMPUTER LITERACY

Course Code: EDU-3202

Credit Hrs: 03

Learning Outcomes:

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

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

Course Content:

Unit 1

Introduction to Computer

History and classification of Computers

- Introduction to computer
- Examples of computer

personal computers (desk-top, laptops, pocket PCs/hand-held computers)

main-frame computer systems

- Brief history of computers with timeline**

Introduction to computers – Learning about Input devices

Knowledge about and interfacing with:

- Input devices (Examples: mouse, keyboard, scanner, joystick, webcam, digital camera, bar-code reader, digital voice recorder, etc.)

o Knowing the mouse and keyboard

- Interfacing with the computer using mouse and Keyboard

o Practicing to input data using a mouse (left-click, right-click, move, drag, trackball, double-click), etc.

Learning about different parts (hardware) of computer and accessories

- Output devices (Examples: printer, speaker, projector, etc.)
- Storage devices (hard disk, USB-flash disk, CDs/DVDs, memory card, etc.)
- Understanding of Central Processing Unit (CPU)
- How do computers work?

Computer Software

Operating/System software introduction

Application software- usage & types (word processing, spreadsheets, multimedia, etc.)

Unit 2: Learning Computer Basics and Internet

Interfacing with computer

Hands-on activities on:

- o User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.)

Working with the Operating System

- o Start/Shut down (menu, purpose, etc.)
- o User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.)
- o Basic concepts of Desktop, Icons, shortcuts, etc.

Working with the Operating System

- o Control Panel
- o Using Help
- o Selecting a Printer, Changing a Default Printer, Checking the Status of a Printer

Concept of files and folders (types of files and extension)

File and folder properties

- o Renaming a folder, etc. (Practicing to input data using a keyboard)

Types of storage devices

Practically knowing and accessing storage devices/drives

Data transfer between different storage devices

(Example: to/from USB-flash disk to hard disk, etc.)

Unit 3: Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer)

Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer)

General introduction to application window Creating, saving & opening documents

Formatting, editing Pages, text & paragraphs Adding pictures to pages (Clipart & from file)

- Working with tables, charts & graphs
- Working with Diagrams (Using “draw” feature)

Print preferences, printer properties and printing a document

Using preset and advance features

Using word processing to create classroom instruction documents (diagrams, lesson plan, worksheets, flash cards, brochures, newsletters) and motivation tool (certificate)

Unit 4: Using Productivity Applications (Spreadsheet)

(Microsoft Excel, OpenOffice.org Calc)

Using Productivity Applications (Spreadsheet) (Microsoft Excel, OpenOffice.org Calc)

- General introduction to spreadsheets interface
- Creating, saving & opening spreadsheet
- Using worksheets (renaming and adding worksheets)
- Adding and working with information (formatting cells, adding comments, inserting hyperlinks)
- Changing the look of information with spreadsheet (cell alignment, changing font face and size, adding background color to cells and rows, inserting picture)
- Doing Mathematics (formulas: addition, subtraction, average, logic formula etc)
- Making charts (formatting i.e. background, legend, color of bars, creating pictograph)
- Including print properties
- Using spread sheets to create class room management documents (seating chart, electronic attendance register, result sheet, student academic performance graph, bio data)

- General introduction to multimedia application
- Creating, saving & opening presentation
- Viewing and working with slides
- Building presentations (adding, moving/sorting and duplicating a slide)
- Making slides look good (applying templates, changing color schemes, slide layout, background)
- Adding pictures and artistic effects (inserting compressing pictures , applying borders to pictures and other objects, adding 3-D effects,
- Adding sounds, movies and links
- Adding animations and special effects (applying slide transition, adding & customizing animations, adding action buttons, turning off animations)
- Setting up and playing presentation (printing presentations, setting time)

Unit 5: Making Connections

Searching and saving web resources (images, audio, videos)

- Searching multimedia resources
- Uploading, downloading documents and other files (pictures, audio, etc.)
- Saving information from Web pages
- Interfacing with online multimedia resources (Example: videos on www.youtube.com about learning computer)

Communicating through Internet

- Creating and using e-mail to communicate and collaborate
 - o E-mail management (creating, sorting, forwarding, searching, flagging, deleting)
 - o Attaching document (files & folders)
- Using Web 2.0, Using chat/talk applications (Skype, Google Talk, etc.)

Online collaboration applications

- Introduction to online collaboration
- Working with an online collaboration application (Application: Google docs)
- Creating, importing and editing a file – document, spreadsheet& presentation)
- Sharing and accessing online files

Unit-7: Using multimedia devices and resources

Using multimedia digital devices with a computer

- Introduction and examples of digital devices (camera, mobile phone, digital voice recorders, etc.)
- Using a digital camera and other technologies i.e. mobile phones to down-load images, and videos
- Transferring images and videos to computer from mobile devices (mobile phone, camera)
- Using multimedia applications (Examples: Real Player, Windows Media Player, Quick Time Player etc.) to play educational audio & video clips

Unit 8: Use of computer in daily life

Working in the information society

- Uses of computer
 - at workplace,
 - in community,
 - for communication,
 - education& research, literacy
 - entertainment

Computer ethics

- Code of ethics
- Computer crime
- Copyrights Law and fair-use guidelines and plagiarism

Computer-Assisted Instruction (CAI)

- Computer as a teacher
- Use of computer-assisted instruction
- Online education (Example: Virtual University of Pakistan)

COURSE TITLE: CLASSROOM MANAGEMENT

Course Code: EDU-3203

Credit Hrs: 03

Learning Outcomes:

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

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

Unit 1—Learning Theories and Classroom Management

Why a course on Classroom Management?

How does a teacher's personal philosophy about teaching and learning affect his or her beliefs about classroom management?

What happens in a well-managed classroom?

Classroom Observations and Data Collection (students spend 6 hours in a classroom including class and out-of-class hours)

What are the features of Classroom Management? (physical environment, social environment)

What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ?

What kind of classroom environment do I want?

What do I need to think about in designing the effective classroom environment?

- o Identifying resources for learning
- o Using displays and visuals for enhancing the learning environment in the classroom
- o Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment

o Building the social environment

Unit 2-- Curriculum and Classroom Management

How can my curriculum support the classroom management?

In what ways can the teacher create a plan for teaching and learning that is consistent with her/his philosophy?

- o Planning, motivation, teaching and assessing the curriculum
- o Differentiation of instruction
- o Multi-grade classrooms
- o Over-crowded classrooms

Unit 3—Routines, Schedules and Time Management in Diverse Classrooms

What are classroom ‘routines’ and ‘structures’ and how do they help in the management of classroom time?

How do you create structures and routines in a multi-grade context?

How can routines and structures help me deal with special needs and situations?

How might routines and structures be used to teach specific subject content like Math, Science or Literacy?

How might routines and structures be used to promote cooperation and collaborative learning?

Unit 4—Creating Shared Values and Community

What is community inside and outside the classroom and school?

What is community participation and involvement?

What are typical practices of community participation?

How can I manage involvement of the community in my classroom?

What routines and structures need to be put in place?

In what ways might community involvement be different in multi-grade classroom?

How can I create an “ethic of care” in my classroom?

- o diverse classrooms as caring, democratic communities
- o respectful relations between teacher and students, students and students

How can a caring classroom help me build responsible actions and personal accountability?

What happens when behaviour breaks down? How do I deal with unexpected events?

Unit 5—Planning the Classroom Environment I Would Like

How can I use what I have learned to create the classroom I want?

- o Peer critique and review of final projects
- o Summary and closure

Reference Material:

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

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

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

Chapter 1—Introduction to Proactive Classroom Management

http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf

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

http://educationnorthwest.org/webfm_send/1152

Canter, L. Assertive discipline: More than names on the board and marbles in a jar. [Retrieved on February, 28, 2011] from

http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm

Evertson, C., Poole, I., & the IRIS Center (n.d.) Norms and Expectations. [Retrieved on January, 20, 2011] from

http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf

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

Marzano, R. J. (2003). Classroom management that works: Research-based strategies for every teacher.

Alexandria, VA: Association for Supervision and Curriculum Development.

COURSE TITLE: GENERAL MATHEMATICS

Course code: EDU-3204

Credit Hrs: 03

Learning Outcomes:

Students will:

- Increase their mathematical content knowledge for Number and Operations, Algebra and Algebraic Thinking, Geometry and Geometric Measurement, and Information Handling for teaching in the primary, elementary, and middle grades
- Increase their confidence, competence, interest, and enthusiasm for mathematics by exploring and doing mathematics
- Deepen an understanding of how children learn mathematics
- Build a variety of instructional techniques with clear purposes
- Enhance their use of questioning techniques to elicit children's understanding
- Learn ways to engage students in mathematical thinking through interactive activities

Course Outline:

Unit 1: Numbers and Operations

Themes	Sub themes
Numbers and Operations	<ul style="list-style-type: none">● Counting● Models for Addition & Subtraction with natural numbers● Addition and Subtraction as inverse Operations● Word problems involving addition and Subtraction
Place Value	<ul style="list-style-type: none">● Working in the base-10 system

Numbers and Operations

- Models for Multiplication with natural numbers
- Multiplication and Division as inverse operations
- Models for Division with natural numbers
- Nature of the remainder in division
- Factors, Prime and Composite Numbers

Fractions and Decimals

- Models of fractions (sets, number line, area, volume)
- Types of fractions (proper, improper and mixed-number)
- Decimals as fractions linked to base-10 place value
- Concept of GCF and LCM
- Operations with fractions and decimals

Percent

- Percent as related to fractions and decimals

Ratios and Proportion

Rates

- Ratio and Proportion
- Rates

Integers

- Integers, Operations with integers
- Venn Diagrams

Unit 2: Algebra

Themes

Sub themes

Algebra as Generalized Arithmetic

Patterns Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity

Linear functions

Order of Operations

Square expressions and equations

Symbol manipulation

- Repeating patterns and growing patterns
- Generalizing a pattern and finding a rule
- Creating coordinate graphs
- Continuous, discontinuous, and discrete graphs
- Equivalent expressions
- Interpreting tables, graphs and equations of linear functions
- The concept of slope
- Order of Operations
- Interpreting tables, graphs and equations of quadratic functions
- Solving for x , the unknown

Unit 3: Geometry and Geometric Measurement

Themes

Sub themes

Polygons

- Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals,

Undefined terms in geometry

- Point, line, line segment, ray

Identification and construction of Angles

- Models of angles
- Benchmark angles
- Classifying angles by measurement

Geometric Measurement: Area and

Perimeter of polygons

- Perimeter and Area formulas

- Geometric Measurement: □ Circumference and Area formulas
- Circumference and Area of Circles ● Surface Area formulas
- Surface Area of Cuboids and Cylinders
- Volume of Cuboids and Cylinders ● Volume formulas
- Introduction to the Pythagorean Theorem ● Squares, square numbers, square roots (surds)
- The Pythagorean Theorem

Unit 4: Information Handling

Themes	Sub themes
Graphic displays of information	<ul style="list-style-type: none"> ● Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous) ● Interpret the above graphic displays of data
Measures of dispersion and central tendency	<ul style="list-style-type: none"> ● Range ● Mean ● Median ● Mode

Reference Material:

- NCTM *Illuminations*: <http://illuminations.nctm.org/>
- Maths Curriculum: <http://nzmaths.co.nz/>
- N-Rich Maths site: <http://nrich.maths.org/public/>
- *How Students Learn: History, Mathematics, and Science in the Classroom* www.nap.edu/catalog.php?record_id=10126#toc Published

by National Academies Press.

- *What does Good Mathematics Instruction Look Like?:*
<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>
- Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole

COURSE TITLE: PAKISTAN STUDIES

Course Code: EDU-3205

Credit Hrs: 02

Learning Outcomes:

- To create awareness among students about Pakistan as an enlightened nation , comparing it with the rationale and endeavours for Pakistan’s creation;
- To educate students about key concept in the disciplines comprising Pakistan Studies (history, geography, economics and political science);
- To assist students to identify various perspectives on current, persistent and controversial issues in Pakistan; identify their own position and be able to support it;
- To inculcate in students the sense of patriotism, tolerance, active citizenship, and respect for cultural diversity and religious harmony.
- To encourage students to design and implement a project to promote active and responsible citizenship;

Course Outline:

UNIT 1: HISTORICAL PERSPECTIVES

1.1 Introduction; The concept of civilization

Introduction to the course

Civilization

Ancient civilizations of Indus valley: Mohenjo-Daro and Harrapa

1.2 Skills development

Inquiry skill

Presentation skill

Teaching history: facts versus opinions

1.3 Ideological rationale with reference to important personalities

Two nation theory: Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam Muhammad Ali Jinnah

1.4 Factors leading to the birth of a nation

Factors leading to the creation of Pakistan - Economic, Social and Political

1.5 Struggle for Pakistan

British colonization and Muslim reform movement (1857 – 1905)

The struggle of independence (1905 – 1940)

1.6 Struggle for Pakistan

The Pakistan movement (1940 – 1947)

The teething years (1947 – 1958)

UNIT 2: LAND AND PEOPLE

2.1 Geography of Pakistan

General overview to geography of Pakistan

Introduction to project work

2.2 Map skills

Globe and different types of map

Skill development: map and globe reading and interpreting

2.3 Physical features of Pakistan

Physical features of Northern and Western Highlands and The Punjab Plains

2.4 Weather and climate; Factors affecting weather and climate

Factors that influence weather and climate of Pakistan

Major climatic zones of Pakistan and their characteristics

2.5 Environmental problems in Pakistan

Major Natural and Human Made Disasters in Pakistan

Disaster Management / Preparedness

2.6 Movement and Human environment interactions

Movement: people, goods and ideas;

Humans adapt to the environment / Humans modify the environment / Humans depend on the environment.

2.7 Population and its effects on economy

Population density and distribution

Population growth and its effects on economy of the country

UNIT 3: BASIC ECONOMICS

3.1 Basic Concepts of Economics

Goods and services

Utility

Scarcity

3.2 Economic systems

Market

Command

Mixed

3.3 Sectors of the economy - Agriculture

Role and importance of agriculture in Pakistan's economy

Agriculture production and productivity

3.4 Sectors of the economy – Industry

Contribution of industrial sector to national economy

Prospects for industrialization

3.5 Sectors of the economy - Trade

Major imports and exports of Pakistan

3.6 Economic Development

Economic development and growth

Economic development of Pakistan

UNIT 4: GOVERNMENT AND POLITICS IN PAKISTAN

4.1 The government of Pakistan

Introduction

Systems, levels functions and branches of government

4.2 Objective Resolution

The approval of the Objective Resolution by the Constituent Assembly

Key features of the Objective Resolution

Significance and impact of Objective Resolution in constitution making

4.3 The Political and Constitutional Phases

Pakistan: The early years (1947 – 1958)

The Ayub Era (1958 – 1969)

The Yahya Regime (1969-1971)

4.4 The Political and Constitutional Phases

The Z. A. Bhutto Era (1971-1977)

The Zia Regime (1977-1988)

Civillian Rule (1988-1999)

Musharraf Rule (1999-2008)

4.5 The 1973 Constitution

4.6 Citizen participation

The role of the citizen in a democracy;

Civil society and the role of civil society

Major Civil Society Organizations: Origin, Growth, Contribution and Impact

4.7 Citizen participation

Role of major political parties in politics of Pakistan

UNIT 5: CONTEMPORARY PAKISTAN

5.1 Contemporary Pakistan

Politics

5.2 Contemporary Issues

Major Social, Cultural, Sectarian and Ethnic issues

5.3 The future of Pakistan

Economic Prospects

Positional opportunities and threats

5.4 Consolidation of the course

5.5 Conclusion of the course

Reference Material:

- Abid, S.Q. (2007). A Muslim Struggle for Independence: Sir Syed to Muhammad Ali Jinnah. Lahore: Sang-i-Meel.
- Ali, C. M. (1998). The Emergence of Pakistan. Lahore: Research Society of Pakistan.

- Ali, Mehrunnisa (2001). Readings in Pakistan's Foreign Policy. Karachi: Oxford University Press.
- Amin, Shahid.M (2004). Pakistan's Foreign Policy: A Reappraisal. Karachi: Oxford University Press.
- Anwar Syed (2007). Issues and Realities of Pakistani Politics. Lahore: Research Society of Pakistan, University of the Punjab.
- Burke, S.M, Qureshi, Salimul-Din (1995). The British Raj in India. Karachi: Oxford University Choudhary,
- G. W. (1969). Constitutional Development in Pakistan. London: Longman Group Ltd. Citizenship Rights and Responsibilities Pakistan (CRRP) Programme (2007). Youth in Elections: Voting for our future. Islamabad: The Asia Foundation.
- Cohen, S. P. (2005). The Idea of Pakistan. Karachi: Oxford University Press.
- Dean, B.L., Joldoshalieva, R., Fazilat, A. (2006). Creating a Better World: Education for Citizenship, Human Rights and Conflict Resolution. Karachi: AKU-IED
- Kazimi, M. R (2007). Pakistan Studies. Karachi: Oxford University Press.
- Kazimi.M.R. (2009). A Concise History of Pakistan. Oxford University Press.
- Kennedy, C. (Ed.) (2006). Pakistan 2005. Karachi: Oxford University Press.
- Khan, F. K. (1991). A Geography of Pakistan: Environment, People and Economy. Karachi: Oxford University Press.
- Khan, H. (2001). Constitutional and Political History of Pakistan. Karachi: Oxford University Press. Malik, H. &Gankovsky, Y. V. (Eds.) (2006). The Encyclopedia of Pakistan. Oxford University Press.
- Rabbani, M. I. (2003). (Revised Edition). Introduction to Pakistan Studies. Lahore: Caravan Book House.
- RafiqueAfzal, Political Parties in Pakistan, Islamabad: National Institute of Historical and Cultural Research, 1999, (Vol. I, II and III) 1999.
- Shafqat, Saeed, New Perspectives on Pakistan: Visions for the Future, Karachi, Oxford University Press, 2007
- Smith, N. (2007). Pakistan: History, Culture and Government. Karachi: Oxford
- Yusuf, Hamid (1998) A study of political Development 1947-99. Lahore: The Academy.

Website Resources

Story of Pakistan: A multimedia journey <http://www.storyofpakistan.com/>

Government of Pakistan <http://www.pakistan.gov.pk/>

Pakistan Institute of Trade and Development www.pitad.org.pk

Pakistan Agricultural Research Council <http://www.parc.gov.pk/>

Geographical Association: Furthering the learning and teaching of Geography
<http://www.geography.org.uk/>

National Fund for Cultural Heritage <http://www.heritage.gov.pk/>

Constitution of Pakistan

<http://www.mofa.gov.pk/Publications/constitution.pdf>

Declaration on Rights and Duties of States

http://untreaty.un.org/ilc/texts/instruments/english/draft%20articles/2_1_1949.pdf

Title of Course: Teaching of Islamic Studies
Course Code: EDU-3206
Credit Hrs: 03

Learning outcomes:

By the end of the course the students will be able;

- To understand the basic knowledge and skills to teach Islamic studies.
- To inculcate the instructions methods to promote active learning
- To develop lesson plan and teach accordingly.
- To use learning aids effectively.

Course Outline:

Unit 01: Introduction

- 1.1 The developmental tasks of elementary years.
- 1.2 Educating children for an inclusive and tolerant society.
- 1.3 Changing our vision: developing a national and a global sense of citizenship.
- 1.4 Rationale for Islamic studies in a global changing situations.
- 1.5 The child's ability to learn about others near and far.

Unit 02: Discovering the Essence of Islamic Studies

- 2.1 Islamic studies in search of definitions
- 2.2 Islamic studies and child with special needs
- 2.3 Goals of Islamic studies education
- 2.4 Characteristics of an effective Islamic studies curriculum.

Unit 03: Getting Ready to Teach Islamic Studies

- 3.1 Planning Islamic studies experiences for young children.
- 3.2 Knowledge about the child
- 3.3 Key developmental milestones of preschool-primary age children
- 3.4 Young preschoolers: working with three-year- olds
- 3.5 Older preschoolers: working with four and five-year-olds
- 3.6 Older preschoolers: working with four and five-year-olds
- 3.7 Social and emotional development during early years

Unit 04: Planning Developmentally Appropriate Islamic Studies

- 4.1 Planning and teaching appropriate Islamic studies experiences
- 4.2 Planning Islamic studies experiences
- 4.3 Do we know why children are doing what they do?
- 4.4 Objectives are important, but children are the reason for teaching
- 4.5 Source of learning objectives
- 4.6 Engaging parents in the planning process
- 4.7 The community as a curricular source
- 4.8 Lesson plans and units
- 4.9 Selecting a planning strategy
- 4.10 Getting ready to plan social studies experience: using the DAP perspective

- 4.11 Thematic teaching
- 4.12 The project approach
- 4.13 Learning centres
- 4.14 Technology in the classroom

Unit 05: Learning about past and Present

- 5.1 Developing a sense of Islamic history
- 5.2 Exploring key elements of Islamic history
- 5.3 Connecting Islamic history education with Elementary Education
- 5.4 Physical environment.

Unit 06: Making Socially Responsible Citizens in a Muslim Society

- 6.1 Building a community
- 6.2 Muslim Society
- 6.3 Fostering positive Islamic values and social skills in young children
- 6.4 Developing civic and social responsibilities

Unit 07: Preparing children to make informed Choices

- 7.1 Bringing the “outside World” into Elementary Education classroom
- 7.2 Learning about Islam being responsible citizens
- 7.3 Teaching about special social issues and role of Islamic Studies

Reference Material:

Iarolimek, John. (1986). *Social Studies inElementary Education*. London: Macmillan

Savage, Tom V and Armstrong, David G. (1987).*Effective Teaching inElementary Social Studies*. New York: Macmillan.

Wilma R. Melendez, V. B. & Melba Fletcher. (2000). *Teaching SocialStudies in Early Education*. Africa, xvii, 299p.

Wilma Robles de Melendez, Vesna Beck and Melba Fletcher. (2000). *Teaching Social Studies in Early Education*. United Kingdom: Delmar

COURSE TITLE: TEACHING LITERACY SKILLS

Course Code: EDU-4301

Credits Hrs: 03

Learning Outcomes:

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

1. describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
2. Identify phases of second language development and the implications for reading and writing instruction
3. identify various phases in reading development.
4. explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers
5. develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language.
6. differentiate instruction through various classroom organizational structures and teaching strategies.
7. Identify supports for learning to read and write, including family and community.

Course Outline:

Unit 1: What is Reading and Writing

1.1 Introduction

Why this Course?

What is Skilled Reading? What is Skilled Writing?

1.2 Components of Reading

Oral Language as the Foundation of Reading

The Sub-systems of Language

1.3 Learning to Read and Write in a Multilingual Context

Home -School Connection

Stages of Second-Language Acquisition

1.4 Phases and Models of Reading and Spelling Development

1.5 Stages of Writing Development

Unit 2: Growing Up to Read and Write: Early Reading and Writing

- 2.1 Phonological Awareness
 - Alphabetic Principle
- 2.2 Instructional Strategies for Word Recognition
- 2.3 Book Reading
- 2.4 Literacy-Rich Classroom Environment
 - Types of print resources to use in the early-literacy classroom
 - Differentiating instruction in a print-rich classroom.

Unit 3: Becoming Readers and Writers (Grades 1-3)

- 3.1 Instruction Strategies for Fluency
- 3.2 Instructional Strategies for Vocabulary
- 3.3 Instructional Strategies for Comprehension
- 3.4 Matching Texts to Students
- 3.5 Guided Reading
- 3.6 Writing as a Window Into Reading

Reference Material:

Books

M.S.Burns, P. Griffin, and C.E. Snow (1999). Starting Out Right: A Guide to Promoting Children's

Reading Success. Washington, DC: National Research Council. Available on line:
http://www.nap.edu/catalog.php?record_id=6014

Readings and On-line Resources

Readings:

http://www.nap.edu/catalog.php?record_id=6014 Starting Out Right: A Guide to Promoting

Children's Reading Success

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF> Learning to Read and Write: Developmentally Appropriate Practices for Young Children

<http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf>

Where we Stand: On Learning to Reading and Write

http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf Executive Summary:

Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth

<http://www.aft.org/pdfs/teachers/rocketscience0304.pdf> Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do

<http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf> Put Reading First: Help Your Child Learn to Read

<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> Put Reading First: Kindergarten to Grade 3

<http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf> The Natural Approach: Stages of Second Language Development

Web sites:

<http://www.readinga-z.com>: Reading A to Z

www.ttms.org/: Teaching That Makes Sense

<http://www.readingrockets.org/>: Reading Rockets

<http://www.colorincolorado.org/>: Colorin Colorado

<http://www.pbs.org/parents/readinglanguage/> PBS Parents Reading and Language

<http://www.fountasandpinnellleveledbooks.com> Fountas&PinnellLeveled Books

Videos:

<http://www.learner.org/resources/series162.html> Teaching Reading K-2: A Library of Classroom Practices

<http://www.learner.org/workshops/writing35/index.html> Reading Like a Writer Videos

COURSE TITLE: Arts Crafts and Calligraphy

Course Code: EDU-4302

Credit Hrs: 03

Learning Outcomes:

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

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

Course Outline:

Unit 1: Introduction to Arts, Crafts & Calligraphy

1.1 What are Arts, Crafts and Calligraphy?

- The role of the teacher in teaching art
- Influence of the arts in children's development

1.2 Calligraphy- The emergence of Islamic calligraphy

- Ceramics and Sculpture
- Puppetry in Pakistan

Unit 2: History and Culture

2.1 Indus Civilizations

Exploration of history through a museum visit

Art and Architecture (From Indus to Mughal)

2.2 Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy)

- Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, HanifRamy, Zahoor-ul- Ikhlq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal)

Unit 3: History and Culture

3.1 Introduction to the Cubism Understand the Cubism

- Pakistani Artist's (worked in Realism e.g. Shakir Ali MansoorRahi)
- Intro about Realism
- Pakistani Artist's work in Realism
- (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities

3.2 Abstraction

- Origin and History of Abstract art
- Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, LubnaLatif, Maqsood Ali, AnwarMaqssodHameed Ali)

3.3 Indigenous art

- Pottery, ceramics, textile etc. Hands-on activities

3.4 Art Across the curriculum

- Ideas to integrate art with languages, science, social studies, mathematics etc.

Unit 4: Elements of Art & Principle of Design

4.1 Understanding elements of art (line, Shapes, color, texture, and space and volume)

- The importance of lines and its use in art work
- Kinds of lines
- Use of color (Color wheels, tints, tones and shade)
- Use of Space and value in 2D and 3D art Texture

4.2 Use of Space and value in 2D and 3D art Texture

- (Natural and man- made)
- Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)

4.3 Drawing/ technique of rendering

- Still life
- Painting

4.4 Printing

- Pattern making
- Shapes- organic and geometrical shapes

4.5 Sculpture

Landscape

- Stick Drawing and conclusion and review of the unit

4.6 What is assessment in art curriculum?

- How and why we assess creativity?
- Review the recommendations proposed in the national curriculum grades

4.7 Design rubric/checklist for portfolio

- Set criteria for presentation/display/ peer and self-assessment etc.
- Conclusion and review of whole unit

Reference Material:

- Barnes, R. (1996). Teaching Art to Young Children 4-9. London and New York : Routledge, (1996).
- Eisner, E. (2002). The Arts and the Creation of Mind, Chapter 4, What the Arts Teach and How It Shows. s.l.: Yale University Press, NAEA Publications, (2002).
- J., Lancaster. (1990). Art in the Primary School. Bungay, Suffolk : Richard Clay Ltd, (1990). Jenkins, P.D. 1986. Art for the fun of it. A guide for teaching young children. USA :
- Simon & Schuster, 1986. K., Gentle. 1993. Teaching Painting in the Primary School. UK: Redwood Books, Trowbridge, 1993.
- M., Dowling. (1992). Education 3-5. UK :Athenaem, (1992).
- Matthews, J. 1994. Helping Children to Draw & Paint in early Children. Children and visual representation. London :Hodder& Stoughton., 1994.
- P., Gura. (1996). Resources for early Learning Children, Adults and Staff. London :Hodder& Stoughton, (1996).
- P., Tambling. (1990). Performing Arts in the Primary School. UK :Dotesios, (1990).
- R., Fisher. 1992. Teaching Juniors. UK : T.J. Press, 1992.

- Vandal, S.H. Art Education in Pakistan: A case study of bringing art to school children at the informal level. Pakistan :s.n.
- Razzak. A (2011) Children and Art- Status of art education in Pakistan: VDM. Germany Razzak. A (2009) Fun with paper bag: Feroz Sons. Lahore

COURSE TITLE Teaching of Urdu

Course Code: EDU-4303

Credit Hrs: 03

نصاب برائے تدریس اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ: ۳

پیش لازمہ: (PREREQUISITES)

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

کورس کا تعارف: COURSE INTRODUCTION

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

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

حاصلات کورس: COURSE OUTCOMES

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

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

تعلیمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

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

پونٹ ۱

نظریہء زبان

(THEORY OF LANGUAGE)

تعارف:

زبان کے متنوع ماحول میں بچے کے لیے کثرت سے ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے جو والدین، عزیز واقارب اور اساتذہ کی جانب سے پیش آتا ہے۔ اس پونٹ میں زیر تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE-RICH ENVIRONMENT کو سمجھتے ہوئے آموزش زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمت عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، ارد گرد کے ماحول پر رائے لینا، خواہش دریاقت کرنا اور منظوم و نثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، بنی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیر تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سبھی ڈیزائن میں کارآمد تدریسی تداہیر اختیار کرتے ہیں۔ اس پونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

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

دوسرا ہفتہ

- اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، بنی)
- اردو سے متعلق غلط فہمیوں کا ازالہ
- اردو کی تدریسی تداہیر

تیسرا ہفتہ

- جدید سبھی ڈیزائن

۰۔ تدریسی تکنیک

۰۔ سمعی بصری معاونات

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

یونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

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

چوتھا ہفتہ

۰۔ اوصاف خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)

۰۔ بنیادی لسانی عادات / مہارتیں تعارف (بولنا، سننا، سمجھنا)

۰۔ بولنا اور سننا (فیکشنل، آڈیو ٹیکسٹ اور ٹیبلٹ فزیکل طریقوں سے مشق)

پانچواں ہفتہ

۰۔ بہ ذریعہ قصہ / کہانی (تمثیل، ڈراما، قصہ گوئی)

۰۔ بہ ذریعہ کھیل (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)

۰۔ بہ ذریعہ مطالعہ (ٹی وی، ریڈیو، کمپیوٹر، مطالعہ کائنات)

ششم ہفتہ

۰۔ پرائمری سطح پر تدریس نظم

۰۔ نڈل سطح پر تدریس نظم

۰۔ فی الہدیہ نظم گوئی

ساتواں ہفتہ

- ۰ سہمی اشارات/ طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- ۰ سہمی ڈیزائن/ تکنیکی مہارتیں/ تدریسی حکمت عملی نظم و نثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیر تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجزیاتی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سبق کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطانی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے بولنے کی مشق کروانا جو ہر سطح پر کی جاسکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، استہسان و استدلال مد نظر رکھ سہمی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیر تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

- ۰ طریقہ ہائے تدریس کا تعارف (ابتدائی و وسطانی سطح کے مطابق)
- ۰ الف بائی جملوی، تجزیاتی طریقے
- ۰ فنکشنل/ عملی اردو

نواں ہفتہ

- ۰ زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- ۰ تدریس قواعد (بذریعہ نظم)
- ۰ تدریس قواعد (بذریعہ اقتباس)

دسواں ہفتہ

- ۰ رول پلے، بازی (FEED BACK)
- ۰ فنکشنل/ عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- ۰ تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

گیارہواں ہفتہ

- ۰ منظومات پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰ نثر پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰ نثر پر مبنی اسباق کی منصوبہ بندی جماعت چہارم تا ہشتم

جائزہ و آزمائش

تعارف:

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

بارہواں ہفتہ

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

تیرہواں ہفتہ

- ۰ سوالنامے
- ۰ پرچہ جات
- ۰ اسائنمنٹ

چودھواں ہفتہ

- ۰ ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- ۰ وسطانی سطح کے سانچے (جماعت چہارم تا ششم)
- ۰ مڈل/وسطانی سطح کے سانچے (جماعت ہفتم و ہشتم)

پندرہواں ہفتہ

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

حوالہ جات / مطالعاتی مواد

(REFERENCES)

کتابیات:

- ۱۔ ساجد حسین، پروفیسر، اردو اور اس کے تدریسی طریقے، ایجوکیشن ریسرچ اسکالر جامع کراچی، رہبر پبلشرز۔ اردو بازار، کراچی
- ۲۔ عطش درانی، ڈاکٹر، جدید تدریسیات اردو، کیلی سنز، راولپنڈی، ۲۰۰۳ء
- ۳۔ سلیم قارانی، ڈاکٹر، اردو زبان اور اس کی تعلیم، پاکستان بک سٹور، اردو بازار، لاہور، ۱۹۶۲ء۔
- ۴۔ فرمان فتح پوری، ڈاکٹر، تدریس اردو، مقتدرہ قومی زبان، اسلام آباد، اپریل ۲۰۰۱ء
- ۵۔ صباح الدین احمد، مطالعاتی زبان اور کمپیوٹر، "اخبار اردو"، دسمبر ۲۰۰۰ء، ص: ۳۵
- ۶۔ ڈاکٹر سہیل احمد خان، تقریر، تدریس ادب، علامہ اقبال اوپن یونیورسٹی، اسلام آباد، ۲۰۰۷ء
- ۷۔ دیکھیے ویب سائٹ:

www.Freethesaurus.info/Unesco/indescophp?tema=3501(Hindustani

Rehman, Tariq Dr., The Teaching of Urdu in British India, "The Annual of Urdu Studies", Vol. 15, P.36, Urdustudies.com., University of

Memon, M.U., "Urdustudies.com" Vol.10 (Website)Wisconsin.(Website)

- ۹۔ محمد صدیق خان شلی، ڈاکٹر، فنکشنل/عملی اردو، بحوالہ: تدریس اردو کے جدید تقاضے، مرتب: ڈاکٹر عطش، ڈرانی، مقتدرہ قومی زبان، اسلام آباد، ۲۰۰۲ء
- ۱۰۔ ڈاکٹر محمد آفتاب احمد، اردو قواعد و املا کے بنیادی اصول، جلد اول، ۱۹۹۴ء، نیشنل انسٹی ٹیوٹ آف ماڈرن لنگویج، اسلام آباد

ماڈل اسائنمنٹ: (ASSIGNMENTS)

- ۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار رنگارنگ، ہامنی اور جدید ہوں۔
- ۲۔ رموز و اوقاف پر اس انداز سے سبقی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموز و اوقاف پڑھا دیے جائیں۔ کم از کم تین دن میں سبقی خاکہ جمع کروائیں۔
- ۳۔ دو گروپوں میں سننے/بولنے اور پڑھنے/لکھنے کی مہارتیں تقسیم کی جائیں گی دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں ایک ہفتے میں جمع کروائیں گے۔
- ۴۔ جماعت اول اور ہفتم سے دو اسباق پر سائنٹفک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

یہ ہمارا روزمرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچہ اپنے ماحول میں بولی جانے والی زبان خود بہ خود ایک مختصر عرصے میں بولنا شروع کر دیتا ہے۔ اس عام مشاہدے کی غور طلب بات یہ ہے کہ ایک چھوٹا بچہ جس کی ذہنی صلاحیتیں ابھی نشوونما کے مراحل سے گزر رہی ہیں، زبان چھٹی پیچیدہ

چیز خود بخود کیسے سیکھ لیتا ہے۔ نہ تو اس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیوٹر نے اسے بتایا ہے کہ بولا کیسے جاتا ہے اور نہ والدین نے اسے بولی جانے والی زبان کے اسرار و رموز سمجھانے کی کوشش کی۔ کسی بیرونی دباؤ یا درس و تدریس کے بغیر پیدائش کے دوسالوں کے اندر اندر بچے کا زبان سیکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریس زبان کے اساتذہ کے لیے اس میں ایک عظیم سبق پنہاں ہے۔

زبان سیکھنے کے اس قدرتی عمل سے یہ بات اخذ کرنا مشکل نہیں ہے کہ زبان سیکھنا ایک فطری عمل اور بچہ یہ خدا داد صلاحیت لے کر پیدا ہوتا ہے۔ بچہ کا ماحول اس خدا داد صلاحیت کو پروان چڑھانے میں اہم کردار ادا کرتا ہے۔ ایک ایسا ماحول جہاں بچے کے لیے محبت، عزت اور آزادی ہو بچے کو سیکھنے کے عمل میں مدد کرتا ہے۔ Noam Chomsky کے نظریے کے مطابق دنیا میں آنے والا ہر بچہ اپنے ساتھ دماغ میں ایک خاص عضو لے کر آتا ہے جسے Language Acquisition Device کہتے ہیں۔ زبان سیکھنے کے بنیادی اصول و اجزا پیدائشی طور پر موجود ہوتے ہیں۔ پیدائش کے بعد جب بچہ اپنے ماحول میں بولی جانے والی زبان سنتا ہے تو اس کی زبان سیکھنے کی فطری صلاحیتیں متحرک ہو جاتی ہیں اور کچھ عرصے میں بچہ کا دماغ بولی جانے والی زبان کی پیچیدگی کو سمجھنے لگتا ہے اور بچہ زبان بولنا شروع کر دیتا ہے۔

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

- سننے اور بولنے کی فطری صلاحیتوں کو جلا ملتی ہے۔
- غور سے سننے اور سننے کے عمل کو موثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- درست زبان میں اپنے دل کی بات سادہ اور قابل فہم انداز سے بیان کرنے کی اہلیت پیدا ہوتی ہے۔
- بلا جھجک، اعتماد اور روانی کے ساتھ گفتگو کی صلاحیت پیدا ہوتی ہے۔

یہ ہم سب کا مشاہدہ ہے کہ ایک ایسا ماحول جہاں بچے کو زبان بولنے کی آزادی ہو، جہاں اس کو گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزت نفس کا احترام ہوتا ہو اس کو زبان سیکھنے میں بہت مدد دیتا ہے۔ اُردو زبان کے اس کورس میں جہاں ان مہارتوں کے خاص پہلوؤں کی پر توجہ دی گئی ہے۔ وہیں ان مہارتوں کو پروان چڑھانے کے لیے ادبی/نصابی کتب سے مربوط کیا گیا ہے۔ لسانی مہارتوں کو مربوط پروگرام کے تحت

زیر تربیت اساتذہ کے لیے دیے گئے۔ اس کورس کے تمام یونٹوں کی اس طرح منصوبہ بندی کی گئی ہے کہ چاروں لسانی مہارتیں یونٹ کا بنیادی مرکز رہیں۔ زیر تربیت اساتذہ تمام یونٹوں کی تدریس کے دوران اشارات سبق کی تیاری اور عملی مشق بھی سرانجام دیں گے۔ اور ایسی سرگرمیاں بچوں کے لیے تیار کریں گے جس سے بچے نہ صرف سرگرمی سے پڑھنے اور سمجھنے میں حصہ لیں بلکہ انھیں پڑھنے، لکھنے، سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں اُردو کی نصابی کتاب میں دیے گئے ہر سبق کا مقصد تدریس اُردو ادب کی مختلف اصناف سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نقطہ کو خاطر میں نہیں لائیں گے تو اُردو پڑھانے کا حق ادا نہیں ہوگا۔ مثلاً چچا چھکن کا سبق اس لیے دیا گیا ہے کہ طلبہ کی توجہ کردار نگاری کی طرف دلائی جاسکے دوران تدریس اگر اساتذہ بچوں کو یہ غور کرنے میں مدد نہیں کریں گے کہ امتیاز علی تاج نے چچا چھکن کا کردار یا ٹوٹ بٹوٹ کیسے تراشا ہے، کس طرح اس کردار کو پیش کیا ہے وغیرہ تو اس سبق کو پڑھانے کا مقصد پورا نہیں ہوگا۔ اسی طرح یہ بات شخصیت نگاری، منظر نگاری، آپ بیتی اور سفر ناموں والے اسباق پر لاگو ہوتی ہے۔ اس لیے اس کورس میں اصناف ادب کو درج بالا جماعتوں کے مطابق درجہ بندی اور لسانی مہارتوں کے تحت شامل نصاب کیا گیا ہے۔

ہر استاد اپنی شخصیت، ذہانت اور قابلیت کے مطابق تعلیم دیتا ہے۔ تاہم یہ اندازہ لگانا کہ کس طرح کامیاب تدریس کی جائے، بہت اہم ہے۔ زیادتی تدریس تکنیک کے بغیر یہ ممکن نہیں کہ استاد اپنے مقصد میں کامیاب ہو جائے۔ اور یہ شعبہ ایسا ہے جس میں تبدیلی، چیلنج اور گنجائش ہر وقت موجود رہتی ہے اس لیے اس کو رس میں جانچنے، پرکھنے اور معیار مقرر کرنے کے نئے پیمانے دوران تدریس مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے قلمکشی اعلیٰ انداز تدریس کی جانب مثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا ازالہ

استاد کا اردو رسم الخط میں مہارت رکھنا خصوصاً ابتدائی جماعتوں میں از حد ضروری ہے۔ اردو کو آسان مضمون سمجھنے کی وجہ سے اردو پڑھانے والے اکثر اردو زبان کے استاد نہیں ہوتے اور اگر موجود بھی ہوں تو شاید ادب کے طالب علم تو ہوں مگر زبان کے استاد نہیں۔ گفتگو میں پہلا مرحلہ بولنے کی درستی کا ہے۔ اس کے لیے صحیح تلفظ سکھانا ضروری ہے۔ تلفظ سے مراد یہ ہے کہ ہر حرف کی آواز اس کے صحیح مخرج کے ساتھ ادا کی جائے اور ہر لفظ نہ صرف درست طریقے پر بولا جائے بلکہ الفاظ کے درمیان مناسب ٹھہراؤ، فاصلے اور وقفوں کا تعین کیا جائے۔

حرکات و سکانات کا صحیح استعمال کیا جائے اور ادائیگی ٹھہر ٹھہر کر مناسب لہجے کے ساتھ کی جائے۔ تلفظ کی درستی کے لیے استاد کو اپنا نمونہ پیش کرنا چاہیے۔ نہ صرف یہ کہ وہ خود صحیح تلفظ ادا کرے بلکہ اس مقصد کے لیے صحیح زبان بولنے والوں کو سنے، ان کے ساتھ گفتگو کرے اور معیاری لغت استعمال کرے۔ موقع کی مناسبت سے صحیح تلفظ اور ادائیگی کے ساتھ الفاظ بولے۔ چھوٹی جماعتوں میں بول چال کے لیے اپنا نمونہ پیش کرے۔ لہجے کا جو فقدان آج ہے شائد کبھی ناقصا۔ اس طرح بچوں کو زبان سیکھنے کے درپیش مسائل کا حل بھی نکالا جاسکتا ہے۔

جدید تدریس طریقوں سے واقفیت استاد کے پیشہ ورانہ اخلاق کا حصہ ہے اس عمل کو زبان آموزی کہتے ہیں۔ ثانوی زبانوں کی تدریس کے بہت سے طریقے رائج رہے ہیں۔ ان طریقوں کے نقائص دور کر کے انہیں بہتر بنانے کی کوشش کی جائے۔ اس طرح کئی نئے طریقے بھی وجود میں آتے ہیں۔ ہر زبان کا اپنا ایک مزاج ہوتا ہے اور ہر زبان کے اپنے تدریسی مسائل ہوتے ہیں۔ تدریسی مسائل کو سمجھنے والے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں ہنر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے قلمکشی انداز اختیار کرنا ہوگا۔

سبھی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈ اور ایسے صوتی آلات جو تدریسی اعانت کے طور پر استعمال ہوتے ہیں، سننا سکھانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے ”رہنمائے اساتذہ“ بھی شایع ہوتے ہیں۔ اردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سبھی بصری معادلات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اثنا و دیگر زبانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ اسے اردش بنا رہے ہیں۔ اردو میں انگریزی الفاظ کا آنا درست مگر افعال کی تبدیلی زبان کے حسن کو ماند کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمہ داری ہے۔

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

COURSE TITLE: SCIENCE II

Course code: EDU-4304

Credit Hrs:03

Learning Outcomes:

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

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

Course Outline:

Unit 1: Course Overview

- 1.1 Overview of course content (science and teaching)
- 1.2 Life of scientists and the role of science in society
- 1.3 Nature of science and its application for teaching
- 1.4 Introduction to independent course project, possible topics, and criteria

Unit 2: Energy Transfer, Transformations, and Conservation

- 2.1 Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.)
- 2.2 Investigating light

- 2.3 Energy transfer and transformation - Concept of conduction, convection, and radiation
- 2.4 Law of conservation of mass and energy
- 2.5 Teaching “Energy transfer, transformation, and conservation” in elementary grades

Unit 3: Interactions of Energy and Matter

- 3.1 Review of physical and chemical properties and physical change Solutions and solubility
- 3.2 Conservation of mass in solutions
- 3.3 Introduction to chemical reactions
- 3.4 Difference between chemical and physical reactions The role of energy in explaining bonds Applications of electrolysis
- 3.5 Teaching “Interactions of Energy and Matter” in elementary grades

Unit 4: Earth’s Systems Undergoing Constant Change

- 4.1 Water, carbon, and rock cycle
- 4.2 Theory of plate tectonics - Living in the shadow of the big mountains
- 4.3 Climate change
- 4.4 Teaching “Earth’s Systems Undergoing Constant Change” in elementary grades

Unit 5: Solar System and the Universe

- 5.1 Characteristics of our Solar System
- 5.2 Earth and Sun compared to other objects in the sky
- 5.3 Working with and understanding large distances
- 5.4 Origin and evolution of Earth (and the Solar System)
- 5.5 Teaching “Our Solar System and the Universe” in elementary grades

Unit 6: Human Body as a System

- 6.1 Flow of matter and energy in living systems
 - Circulatory and digestive system
 - Structure, function, and organization of different cells
- 6.2 Cell processes

Cellular respiration

6.3 Teaching “Human Body as a System” in elementary grades

Reference Material:

There are many science books and other resources that could be useful during this course. Here is just a selection:

- Target Science - Physics by Stephen Pople
- Target Science - Chemistry by Michael Clugston and Rosalind Fleming The Teaching of Science in Primary schools – Wynne Harlen
- Inquiry – Thoughts, Views, and Strategies for the K-5 Classroom – National Science Foundation Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms – National Research Council
- Taking Science to School: Learning and Teaching Science in Grades K-8 – National Research Council
- The “History of Science” is a website that provides standards-aligned resources that make it easier to bring the history of science into a classroom. This site focuses on chemistry standards likely to be found in an introductory chemistry or physical science class. <http://cse.edc.org/products/historyscience/default.asp>.

**COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGY
(ICTs) IN EDUCATION**

Course Code:EDU-4305

Credit Hrs:02

Learning Outcomes:

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

1. develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice.
2. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
3. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
4. participate in local and global learning communities to explore creative applications of technology to improve student learning
5. promote student reflection using collaborative tools to reveal and clarify students' understanding and thinking, planning and creative processes
6. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
7. develop confidence, skill and an attitude to use a range of technologies (radio, video, computer, digital and online tools, digital accessories, etc.) for instruction and generating new knowledge for life-long learning

Course outline:

Unit-1: Introduction to ICTs, Policy and Other Guidelines for Use of ICTs in Education

1.1 Introduction and Guidelines

- a. Introduction to the course – ICTs in Education
- b. Pre-assessment for the course
- c. 21st Century Skills – the need of the day
- d. What are ICTs?

- e. Highlights - National ICTs Strategy for Education in Pakistan, National Education Policy 2009

1.2 ICTs Integration, Standards and Competencies for Teachers

- a. ICTs Integration – Why and What it means; objectives; misconceptions
- b. ICT competencies for Teachers
- c. Highlights - National Professional Standards (NTSTP) for ICTs in Education
- d. Introduction to electronic Portfolios – setting up for the course

Unit 2: ICTs Integrated into Curriculum and Instruction

2.1 Learning through custom-designed/ready-made applications (available on DVDs/CDs – Story of Pakistan, tutorials, multimedia encyclopedias, etc.)

- a. Exploring the custom-designed multimedia resources
- b. Instruction using available applications for teaching of Pakistan Studies/History, Functional English, Methods of Teaching, etc.)
- c. Lesson planning and review

2.2 Audio, Radio Broadcast and Interactive Radio Instruction

- a. Power of audio/radio in education
- b. Using audio/radio/IRI resources for teaching of different subjects (Functional English, Pakistan Studies/Islamic Studies, Early Childhood Education, etc.)
- c. Case-studies for extended reading

2.3 Video, animations, movies and television broadcast (Examples for different content/subject and pedagogy areas – Child Development, Early Childhood Education, Communication, Geography, Science, etc.)

- Using recorded-classroom videos (Examples for different subject and pedagogy areas - Child Development, Early Childhood Education etc.)
- Using video prompts in classroom
- Lesson Planning using video resources
- Using movies in education
- Using video commercials in education
- Using split-video technique in classroom

- Documentaries and discussions
- Exploiting the potential of television broadcast in education
- Case-studies for extended reading
- Lesson Planning using video resources
- Lesson Demo and Presentations

2.4 Learning through Internet (applications, etc.)(Examples for different content/subject and pedagogy areas –Teaching of Science, language-development, improving communication skills, etc.)

- Concept of globalization –‘Global Teacher Community’
- Online tutorials
- Browsing for a purpose - Seeking and filtering information
- Online tools for communication and collaboration
- Introduction to Digital Libraries, archives and eBooks

2.5 Learning through Internet /Videos in Education – Revisited

- a. Interactive Online applications (Google Earth and Google Maps)
- b. Online video resources and video channels (Teacher Tube, YouTube, etc.)
- c. Sketch casting technique and animation in education (Case Study: The Khan Academy)

2.6 Using Digital Camera in Education (Examples for different content/subject and pedagogy areas Methods of Teaching, Child Development, Classroom Management Practicum, etc.)

- a. Power of Pictures/photographs
- b. Developing local content using digital camera
- c. ‘Shoot and share’ - Sharing experiences

2.7 Interactive Games and Puzzles

- a. Exploring resources and applications, subject-wise (language, Science, Mathematics, etc.)
- b. Digital Applications - From Toys to Learning Tools Trainees to design a storyboard of an educational game; Or design a puzzle online

2.8 Planning for ICTs Integration

- a. Planning for ICTs Integration (SWOT analysis, building support networks, etc.)

- b. Developing a Technology Plan for Classroom and School
- c. Barriers for effective ICT use in schools and suggestions

Unit-3: Collaborative Learning using ICTs (2 weeks – 4 hours)

3.1 Enhancing Opportunities for Collaborative Learning

- a. Collaborative projects (using email, Google Docs/presentations, etc.) – folk tales/cultural stereotypes, learning about communities, and other iEARN projects)
 - o Pakistan Studies
 - o English/Urdu – Using email or Google Docs to write a collaborative “Rotating Story” (Project)
 - o Civics, etc.
- b. Using Wikis and Blogs – an introduction

Unit-4: ICTs for Life-long Learning and Teacher Professional Development

4.1 ICTs for life-long learning and teacher professional development

- a. Why life-long learning?
- b. Planning – an information resource (TL resources on WWW, Wikipedia, National curriculum, etc.)
- c. Learning content and methods
- d. ICT/Collaborative Tools for Teachers (Emails, discussion groups, chat, mailing lists, professional forum, etc.)
- e. Teaching-learning and assessment tools (templates, lesson plans, worksheets, online tests-IELTS, etc.)
- f. Video/teleconferencing (Skype)
- g. eLearning and Blended Learning (Introduction)

Unit-5: Evaluating ICT Tools and Resources for Use

5.1 Evaluating ICT tools and resources

- a. Making decisions on identifying ICT resources: Assessing quality and usability of ICT resources with the help of rubrics
- b. Assessing quality of websites and other Internet applications, educational games, etc. (Gathering and analyzing information)

Reference Material:

- Journal of Research on Technology in Education (JRTE, International Society for Technology in Education (ISTE) - <http://www.iste.org/learn/publications/journals/jrte-old.aspx>
- Journal of Technology and Teacher Education (JTATE) - <http://aace.org/pubs/jtate/>
- Partnership for 21st Century Skills. 2010. Framework for 21st Century Learning. http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com_content&task=view

RESOURCES

Geography

- Google Earth free download: <http://www.google.com/earth/download/ge/agree.html>
- Google Earth tutorial: http://earth.google.com/outreach/tutorial_annotate.html
- Google Maps: <http://maps.google.com/>
- National Geographic Channel: <http://maps.google.com/>
- Videos – National Geographic: <http://video.nationalgeographic.com/video/player/national-geographic-channel/>

Science, History, News, etc. - Discovery Channel

- Videos – Discovery Channel <http://dsc.discovery.com>

Mathematics, Physics, etc.

Videos – The Khan Academy

<http://www.khanacademy.org/>

English:

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

COURSE TITLE: TEACHING PRACTICE

Course Code: EDU-4306

Credit Hrs: 03

Learning Outcomes:

Student Teachers will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.S Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

Course Outline:

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
 - o The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
 - o Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
 - o Assist the Cooperating Teacher as requested with any tasks such as:
 - o Small administrative tasks
 - o Helping individual children or small groups of children
 - o Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:

- Complete school based assignments which will provide you with tools to use to learn to know more about:
 - o Your Cooperating Teacher and his/her educational philosophy;
 - o A small group of children or an individual child.
- Complete classroom observations:
 - o Small group engagement;
 - o Individual child engagement.

- Assist the Cooperating Teacher as requested:
 - o Work with children who need extra help;
 - o Work with a small group of children to carry out the teacher's plans;
 - o Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

- Complete school based assignments:
 - o Learn about how your Cooperating Teacher manages their classroom;
 - o Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
 - o Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
 - o Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
 - o Continue with all the previous tasks in the classroom;
 - o Work with your Cooperating Teacher to co-plan a few lessons;
 - o Take over routines such as taking children for recess, taking the register, or reading a story to the class
 - o Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

- Complete school based assignments:
 - o Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:

- o Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;
- o Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
- o Continue with all the previous tasks in the classroom;
- o Co-teach a few lessons with your Cooperating Teacher. o Work with children who need extra help
- Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject. - Complete school based assignments:

- o Complete any school based assignments that might be outstanding;
- o Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
- o Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
- o Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
- Plan and teach lesson in at least ONE subject area this week.
- Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..
- Reflect on your learning this week

Week 6 : Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

- Complete school based assignments:

- o Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:
 - o If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
 - Plan and teach lesson in at least TWO subject areas this week.
- o Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

COURSE TITLE: CLASSROOM ASSESSMENT

Course Code: EDU-4401

Credit Hrs: 03

Learning Outcomes:

After completing this course, you will be able to:

- explain and defend the claim that professional judgment is the essence of classroom assessment
- explain error in assessment, identify potential sources of error, and describe how teachers can compensate for error in assessment
- create classroom scenarios that illustrate links between instruction, assessment, and learning.
- explain the difference between formative and summative assessments
- list the characteristics of constructive written feedback accompanied by an example produced by you on an elementary school student's achievement test
- explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

Course Outline:

UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT: CONCEPTS AND CONTEXT

1.1 Overview of course and ideas

- Overview of course
- Revisit Assessment practices in schools in Pakistan
- Personal experience with tests in school
- The distinction between assessment of learning and assessment for learning
- Review of research on the positive effects of continuous assessment
- Possible causes of those effects: motivation; feelings toward self; improved instruction
- Review of research on the effects of a teacher's feedback on learning

1.2 Assessment concepts and underpinnings

- Curriculum: goals, objectives, standards, targets

- Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes
- Formative and summative Assessments
- Distinguishing between the two through real examples
- Assessments concepts: The relationship between reliability and validity

1.3 Cultures of testing and assessment

- Shift from a culture of testing in schools to a culture of assessment
- Assessment practices and policies in elementary schools in Pakistan
- How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING

2.1 Constructing the Unit upon which the test will be based

- Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)
- Outline the content for your unit with your partner(s)
- Check your content outline with the National Curriculum content for your subject, topic and grade level
- Write the first lesson for your unit with your partners
- Groups exchange their unit , read each other's lessons and give feedback
- Write lessons 2 and 3 for your unit.

2.2 Principles and rules for writing Selected-Response and Constructed-Response objective test questions

- Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)
- Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)
- Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

2.3 Assembling your test

- Writing and constructing answers to sentence completion and short answer questions
- Writing and constructing answers to true-false, alternate-choice and matching questions
- Writing and constructing answers to multiple questions
- Writing directions for the test

2.4 Assembling your test

- Building a Table of Specifications I
- Finishing a Table of Specifications II
- Checking for balance in the coverage of learning objectives
- Determining the length of the test

2.5 Essays - One way to assess complex learning and achievement

- Forms and uses of essay questions
- Restricted-Response essay questions
- Extended-Response essay questions
- Scoring rubrics for Restricted and Extended-Response essays
- Advantages and limitations of essays
- Suggestions for constructing essays

2.6 Making sense of the test items

- Item analysis of the test.
- Report on the results of the item analysis
- Decide which items to eliminate/improve.
- Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS

3.1 Characteristics of effective and ineffective feedback

- What is feedback?
- What are some ways in which teachers provide conscious and unconscious feedback to students? How might these affect learning?
- Conclusions from research on feedback in the classroom

- Characteristics of effective feedback
- Consequences for students from effective feedback on assessments
- Examples of effective feedback
- Characteristics of ineffective feedback
- Examples of ineffective feedback
- Guidelines for writing effective feedback
- Ways to avoid ineffective feedback statements
- The role of feedback in increasing students' learning and confidence

3.2 Sharing assessment results with others

- How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home
- Develop a mock parent teacher conference, keeping cultural considerations in mind.
- Role-play various parent teacher conference scenarios

3.3 Develop a mock teacher student session following points to be considered

- Sharing assessment results with students
- Integrate test performance with classroom performance.
- Develop some feedback statements that you would give students on their assignments

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS

4.1 Informal Performance Assessment

- Anecdotes in teacher journals.
- Homework
- Written work produced in class
- Informal behavioral observation with check lists and rating scales
- Class discussions.
- Academic Tasks (Running Oral Reading Records, for example)

4.2 Restricted and Extended Performance Assessment

- Essays, Experiments, Projects, Demonstrations, Performances

- The Best Apple: an example of a Restricted Performance Assessment
- The Green Bean Race: an example of an Extended Performance
- Rubrics
- Learning objectives for Performance Assessments
- Strengths and weaknesses of Performance Assessments

4.3 Portfolios

- Purpose of Portfolio Assessment
- Supply content
- Evaluation of Structure
- Evaluation of Content
- Illustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Reference Material:

- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2010). *Assessment for learning: Putting it into practice*. Berkshire, UK: Open University Press.
- Clarke, S. (2008). *Active learning through formative assessment*. London, UK: Hodder Education
- McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction (5th ed)*. Boston: Pearson.
- Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). *Measurement and assessment in teaching (10th ed)*. Upper Saddle River, NJ: Pearson.
- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Do it right-Using it well*. Boston: Pearson. This text has a DVD and CD.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

Course Code: EDU-4402

Credit Hrs: 03

Learning Outcomes:

On completing the course, student teachers are expected to:

1. have gained a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-lingualism, the natural approach, communicative language teaching.
2. be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.
3. be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.
4. be able to assess their students' language performance and progress using their own self-designed assessment procedures.
5. know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centred communicative teaching approach.
6. be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

Course Outline

Unit One: Introduction to Second Language Acquisition

- 1.1 Introduction to the Course Teaching English
 - Introduction to Unit One and Initial Activity: Exploring course participants' views of how languages are learned.
 - What do people need to know to speak a foreign language well?
 - Four influential ESL approaches
- 1.2 The Grammar-Translation method and its limitations
- 1.3 Behaviourism and the Audio-Lingual Method
- 1.4 The Natural Approach
- 1.5 The Interactionist Approach
 - Practical teaching activities using the Interactionist Approach
 - Criticism of the Interactionist Approach
 - A quiz to review the four approaches to SLA

- Implications of the Post-Methods Era

1.2 Factors Affecting Second Language Learning: Investigating learner differences and learning styles

- What is Communicative Language Teaching (CLT)?

Unit 2: Receptive Skills (Listening & Reading)

2.1 Listening

- What are listening skills?
- Listening as a skill: some listening theories
- How do children learn to listen?
- Some suggestions for classroom listening
- What does real-life listening involve?
- Extensive and Intensive Listening
- Techniques and Activities for Teaching Listening Skills communicatively

in the classroom

- Pre-Listening, While-Listening, and Post-Listening activities
- Designing effective listening materials and activities for the language classroom
- Practical microteaching of listening skills in the classroom

2.2 Reading

- What is reading?
- What is the purpose of reading inside and outside the classroom?
- The power of reading
- Reading comprehension skills
- Some suggestions for reading activities
- Factors affecting learning to read in a second language
- The role of the teacher in extensive and intensive reading
- Techniques and activities for teaching reading communicatively
- Pre-Reading, While-Reading, and Post-Reading activities

- Designing and developing effective reading activities for the language classroom

- Practical microteaching of reading skills in the classroom

Unit 3: Productive Skills - Speaking and Writing

3.1 Speaking

- What are Speaking Skills?
- Helping learners to improve their pronunciation through the use of simple exercises and tasks
- How to introduce learners to the sound system of English – Use of varied Drills
- Ways of helping learners to improve their pronunciation through practical classroom exercises (jazz chants, songs, rhymes, etc.)
- Teaching Basic Communication Strategies – relating functions to appropriate language forms

3.2 Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I

- Using songs to encourage speaking
- Asking and Answering simple questions
- A discussion game ‘Shipwrecked’

3.3 Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom II

- Using pictures in a speaking exercise
- Using a story for acting and developing speaking
- Assessing CLT activities – a questionnaire
- Practical microteaching of speaking skills in the classroom and evaluation

3.4 Key concepts in teaching second language writing: controlled writing, guided writing, genre-based writing, the product approach, the process approach

- Types of writing tasks that have been used effectively in Communicative

Language Teaching

- Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.
- How to help students by giving them language scaffolding
- Giving useful feedback to learners on their writing.
- Designing writing materials and activities for the language classroom
- Practical microteaching of writing skills by groups in the classroom and evaluation of the presentations

Unit Four: Teaching Grammar Communicatively

1.1 A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences.

- Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors.
- The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers
- What is a communicative approach to teaching grammar?
- Teaching techniques and activities to support communicative-based grammar learning
- Designing and evaluating communicative grammar materials for the language classroom
- Preparation by student teachers of their own activities for teaching grammar
- Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.

Unit Five: Teaching Vocabulary

5.1 Function words vs. lexical words

- High frequency vs. low frequency words

- Discussion of which English words young learners will need to know to be able to speak and write at a basic level. How should these items be presented to the learners?
- Student teachers do web searches to choose 50 words they would like to teach to their students. Discussion in class on how and why the 50 words were selected.
- Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?
- Practical activities for teaching and reviewing vocabulary

5.2 Evaluating vocabulary activities

- Student teachers prepare 15-minute vocabulary teaching activities in groups
 - Micro-teaching by the student teachers in groups of the activities prepared in the previous session

Unit Six: Assessing Language Performance

6.1 Some basic principles and key concepts in assessment

- Basic principles for assessing children’s language learning
- Why do we test students?
- Tips and special considerations for Testing Young Learners
- Conflicts between classroom learning and classroom testing and ways of reducing these conflicts
- Ways of Marking Language Tests and Giving Feedback
- Designing Language Tests for Young Learners
- Samples of test types that can be used to test young learners
 - In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation
 - Micro-teaching in groups and evaluation of the testing materials by the class

Reference Material

- Cameron, L. (2001) Teaching Languages to Young Learners. Cambridge: CUP.
- Fanselow, J. (1987) Breaking Rules. New York: Longman.
- Goh, C.M. (2007) Teaching Speaking in the Language Classroom. Singapore: SEAMEO-RELC.
- Harmer, J. (2001) The Practice of English Language

Teaching. Harlow: Pearson Educational. Hughes, A. (2003) Testing for Language Teachers. Cambridge: CUP.

- Hyland, K. (2003) Second Language Writing. Cambridge: CUP.
- Lightbown, P. and N. Spada (1999). How Languages are Learned. Oxford: OUP. Nation, P. (2002) Managing Vocabulary Learning. Singapore: SEAMEO-RELC. Phillips, S. (1993) Young Learners. Oxford: OUP.
- Richards, J.C. (2001) Curriculum Development in Language Teaching. Cambridge:CUP. Richards, J.C. (2005) Communicative Language Teaching Today. Singapore: RELC. Swan, M. (2005) Practical English Usage. Oxford: OUP.
- Thornbury, S. (2005) Grammar. Oxford: OUP
- Ur, P. (1996) A Course in Language Teaching. Cambridge: CUP.

COURSE TITLE: TEACHING OF MATHEMATICS

Course Code: EDU-4403

Credit Hrs: 03

Learning Outcomes:

Students will:

- Deepen their understanding of key mathematical concepts in Pakistan's 1-8 National Mathematics Curriculum.
- Identify and assess areas of youngster's understanding and misconception to inform their teaching practices.
- Acquire the pedagogical skills and competencies required to teach Pakistan's 1-8 National Mathematics Curriculum.
- Describe the nature, history, and development of grade 1-8 mathematics education both in Pakistan and internationally.

Course Outline:

Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 1		
<input type="checkbox"/> Prime & Composite Numbers	• Anticipated Student Misconceptions	• Setting Goals for: <ul style="list-style-type: none">○ The Program○ Teaching
<input type="checkbox"/> Factors & Multiples		○ Learning
<input type="checkbox"/> Division of Whole Numbers	• Emergent Mathematical Thinking	• Lesson Design Model <ul style="list-style-type: none">○ Launch○ Explore
<input type="checkbox"/> Greatest Common Factor	• The Value of Student Errors	○ Summarize
<input type="checkbox"/> Least Common Multiple		• Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking
<input type="checkbox"/> Prime Factorization		

Unit 2

- | | | |
|---------------------------------|---|--|
| □ Operations with Fractions (1) | ● Learning Mathematics with Manipulatives & Visual Aids | ● Using Application Problems to Develop Algorithms |
| □ Operations with Fractions (2) | ● Mathematical Problem Solving Strategies | ● Physical Set-up of a Student-Centered Classroom |
| □ Fractions-Decimals-Percents | ● Mathematical Discourse: Learning by Talking | ● Designing & Managing Cooperative Group Work |
| □ Pie Charts | ● Seeing Connections between Units of the National Curriculum | ● Timing of Lessons, Pacing of Units |

Unit 3

- | | | |
|-------------------------------|---|---|
| □ Geometric Ratios | ● Cognitive Demand of Mathematical Tasks | ● Selecting Worthwhile Mathematical Tasks |
| □ Rates & Linear Functions | ● The Balance Between Concepts & Skills, The Role of Drill & Practice | ● Bloom's Taxonomy of Learning applied to Mathematics |
| □ Systems of Linear Equations | ● Multiple Representations for a Single Mathematical Idea | ● Comparing Models of Teaching
○ Deductive-Analytic
○ Inductive-Synthetic |

- | | | |
|-----------------------------|---|--|
| □ Symmetry | ● Mathematical Learning Styles and Modalities, Mathematics & Multiple Intelligence Theory | ● Comparing Models of teaching
○ Heuristic
○ Interactive
○ Hands-on |
| • Volume & Surface Area | ● Learning Mathematics by Writing | ● Comparing Models of Teaching
○ Problem-based Learning
○ Project-based Learning |
| • Measurement and Precision | ● Precision in Mathematical Vocabulary and Syntax | ● Differentiating Assignments |

Unit 4

- | | | |
|------------------------------------|--|-------------------------------|
| • Data: Estimation & Large Numbers | ● Learning Mathematics with Available Technology | ● Differentiating Assessments |
|------------------------------------|--|-------------------------------|
- Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education
 - Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education

Reference Material:

These resources provide additional information about math education and the mathematical topics addressed during the course.

NCTM Illuminations: <http://illuminations.nctm.org/>

New Zealand's Maths Curriculum: <http://nzmaths.co.nz/>

UK's N-Rich Maths site: <http://nrich.maths.org/public/>

How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:

<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>

Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.

Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

COURSE TITLE: SCHOOL, COMMUNITY AND TEACHER

Course Code: EDU-4404

Credit Hrs: 03

Learning Outcomes:

Prospective teachers will be able to:

- Analyze and describe relationships between teachers, the school and the families and community that support the school.
- Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.
- Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.
- List the social factors affecting education and how it can support the development of education in the country in general and community in particular.
- Explain his/her role as a role model for their students in school and in the community in general.

Course Outline:

Unit 1: Society, Community and Education

- Introduction and overview of the course
- Introduction of society, community and education
- Structures and Functions of community and schools in Pakistan
- Impact of education on Society
- Role of education in strengthening Pakistani communities
- Review of Unit 1

Unit 2: Understanding Social Interaction in Schools and Communities

- Meaning of Social Interaction and socialization
- Levels of social interaction
- Elements of social interaction
 - o Social contacts
 - o Communication
 - o Social attitudes and values

- Types of social Interaction
 - o Cooperation
 - o Competition
 - o Conflict
 - o Accommodation
 - o Assimilation
- Meaning/types of social Groups
- Individual / group behavior
- Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities.
- Review of Unit 2

Unit 3: School and Culture

- Main characteristics of culture
- Elementary concepts of culture
 - o Cultural trait
 - o Cultural complex
 - o Cultural pattern
 - o Cultural lag
- Cultural diversity
- Culture and cultural elements of Pakistani communities
- Role of education and school in protection and transmission of culture
- Impact of media on school and culture
- Impact of technology on school and culture
- Review of Unit 3

Unit 4: Relationships between School and Community

- School as a social, cultural and Community Institution
 - o Effects of school on communities
 - o Effects of communities on school
- School as a hub for community services

- A critical analysis of effective role of school and teachers in Pakistani communities

- Review of Unit 4

Unit 5: Social Institutions

- definition and Types of social institutions

- The family

- Educational Institutions

- Religious institutions

- Critical analysis of the role of Social Institutions in Pakistani school.

- Review of Unit 5

Unit 6: Teacher's Role in School and Community

- Teacher as an integral part of community

- Teacher as a change agent in

- o Community

- o School

- Teacher as role models through their participation in community activities

- Effects of teachers and schools on individual and group behavior

- Review of Unit 6

Unit 7: Working Context of Pakistani Teacher

- Teacher as a social activist

- Teacher's leadership roles within and outside schools.

- Teacher's role in establishing linkage among stakeholders.

- Review of Unit 7

Unit 8: Practical Experience

The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor.

Reference Material:

There is no standard textbook for this course. The books listed below should be treated as

‘suggested’ readings that can provide support material for both students and the Instructor.

Chapters will be assigned chapters when deemed appropriate.

Marshall, L. & Rowland, F. (2006). *A guide to learning independently*, 4th edn, Pearson Longman, French Forest, NSW.

Kotley, S.B, (2008). *The Basics of Sociology*, Greenwood Press: USA

Bashiruddin, A.&Retallick, J, (eds), (2009). *Becoming Teacher Educators*, Aga Khan University-Institute of Educational Development: Karachi Hafeez, S, Pakistani Society,

In addition to the above, the following is a list of suggested (recommended) readings that may be used to supplement class sessions where appropriate:

Abdalla, M.J. &Qureshi, R. (2009). *Teacher leadership for school-based professional development: A case study*. In Qureshi, R. &Shamim, F.(eds) *Schools and schooling practices in Pakistan: Lessons for Policy and Practice*, Oxford University Press: Pakistan

Qureshi, R. , Pirzado, P. &Nasim, S. (2007), *Schooling in Rural Sindh, Pakistan*, In Qureshi, R. &Rarieya, J. (eds), *Gender and Education in Pakistan*. Oxford University Press: Pakistan, pp.126-146.

Qureshi, R. (accepted for publication). *Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?* *Educational Awakening*, Journal of the Islamic University Malaysia.

Qureshi, R. (2006). *Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan*, *Muslim Education Quarterly*, vol. 23 (1 & 2): pp.20-37.

Qureshi, R. (2008). *Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,* Conference proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, September 19-20,2008, Changchun, China:pp.1-10.

Shaaban, M. &Qureshi, R. (2007) “Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities.” Conference proceedings of the International Conference on “Quality in Education: Teaching and Leadership in Challenging Times” February 21-23, 2006, Pakistan: Aga Khan University-Institute for Educational Development: pp.558-564.

Qureshi, R. & Shamim, F. (Eds). (2009). Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan.

Qureshi, R. & Rarieya, J. (Eds) (2007). Gender and Education in Pakistan. Karachi, Pakistan: Oxford University Press: Pakistan.

COURSE TITLE: TEACHING OF SOCIAL STUDIES

Course Code: EDU-4405

Credit Hrs: 03

Learning Outcomes:

Students will be able to:

- Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship
- Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases
- Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice
- Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills

Course Outline:

Unit 1: Citizenship and Human Rights Education

- 1.1 Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship
 - Key Concepts of Citizenship education
 - Controversial Issues—What, Why and How to teach them
- 1.2 Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues
 - Links with other subject areas
 - Citizenship rights
- 1.3 The Evolution of the concept of Human Rights
 - Rights and Responsibilities, Defining Human Rights

- Civil, Political, Social, Economic and Cultural Rights
- 1.4 Women's rights, Children's rights, Interdependence
- Human dignity, Justice, Equality, Freedom,
 - Universality, Indivisibility—Are human rights universal?
 - Reflection and Review

Unit 2: History - People, Past Events and Societies

- 2.1 Definition, Rationale and Methods of History
- Key concepts: Time and Chronology
 - Change and Continuity
- 2.2 Cause and Effect
- Multiple causation
 - Multiple perspectives, Interpretation of history
 - Reflection and Review

Unit 3: Geography - People, Place and Environment

- 3.1 Definition and Rationale for teaching and learning Geography
- Key Concepts/Themes of Geography: Location, Place, Human-environmental Interactions, Movement, Regions
- Skills required for teaching and learning Geography
- 3.2 Global Warming—exploring the issue
- Global Warming—a myth or reality?
 - Controversy about the theory of, and responses to Global Warming
 - Reflection and Review

Unit 4 Culture and Diversity

- 4.1 Rationale for the study of Culture
- The Dynamic Nature of Culture
 - Groups and Institutions
- 4.2 Society, Socialization
- Civilization
 - Cultural Adaptation

- 4.3 Assimilation, Acculturation
- Diffusion, Dissonance
 - Multiculturalism and its implications
 - Reflection and Review
- 4.4 Interdependence
- Peace and Sustainability
 - Understanding Peace and Conflict
- 4.5 Why ‘Peace Education’, Teaching children the skills to resolve conflicts
- Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving
 - Communication and Negotiation
 - Reflection and Review

Unit 5: Power, Authority and Governance

- 5.1 Power, Government Systems and Regimes
- Institutions of Government, political processes and participation
 - Civil society—individuals, groups and institutions
 - Reflection and Review

Unit 6: Production, Distribution and Consumption

- 6.1 Definition of and Rationale for teaching and learning of Economics
- Conflict between wants and resources, Choice, Scarcity
 - Opportunity cost
 - Economic systems
 - Production and distribution of Wealth
 - Supply and demand
 - Reflection and Review

Reference Material

www.proteacher.com

This website has teaching ideas and resources, lesson plans etc. for elementary school
www.moneyinstructor.com

This website has worksheets, lessons and activities for teaching money, business and life skills. The ideas could be useful for teaching economics topics

www.educationworld.com

Educational research blogs, templates, tutorials, worksheets, lesson plans are many other articles with very good ideas for teachers are available on this site www.pbs.org

A variety of videos, on culture and society, history topics, science and nature, etc are available on this site www.teachingideas.co.uk

Lesson ideas, plans, activities, resources which can be used by teachers in their classrooms are available on this site www.learner.org

This site offers Teachers' professional development and classroom resources and activities across the curriculum www.geography-site.co.uk

A comprehensive site exploring geography with online lessons, revision sheets and easy to read information about geography topics

www.teachervision.fen.com/diversity/teacher_resources/33631.html

Teachers could use the resources on this site to teach students to respect differences among people in their community and around the world

www.salsa.net/peace/teach/teachers.html Peace tools for teachers could be found on this site

National Council for the Social Studies Task Force on Standards for Teaching and Learning in the Social Studies. (2008) A vision of powerful teaching and learning in the social studies: Building effective citizens. *Social Education*, 72(5), 277-280.

Anderson, L. H. (2010). *Chains*. New York: Atheneum Books for Young Readers.

Brophy, J. and Alleman, J. (2006). *Powerful social studies for elementary students*. Belmont, CA: Thomson Wadsworth.

Bailey, R. (ed) (2000) *Teaching Values and Citizenship Across the Curriculum*. London: Kogan Page.

Birzea, C. (2000). *Education for democratic citizenship: a lifelong learning perspective*. Strasbourg: Council of Europe.

Bridges, D. (1986). *Dealing with controversy in the curriculum: A philosophical perspective*. In J. Wellington (Ed.), *Controversial issues in the curriculum*. Oxford, UK: Basil Blackwell.

Citizenship Foundation (2004) 'Young People are not politically apathetic says new research'. Retrieved October 10, 2006, from <http://www.citizenshipfoundation.org.uk/main/news.php?n83>.

- Citizenship foundation (2006) Controversial issues. Retrieved June 16, 2006, from www.citizenshipfoundation.org.uk/main/page.php?12.
- Clarke, B. (1994) *Citizenship: London and Colorado*: Pluto Press.
- Clough, N & Holden, C. (2002) *Education for Citizenship: Ideas into Action*. London: Routledge/Falmer
- Crick, B. (1998) *Education for citizenship and the teaching of democracy in schools*. Final report of the Advisory Group on Citizenship.
- Crick, B. (2000) *Essays on Citizenship*. Continuum: London.
- David, W. & Cleaf, V. (1991). *Actions in elementary social studies*. Massachusetts: Allyn and Bacon.
- Davies, I. (2005). *100 Ideas for Teaching Citizenship*. London: Continuum.
- Dean, B. L. & Joldoshalieva, R. (2006). *Teaching Controversial Issues: Is it possible in Pakistan*. (Ed). Unpublished book chapter.
- Delanty, G. (2000) *Citizenship in a global age: Society, Culture Politics*. Buckingham and Philadelphia: Open University Press.
- Department for Education and Skills (2004) 'Introducing Citizenship Education: A guide for parents and carers'. Retrieved October 30, 2006, from <http://www.citizenshipfoundation.org.uk/main/resource.php?s256>
- Department for Education and Skills (no date) 'What is citizenship?' Retrieved November 20, 2006, from www.dfes.gov.uk/citizenship/section.cfm?sectionId=3&hierachy=1.3
- Engle, S. & Ochoa, A. (1988). *Education for democratic citizenship: Decision making in social studies*. New York: Teachers College Press.
- Frazer, E. (2003). *Citizenship Education: Anti-political Cultural and Political Education in Britain*, in A. Lockyer, B. Crick & J. Annette (eds.) *Education for democratic citizenship: Issues of theory and practice*. England: Ashgate. pp. 64—77
- Galton, M., Simon, B., & Croll, P. (1980). *Inside the Primary Classroom*. London: Routledge & Kegan Paul.
- Heater, D. (2004). *A Brief History of Citizenship*: Edinburgh: Edinburgh University Press.
- http://www.citized.info/pdf/commarticles/hilary_claire1.pdf. Retrieved December 12, 2006.

http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/763611/#
Retrieved May 12, 2006.

<http://www.quoteland.com>. Retrieved January 10, 2007.

Huddleston, T. and Kerr, D. eds. (2006), *Making sense of Citizenship: A CPD Handbook*. London:

Hodder Murray. Retrieved October 30, 2006 from
www.citizenshipfoundation.org.uk/main/resource.php?s215

Oulton, C., Day, V., Justin, D. and Grace, M. (2004). Controversial issues—teachers' attitudes and practices in the context of citizenship education. *Oxford Review of Education*, 30 (4), 489-507.

Wales, J. & Clarke, P. (2005). *Learning citizenship Practical teaching strategies for secondary schools*. London: RoutledgeFalmer.

COURSE TITLE: THE TEACHING PRACTICUM

Course Code: EDU-4406

Credit Hrs: 03

Learning Outcomes:

Student Teachers will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.S Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

Course Outline:

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
 - o The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
 - o Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
 - o Assist the Cooperating Teacher as requested with any tasks such as:
 - o Small administrative tasks
 - o Helping individual children or small groups of children
 - o Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:

- Complete school based assignments which will provide you with tools to use to learn to know more about:
 - o Your Cooperating Teacher and his/her educational philosophy;
 - o A small group of children or an individual child.
- Complete classroom observations:
 - o Small group engagement;
 - o Individual child engagement.

- Assist the Cooperating Teacher as requested:
 - o Work with children who need extra help;
 - o Work with a small group of children to carry out the teacher's plans;
 - o Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

- Complete school based assignments:
 - o Learn about how your Cooperating Teacher manages their classroom;
 - o Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
 - o Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
 - o Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
 - o Continue with all the previous tasks in the classroom;
 - o Work with your Cooperating Teacher to co-plan a few lessons;
 - o Take over routines such as taking children for recess, taking the register, or reading a story to the class
 - o Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

- Complete school based assignments:
 - o Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:
 - o Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;

- o Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
- o Continue with all the previous tasks in the classroom;
- o Co-teach a few lessons with your Cooperating Teacher. o Work with children who need extra help
- Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject. - Complete school based assignments:

- o Complete any school based assignments that might be outstanding;
- o Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
- o Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
- o Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
- Plan and teach lesson in at least ONE subject area this week.
- Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..
- Reflect on your learning this week

Week 6 : Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

- Complete school based assignments:
- o Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:

- o If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
- Plan and teach lesson in at least TWO subject areas this week.
- o Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,

Title of Course: Contemporary Issues and Trends in Education

Course Code: EDU-5601

Credit Hrs: 03

Learning Outcomes:

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

- Argue on the positive and negative impact of the information explosion
- Explore the gap between madrassah and mainstream education and identify appropriate government responses
- Identify barriers to the achievement of universal literacy and how these may be removed at the local level
- Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- analyse 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:

Unit 01: Education as a Complex Enterprise

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

Unit 02: Madrassah Education

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

Unit 03: Universal Literacy

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

Unit 04: Gender Disparity

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

Unit 05: Population Education:

- 5.1 Concept of Population Education.
- 5.2 Factors affecting Population Education.
- 5.3 Impact of Population Growth on National Development.

- 5.4 Roles and responsibilities of family, school, mosque and community in population education.
- 5.5 Steps towards population planning and welfare.

Unit 06: Environmental Awareness

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

Unit 07: Privatization of Education

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

Unit 08: Information in Education

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

Reference Material:

- AIOU (2006) *Population Education Course MA EPM 584*, Islamabad: AIOU.
- Badran, M. (2005). *The Gender of Islam*, Al-Ahram: Cairo.
- Haltak, J. (1990). *Investing in the Future, Setting Educational Priorities in the Developing World*, Paris, UNESCO. McGraw-Hill Kogakusha. Ministry of Education, Curriculum Wing (2010), *13 Modules on Various Core Themes of Population Education*, Islamabad.
- Modhukar Indira (2003). *Changing Demands of Technical and Vocational Education*, Annual Publication New Delhi.
- Mohantry, Jagannath. *Primary and Elementary Education*, Deep & Deep Publication Private Ltd.
- Pakistan, Govt: (2003). *Education for All*, Ministry of Education Curriculum Wing Islamabad.
- Rao, V. K. (2004). *Population Education* efficient Printer, New Delhi. Sylvester, C. (1994). *Feminist Theory and International Relation*, in Post Modern Era, Cambridge University Press.
- UNESCO, Pakistan (2004). *Quality of education in Pakistan*, UNESCO Office, Islamabad.
- Usmani, B. D. (2004). *Women Education in 21st Century Annual publication*, New Delhi.
- W. H. O. (2005). *Emerging Issues in Water and Infections*, U.N.O. Publishers, Philadelphia.
- Walt, S. (1992). *The Renaissance of Security Students*, New York. Colombia Press.

Title of Course: Comparative Education
Course Code: EDU-5604
Credit Hrs: 03

Learning Outcomes:

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

- Describe the meaning and significance of comparative education
- Compare the education systems of selected developed countries
- Compare the education systems of selected developing countries
- Analyze critically the education system of Pakistan

Course Outline:

Unit 01: Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education
- 1.3 Methods & Comparative Education

Unit 02: Elements of Comparative Education (Both qualitative and quantitative dimensions)

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities
- 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03: Comparative View of Systems of Education in Pakistan

- 3.1 Private and public
- 3.2 Madrassah and formal education
- 3.3 Formal vs. Distance and non-formal education

Unit 04: Comparative Education in Developed Countries

- 4.1 USA
- 4.2 UK
- 4.3 Japan
- 4.4 Singapore

Unit 05: Comparative Education in Developing Countries

- 5.1 India
- 5.2 China
- 5.3 Malaysia
- 5.4 Pakistan

Unit 06: Global Issues in Comparative Perspective (focusing developing countries)

- 6.1. Quality education
- 6.2. Education For All
- 6.3. Recruitment of teachers at elementary and secondary levels
- 6.4. Admission procedure at higher education level.

Reference Material:

Isani, and Virk, M.L. (2006) *Higher Education in Pakistan*. Islamabad: National Book Foundation.

Title of Course: Introduction to Guidance and Counselling
Course Code: EDU-5605
Credit Hrs: 03

Learning Outcomes:

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

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

Course outline:

Unit 1: Introduction to Guidance and 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

Unit 2: The role of guidance and counselling personnel

- 2.1. Teacher in guidance and counselling
- 2.2. Psychologist in student services
- 2.3. Administrator in guidance and counselling
- 2.4. Career counsellor
- 2.5. Librarian in guidance and counselling

Unit 3: Techniques of Guidance

- 3.1. How the teacher can assist the learner to make informed choices to guide their future
- 3.2. Assisting the learner in personal and social development
- 3.3. Developing guidance skills: questioning techniques, active listening

Unit 4: Basic skills of Counselling

- 4.1. Identifying elementary social problems the classroom teacher can resolve
- 4.2. Exercising basic counselling skills in a controlled situation
- 4.3. Evaluating basic counselling techniques among peers

Unit 5: Services of Guidance

- 5.1. Orientation service

- 5.2. Testing service
- 5.3. Educational and occupational services
- 5.4. Counselling services
- 5.5. Placement services
- 5.6. Follow up services
- 5.7. Research & evaluation services

Unit 6: Evaluation of the guidance program

- 6.1. Types of evaluation in guidance and counselling
- 6.2. Program evaluation

Unit 7: Cumulative Record Card

- 7.1. Nature and purpose of the Cumulative Record Card (CRC)
- 7.2. Advantages of the CRC
- 7.3. Design of CRC

Reference Material:

Fall, Kevin. A et.al. (2003) Theoretical Models of Counseling & Psychotherapy, New York: Burner Rutledge

Gladding, S. (1996) Counseling a Comprehensive Process, New Jersey: Merrill, an imprint of Prentice Hall.

Kochhar, S.K (2003) Guidance & Counseling in Colleges & Universities, New Delhi: Sterling Publishers.

Pearson, Richard.E (1990) Counseling and Social Support, London: Sage Publications

Shah, R.K (2003) vocational Counseling. Jaipur: Pointer Publishers

Title of Course: Research Methods in Education
Course Code: EDU-6705
Credit Hrs: 03

Learning Outcomes:

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

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

Course Outline:

- Unit 1: The Nature of Educational Research**
1.1. Definitions of Educational Research
1.2. Scope and importance
1.3. Scientific method
1.4. Research problem and topic
1.5. Characteristics of research problem
- Unit 2: The Researching professional**
2.1. Qualities of a researcher
2.2. Teacher as researcher
2.3. Research ethics
- Unit 3: Types of Educational Research**
3.1. Descriptive Research
3.2. Experimental Research
3.3. Historical Research
3.4. Action Research
- Unit 4: Techniques of Reviewing Literature**
4.1. Primary sources
4.2. Secondary sources
- Unit 5: Methodology**
5.1. Population
5.2. Sampling
5.3. Instrument
5.4. Data collection procedure
- Unit 6: Data Analysis**
6.1. Descriptive
6.2. Inferential
- Unit 7: Report Writing**
7.1. Writing formats & Presentation
7.2. Referencing

Reference Material:

Best & James (2003) *Research in Education*

Creswell, J. W (2009). *Research Design*”, London: Sage Publications. Fraenkel, J. &

Norman, E. (2005) *How to Design and Evaluation Research* (8th edition)

L.R. Gay. (2001) *Educational Research*.

COURSE TITLE: TEACHING PRACTICE(Short Term)

Course Code: EDU-6706

Credit Hrs: 03

Learning Outcomes:

Student Teachers will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.S Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

Course Outline:

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
 - o The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
 - o Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
 - o Assist the Cooperating Teacher as requested with any tasks such as:
 - o Small administrative tasks
 - o Helping individual children or small groups of children
 - o Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:

- Complete school based assignments which will provide you with tools to use to learn to know more about:
 - o Your Cooperating Teacher and his/her educational philosophy;
 - o A small group of children or an individual child.
- Complete classroom observations:
 - o Small group engagement;
 - o Individual child engagement.

- Assist the Cooperating Teacher as requested:
 - o Work with children who need extra help;
 - o Work with a small group of children to carry out the teacher's plans;
 - o Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

- Complete school based assignments:
 - o Learn about how your Cooperating Teacher manages their classroom;
 - o Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
 - o Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
 - o Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
 - o Continue with all the previous tasks in the classroom;
 - o Work with your Cooperating Teacher to co-plan a few lessons;
 - o Take over routines such as taking children for recess, taking the register, or reading a story to the class
 - o Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

- Complete school based assignments:
 - o Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:

- o Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;
- o Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
- o Continue with all the previous tasks in the classroom;
- o Co-teach a few lessons with your Cooperating Teacher. o Work with children who need extra help
- Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject. - Complete school based assignments:

- o Complete any school based assignments that might be outstanding;
- o Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
- o Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
- o Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
- Plan and teach lesson in at least ONE subject area this week.
- Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..
- Reflect on your learning this week

Week 6 : Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

- Complete school based assignments:

- o Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:
 - o If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
 - Plan and teach lesson in at least TWO subject areas this week.
- o Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

Title of Course: School Management
Course Code: EDU-6801
Credit Hrs: 03

Learning Outcomes:

After completing this course prospective teachers will be able to:

- Manage and plan school academic matters effectively
- Manage and plan school budget matters effectively
- Manage and plan students affairs related to co-curricular activities
- Manage library and instructional material related matters
- Manage upward, downward and horizontal communication
- Manage and plan school – community relationship activities.
- Resolve conflicts among different custodians of school community.
- Maintenance and management of school infrastructure and programs.

Course outline:

- Unit 1: Introduction**
- 1.1 Definition and concept of organization, administration and management
 - 1.2 Importance and impact of effective management
 - 1.3 Elements of management
- Unit 2: Role of head teacher as manager**
- 2.1 Head teacher and children
 - 2.2 The head teacher and teachers
 - 2.3 Working with parents
 - 2.4 Head teacher and supporting staff
- Unit 3: Planning the curriculum**
- 3.1 Developing and planning yearly calendar for school activities
 - 3.2 Assigning roles to staff
 - 3.3 Monitoring and supervising curriculum
 - 3.4 Curriculum revision
- Unit 4: Health, safety and co-curricular activities**
- 4.1 Planning activities to promote health and safety measures
 - 4.2 Planning and aligning co-curricular activities with yearly calendar
- Unit 5: Management structure**
- 5.1 Management arrangement
 - 5.2 Collective responsibility
 - 5.3 A senior management team
 - 5.4 The deputy heads
 - 5.5 The art of delegation
 - 5.6 Appraisal criteria

- Unit 6 :** **Communication in schools**
6.1 Meetings in school (preparation, conduct and recording the proceedings)
6.2 Establishing a communication network
- Unit 7:** **Record keeping in schools**
7.1 Attendance record
7.2 Enrolment record
7.3 Examination record
7.4 Financial records
7.5 Maintaining stock registers
7.6 School registers
- Unit 8:** **Day to day concerns**
8.1 School day activities
8.2 Arranging the classes
8.3 Staffing arrangement
8.4 In time directions to address day needs
8.5 Conflict management
- Unit 9:** **School Plant:**
9.1 maintenance of building
9.2 maintenance of Library
9.3 maintenance of play ground
9.4 maintenance of horticulture

Reference Material:

Burden, P. (1995) *Classroom Management and Discipline*. New York: Longman.
Hoy, W.K. & Miskel, G.C (1996) *Educational Administration: Theory Research and Practice*, (5thed.) New York: McGraw Hill Inc. Lunenburg & Ornstein,(2004) *Educational Administration: Concepts and Practices* Tony Bush: *Theories of Educational management*. Robbins, S.P. (1996). *The Administrative Process*. Sydney: Prentice Hall.

Title of Course: Test Development and Evaluation

Course Code: EDU-6802

Credit Hrs: 03

Learning outcomes:

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

- Understand the concept of evaluation and testing
- Determine the qualities of a good test.
- Plan and construct appropriate classroom test to evaluate student's performance.
- Make report of the test results to different stake holders.

Course Contents:

- Unit 01: Test, testing and evaluation**
1.1 Meaning of test, testing and evaluation.
1.2 Purpose, Principles and scope of test and evaluation.
1.3 School Evaluation program.
- Unit 02: Types of Evaluation**
2.1 Placement Evaluation
2.2 Diagnostic Evaluation
2.3 Formative Evaluation
2.4 Summative Evaluation
- Unit 03: Types of test**
3.1 Essay type test
3.2 Objective type test
 3.2.1 Recognition type items
 3.2.2 Recall type items
3.3 Verbal tests
- Unit 04: Test Construction**
4.1 Planning the test
4.2 Preparing the test items
4.3 Assembling the test
- Unit 05: Test Administration and analysis**
5.1 Administration/conducting the test
5.2 Item analysis and modification
- Unit 06: Qualities of a good test**
6.1 Reliability
6.2 Validity
6.3 Adequacy
6.4 Objectivity
6.5 Differentiability

- Unit 07: Interpretation of test scores**
7.1 Percentage
7.2 Ordering and ranking
7.3 Frequency Distribution
7.4 Measure central tendency (Mean, Median and mode)
7.5 Pictorial forms (Graph, polygon, histogram)
- Unit 08: Reporting the test results to:**
8.1 Students
8.2 Parents
8.3 Administration
- Unit 09: Counseling of students after reporting the results**

Reference Material:

- Ebel, Robert (2004). *Essentials of Educational Measurement*. India: Prentice hall.
- Freeman, Richard, (2004). *Planning and Implementing Assessment*. New York: Routledge Flamer.
- Georg, David (2003). *Trends in Measurement and Evaluation Techniques*. New Delhi: Commonwealth.
- James William (2005). *Evaluation and Development of School Educations*. New Delhi: Anmol Publications.
- Kubiszyn, Tom, (2003). *Educational testing and Measurement: Classroom Application and Practice*. United States: John Wiley & sons, Inc.
- Smith, D, (2005). *Theory of Educational Measurement*. New Delhi: Commonwealth.
- Smith, D. (2005). *History of Measurement and Evaluation*. New Delhi: Commonwealth.
- Smith, D., (2005). *Methods of Educational Measurement*, New Delhi: Commonwealth.
- Swain, Sanjaya, (2005). *Educational Measurement, Statistics and Guidance*. Kalyani Publications.

COURSE TITLE: TEACHING PRACTICE(Long Term)

Course Code: EDU-6803

Credit Hrs: 06

Learning Outcomes:

Student Teachers will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.S Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

Course Outline:

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
 - o The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
 - o Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
 - o Assist the Cooperating Teacher as requested with any tasks such as:
 - o Small administrative tasks
 - o Helping individual children or small groups of children
 - o Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:

- Complete school based assignments which will provide you with tools to use to learn to know more about:
 - o Your Cooperating Teacher and his/her educational philosophy;
 - o A small group of children or an individual child.
- Complete classroom observations:
 - o Small group engagement;
 - o Individual child engagement.

- Assist the Cooperating Teacher as requested:
 - o Work with children who need extra help;
 - o Work with a small group of children to carry out the teacher's plans;
 - o Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

- Complete school based assignments:
 - o Learn about how your Cooperating Teacher manages their classroom;
 - o Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
 - o Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
 - o Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
 - o Continue with all the previous tasks in the classroom;
 - o Work with your Cooperating Teacher to co-plan a few lessons;
 - o Take over routines such as taking children for recess, taking the register, or reading a story to the class
 - o Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

- Complete school based assignments:
 - o Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:

- o Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;
- o Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
- o Continue with all the previous tasks in the classroom;
- o Co-teach a few lessons with your Cooperating Teacher. o Work with children who need extra help
- Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject. - Complete school based assignments:

- o Complete any school based assignments that might be outstanding;
- o Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
- o Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
- o Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
- Plan and teach lesson in at least ONE subject area this week.
- Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..
- Reflect on your learning this week

Week 6 : Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

- Complete school based assignments:

- o Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:
 - o If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
 - Plan and teach lesson in at least TWO subject areas this week.
- o Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

Title of Course: School, Community and Teacher
Course Code: EDU- 4404
Credit Hrs: 03

Learning Outcomes:

After completion of the course, the student 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 student and development of society
- Enable prospective teachers to contribute in community work, health promotion activities and endorsement of healthy environment.

Course Outline:

Unit 01: Society, Community and Culture

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

Unit 02: Group and Group Dynamics.

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

Unit 03: Socialization

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

Unit 04: Social Institutions

- 4.1 Definition of social institutions
- 4.2 Types of social institutions
 - 4.2.1 The family
 - 4.2.2 Economic institutions

- 4.2.3 Religious institutions
- 4.2.4 Educational institutions
- 4.2.5 Play and recreational institutions

Unit 05: School and Community

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

Unit 06: Social Control

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

Unit 07: Teacher School and Students

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

Unit 08: 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 Books:

Chaudhary, M. Iqbal, *Sociology*, Aziz Publishers, Lahore: Urdu Bazar. HafeezSabiha, Pakistani Society Volti, R. (2002) *Society and technological change* (6thed.) Worth Publishers.

Mehnaz Aziz, School and Family Partnership, (2007), *Children's Global Network*, Pakistan.

SadkerMarya Pollack and David Miller Sadker (2003). *Teachers' 81*

School and Society. (6thEd) McGraw Hill Book Company New YorkUSA.

Tagga, Abdul Hamid, School, MaashraOwarUstad. Sarwar, GhulamRana, School, MaadrshaowarUstad.

Title of Course: Functional English – III (Technical Writing & Presentation Skills)
Course Code: EDU-5501
Credit Hrs: 03

Learning Outcome:

Enhance language skills and develop critical thinking

Course Contents:

Presentation skills

Essay writing

Descriptive, narrative, discursive, argumentative

Academic writing

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing

Progress report writing

Note: Extensive reading is required for vocabulary building

Reference Material:

Technical Writing and Presentation Skills

a) Essay Writing and Academic Writing

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
2. College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

b) Presentation Skills

c) Reading

The Mercury Reader. A Custom Publication. Compiled by northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (Note: A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

Title of Course: Foundations of Education
Course Code: EDU-5502
Credit Hrs: 03

Learning outcomes:

The students will be able to:

- Explain the important features of foundation of education
- Specify the role of educational thinkers in education
- Discuss the modes of education
- Discuss historical development of Pakistan
- Evaluate the issues and problems of education.

Course Outline:

Unit 1: Ideological Foundation of Education

- 1.1. Islamic Foundations
- 1.2. Islamic concept of Peace
- 1.3. Other religions and Islam
- 1.4. Ideology and teachers

Unit 2: Philosophical Foundations of Education

- 2.1. Philosophy and Education
- 2.2. Main Philosophical Thoughts
- 2.3. Idealism
- 2.4. Realism
- 2.5. Pragmatism
- 2.6. Re-constructionism

Unit 3: Psychological Foundations of Education

- 3.1. Learning and Maturation
- 3.2. Individual Differences
- 3.3. Self-Concept
- 3.4. Academic Aptitude
- 3.5. Instructional Strategies and Psychology

Unit 4: Socio-Economic Foundations of Education

- 4.1. Concept of Society and Culture
- 4.2. Social Conditions and Education
- 4.3. Economic Conditions and Education
- 4.4. Politics and Education

Unit 5: Historical Foundations of Education in Pakistan

- 5.1. Pre-Pakistan Period (712 A.D. to onward)
- 5.2. Period from 1947-1958
- 5.3. Period From 1959-1971
- 5.4. Period from 1972-1979
- 5.5. Period from 1980 -1991
- 5.6. Period from 1992 – to date

Unit 6: Aims of Education

- 6.1. Aims, Goals and Objectives
- 6.2. Taxonomies of Objectives
- 6.3. Aims and Objectives of Education in Pakistan

Unit 7: Problems and Issues in Education in Pakistan

- 7.1. Universalization of Primary Education
- 7.2. Literacy
- 7.3. Medium of Instruction
- 7.4. Diversification of Education
- 7.5. Environmental Education
- 7.6. Gender and Education
- 7.7. Islamization of Education
- 7.8. Special Education
- 7.9. Health Education / Drug Education
- 7.10. HIV / Aids, STIs, Hepatitis

Reference Material:

- Canestrari, A. (2009). *Foundations of Education*. New York: Sage Publications.
- Eugene, F.P. (2005). *Critical issues in education: Anthology of reading*. New York: Sage Publications.
- Goldblatt, P.F., & Smith, D. (2005). *Cases for teacher development*. New York: Sage Publications.
- Holt, L.C. (2005). *Instructional patterns: Strategies for maximizing students learning*.
- Murphy, D. (2005). *Foundations/Introduction to Teaching*. USA: Allyn & Bacon, Inc. New York: Sage Publications.
- Semel, S. F. (2010). *Foundations of education: The essential texts*. USA: Routledge

Title of Course: Curriculum Development
Course Code: EDU-5505
Credit Hrs: 03

Learning Outcomes:

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

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems and trends in curriculum

Course Outline:

Unit 01: Introduction to Curriculum

- 1.1. The definition of Curriculum
- 1.2. Various forms of Curriculum
- 1.3. Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum.
- 1.4. Learning experiences and assessment of students learning

Unit 02: Foundations of Curriculum

- 2.1. Philosophical
- 2.2. Psychological
- 2.3. Sociological

Unit 03: Curriculum: Aims, Goals and Objectives

- 3.1. Distinction between aims, goals & objectives
- 3.2. Taxonomies of educational objectives
 - a) Cognitive domain
 - b) Affective domain
 - c) Psychomotor domain
 - d) Solo Taxonomy of educational objectives

Unit 04: Models of Curriculum

- 4.1. Tyler Model
- 4.2. Wheeler Model
- 4.3. Dynamic Model
- 4.4. Skel Beck Model

Unit 05: Designs of Curriculum

- 5.1. Subject-based
- 5.2. Activity-based

Unit 06: Process of Curriculum Development in Pakistan

- 6.1. Curriculum development at elementary and secondary level
- 6.2. Role of teacher in curriculum development process at various levels

Unit 07: Curriculum Change

- 7.1. Process of Curriculum Change

7.2. Various issues in Curriculum change

Reference Material:

Beane I.A, Toefer C.F & Alessi S.J (1986). *Curriculum Planning & Development*. Boston and Bacon.

Farooq, R.A. (1993). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education. Kelley A.V (1999). *The Curriculum: Theory and Practice*. London. Paul Chapman.

McNeil J. D (1990). *Curriculum: A Comprehensive Introduction*, (4th.ed) Los Angeles: Harper Collins

Murray P. (1993). *Curriculum Development & Design*, (5thed), Sharma R.C (2002). *Modern Methods of Curriculum Organization*. New Delhi:

Title of Course: Educational Psychology
Course Code: EDU-5506
Credit Hrs: 03

Learning Outcomes

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

- describe in detail the multidisciplinary nature of educational psychology
- familiarize students with basic theories derived from various discipline which are related to education
- develop critical thinking about and appreciation of education psychology as multidisciplinary subject
- familiarize with the concept of test development

Course Outline

- Unit 1 Introduction to psychology**
- 1.1. Schools of thoughts
 - 1.2. Structuralism
 - 1.3. Functionalism
 - 1.4. Behaviorism
 - 1.5. Nature and function of educational Psychology
 - 1.6. Four way teaching agenda of educational Psychology
- Unit 2 Fundamentals of Human Development**
- 2.1. Overview of Growth and Development
 - 2.2. General nature of growth and Development
 - 2.3. Factors influencing Child Development
- Unit 3 Learning**
- 3.1. Definition of learning
 - 3.2. Learning theories
 - 3.3. Learning Process
- Unit 4 Information Processing**
- 4.1. What is Memory
 - 4.2. Parts of memory
 - 4.3. What is Forgetting
 - 4.4. Methods to improve memory
- Unit 5 Intelligence**
- 5.1. Concept of intelligence
 - 5.2. Theories of intelligence
 - 5.3. Individual difference
 - 5.4. Intelligence Testing
- Unit 6 Measurement and evaluation in educational Psychology**
- 6.1. Test
 - 6.2. Characteristics of Test
 - 6.3. Reliability
 - 6.4. Validity

6.5. Items Analysis

Reference Material:

Ormrod, Jeane, (2010) *Educational Psychology: Developing Learners:*
Pearson

Santrock, [John W.](#), (2001) *Educational Psychology*, USA. Mc-Graw-Hill Anita Woolfolk; Educational Psychology, USA.

Title of Course: Inclusive Education
Course Code: EDU-6703
Credit Hrs: 03

Learning Outcomes:

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

- Explain the definition of 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.
- Projects 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
- Highlight the root of inclusive education in Islam

Course Outline:

UNIT 1: An Overview of Child Development

UNIT 2: An Introduction to Special Needs

UNIT 3: Approaches to the Education of Children with Special Needs

UNIT 4: Assessing Children with Special Needs

UNIT 5: Curriculum Adaptations and Teaching Strategies

UNIT 6: Collaboration and Teamwork for School Improvement

Reference Material:

Allen, K E and Schwartz, I S (1996).*The Exception Child: Inclusion in Early Childhood Education*. Albany, New York: Delmar Pub. Co.

Friend, M and Bursuck, W (1996).*Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Boston: Allyn and Bacon.

Mehnaz Aziz (2002), *Creating Inclusive Classrooms*, Islamabad: Children's Global Network Pakistan.

Mehnaz Aziz (2007), *School and Family Partnership*, Islamabad: Children's Global Network Pakistan.

Smith, T.E.C. et al. (1995). *Teaching Students with Special Needs in Inclusive Settings*. Boston: Allyn and Bacon.

UNESCO (1993), *Help in Classroom, Special Needs in the Classroom*. Teachers Education Resource Pack, Paris, UNESCO

Hutchinson, N. (2002). *Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers*. Toronto, ON: Prentice Hall. Weber, K., and Bennett, S. (1999)

Special Education in Ontario Schools. Fourth Edition, Thornhill: Highland Press

Ontario Ministry of Education (2003). *Special Education Companion*. The Ontario Curriculum Unit Planner. Ministry of Education.

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

Title of Course: Educational Management and Leadership
Course Code: EDU-6704
Credit Hrs: 03

Learning Outcomes:

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

- 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.
- Explain the functions of basic rules of leave pay and allowances E & D, codes of ethics

Course Outline:

Unit 01: Introduction to Management

- 1.1 Definitions of Management and Leadership.
- 1.2 Difference between leadership and management
- 1.3 Difference between general and educational management and Leadership.

Unit 02: Process of Management

- 2.1 Planning
- 2.2 Organizing
- 2.3 Staffing
- 2.4 Communicating
- 2.5 Controlling
- 2.6 Budgeting

Unit 03: Resource Management

- 3.1 Human resources
- 3.2 Physical resources
- 3.3 Financial resources
- 3.4 Information and learning resources (Library, AV Aids and instructional material)

Unit 04: Rules and Regulations

- 4.1 Rules regarding appointment, leaves, pay and allowances.
- 4.2 Efficiency & Discipline rules
- 4.3 Terms of reference of various personals in the school
- 4.4 Code of ethics

Unit 05: Records in Educational Institutions

- 5.1 Attendance register
- 5.2 Leave register
- 5.3 Stock register
- 5.4 Cash register (fee, different kind of funds)

- 5.5 Personal files of teachers and other staff
- 5.6 Other academic record (students result, staff meetings etc.)

Unit 06: Theories of Leadership

- 6.1 Trait Theories
- 6.2 Contingencies Theories

Unit 07: Leadership Style

- 7.1 Democratic
- 7.2 Autocratic
- 7.3 Lauzis-faire
- 7.4 Leadership style and Headship

Reference Material:

- Afridi, A. (1998). *School organization*: Ijaz Publishers.
- Bovee, C.L. et al. (1995). *Management*. International Edition. New York: McGraw Hill, Inc.
- Burden, R.P. (1995). *Classroom management and discipline: Methods to facilitate cooperation instruction*. New York: Longman.
- Bush, T.B. et al. (1999). *Educational management: Re-defining theory, policy and practice*. London: Longman.
- Farooq, R.A. (1994). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
- Lumicbry, R.P. (1995). *Classroom demonstration, administration, concepts and practice*. Third Edition. London: Wadsworth.
- (2004). *School and Family Partnership*. Islamabad: Children's Resources International.

Title of Course: Urdu

Course Code: EDU-3104

Credit Hrs: 03

نصاب اردو
SYLLABUS URDU

نصاب برائے نفس مضمون / اردو مافیہ (Content)

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

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

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

نصاب برائے نفس مضمون/اردو مافیہ (Content)

کورس کا بیان: COURSE DESCRIPTION

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

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔ اس طریقہ تدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر ”کیا کہنا چاہیے“ پر خاص توجہ دی جائے گی۔ تاکہ زیر تربیت اساتذہ نظم و نثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابل توجہ ہے کہ اس کورس میں اساتذہ قواعد و دران مطالعہ اسباق پر دسترس حاصل کریں گے۔

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

حاصلات کورس: (COURSE OUTCOMES)

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

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

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

تعلیمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACH)

اس کورس کی ترتیب نو کے مقاصد کو پیش نظر رکھتے ہوئے تعلیمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تخلیقی، مخلوطی، استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے متنوع طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معادلات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیرلنگ جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق استاد کی تدریسی حکمت عملی سے مزید کارآمد ہے۔

یونٹ ۱

تعارف زبان

تعارف:

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

پہلا ہفتہ

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

دوسرا ہفتہ

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

اصنافِ ادب

(صرف محترمہائے ادبیات کا حصہ ہیں)

تعارف:

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

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

تیسرا ہفتہ

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

چوتھا ہفتہ

- ۰ ڈراما (اقسام/اجزائے ترکیبی/روایت)
- ۰ افسانہ نگاری کا تعارف۔ اشفاق احمد کے ”مگڈریا“ کے حوالے سے (فکری و فنی تجزیہ)
- ۰ طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

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

چٹا ہفتہ

- ۰۔ ضرب الامثال (تعارف، تلخ اور ضرب الامثال میں فرق)
- ۰۔ اوصاف خوش خونی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- ۰۔ تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصناف سخن (نظم و غزل)

تعارف:

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

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

یہی خیال غالب کے ہاں تجلیلی رنگ میں ملاحظہ فرمائیے!

بتا
تماشائے اہل کرم دیکھتے ہیں

تو تہ حافظ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، ردول پلے، تحت اللفظ اور فی الہدیہ نظم کوئی کے رجحان کو فروغ دیا جائے گا۔

ساتواں ہفتہ

- ۰۔ اصناف سخن کا تعارف
- ۰۔ اردو نظم (تعارف، اقسام)
- ۰۔ اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- ۰۔ علامہ محمد اقبال کی نظم ”روح ارضی آدم کا استقبال کرتی ہے۔“

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

نواں ہفتہ

- ۰۔ مرزا اسد اللہ خاں غالب کی غزل ”باز بچہ اطفال ہے دنیا میرے آگے“
- ۰۔ صوفی غلام مصطفیٰ تبسم کی غزل ”یہ کیا کہ اک جہاں کو کرو عقبِ اضطراب“ کے پہلے پانچ اشعار
- ۰۔ شعرا کا فکری و فنی تقابلی

دسواں ہفتہ

- ۰۔ پرائمری سطح کی نظمیں (کلام پر اظہار خیال، تمثیل)
- ۰۔ وسطانی سطح کی نظمیں (کلام کی خوبیاں، تیسرہ)
- ۰۔ تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۳

انشا پر دازی

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روزمرہ زندگی میں زبان کے استعمال یعنی ”کس موقع پر کیسی زبان بولی جائے“ کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بنانا ہے۔ اس لیے فنکشنل اُردو کا مطلب روزمرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ انٹیلیجنٹ سطح کے اساتذہ انشا پر دازی کے طریقے، تکنیک اور حکمت عملی کے گریسکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر سکیں اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی، تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھاسکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں مدد و معاون ثابت ہوں گے۔ ان میں سے کئی تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہرہ و بھرتا یا ڈراما کاری، بحث مباحثہ/مذاکرے۔ مثلاً رپورٹاژ کو ڈراما کاری میں تبدیل کرنا۔ غالب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز میں دے دینا۔ اس ضمن میں جماعتی سطح/معیاری/استحسان کا خاص خیال رکھا جائے گا۔ تاکہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- ۰۔ اُردو حروفِ چھپی (صوتیات/اعراب/حرکات)
- ۰۔ اُردو کا جدید ترین قاعدہ (صوتی، بنی، تصویری، تلازی)
- ۰۔ حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

بارہواں ہفتہ

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

تیرہواں ہفتہ

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

یونٹ ۵

اردو کے جدید رجحانات (ضرورتیں/تقاضے/تعمیر، جہتیں)

تعارف :

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

چودھواں ہفتہ

- ۰۔ اردو کی ترویج (بہ پہلو ضرورت)
- ۰۔ اردو کی بین الاقوامی حیثیت (تقاضے/تعمیریں)
- ۰۔ اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

پندرہواں ہفتہ

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

- ۰۔ اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)
- ۰۔ اردو رابطے کی زبان (عام بول چال کے حوالے سے)

سلاہوں بہشت

- ۰۔ اردو آرٹ اور کلچر (نثر و نظم میں آرٹ/ آرٹ میں نثر و نظم)
- ۰۔ اردو تراجم و ادبی (قومی و ملی جذبے/ ماخوذ متن)
- ۰۔ اردو گلوبل لینگویج (منظر نامہ)

حوالہ جات/ مطالعاتی مواد (REFERENCES)

- ۱۔ جمیل جالبی، ڈاکٹر، قومی زبان: ایک جہتی، نفاذ اور مسائل، مقتدرہ قومی زبان، اسلام آباد، ۱۹۸۹ء۔
- ۲۔ رضیہ نور محمد، ڈاکٹر، مس، اردو زبان و ادب میں مستشرقین کی خدمات تحقیقی و تنقیدی جائزہ، مکتبہ خیابان ادب، لاہور، اپریل ۱۹۸۵ء۔
- ۳۔ ساجد حسین، پروفیسر، اردو اور اس کے تدریسی طریقے، ایجوکیشن ریسرچ اسکالر جامع کراچی، رہبرہ پبلشرز۔ اردو بازار، کراچی۔
- ۴۔ سلیم فارانی، ڈاکٹر، اردو زبان اور اس کی تعلیم، پاکستان بک سٹور اردو بازار، کراچی
- ۵۔ عطش ڈڑانی، ڈاکٹر، اردو زبان اور یورپی اہل قلم، سنگ میل پبلی کیشنز، ۱۹۸۷ء۔
- ۶۔ عطش ڈڑانی، ڈاکٹر، جدید تدریسیات اردو، شکیل سنز، راولپنڈی، ۲۰۰۳ء۔
- ۷۔ سمیل احمد خان، ڈاکٹر، تقریر، تدریس، ادب، علامہ اقبال اوپن یونیورسٹی، اسلام آباد، ۲۰۰۷ء۔
- ۸۔ صباح الدین احمد، مطالعہ زبان اور کہیں، ”آخیا اردو“، دسمبر ۲۰۰۷ء۔
- ۹۔ عطش ڈڑانی، ڈاکٹر، اردو میں ابلاغ اور جدید اطلاعیات، ”آخیا اردو“، مقتدرہ قومی زبان، اسلام آباد، مئی ۲۰۰۷ء۔
- ۱۰۔ عطش ڈڑانی، ڈاکٹر، اردو، جدید ثقافتی، نئی جہتیں، مقتدرہ قومی زبان پاکستان، اسلام آباد، ۲۰۰۶ء۔
- ۱۱۔ محمد صدیق خان شلی، ڈاکٹر، عملی/ فنکشنل اردو، بحوالہ: تدریس اردو جدید ثقافتی، مرتب: ڈاکٹر عطش ڈڑانی، مقتدرہ قومی زبان، اسلام آباد، ۲۰۰۲ء۔
- ۱۲۔ اردو قواعد و املا کے بنیادی اصول، جلد اول، ڈاکٹر آفتاب احمد عاقب، ۱۹۹۴ء
- ۱۳۔ حکایات مولانا رومی ترجمہ مقبول جہانگیر، فیروز سنز راولپنڈی
- ۱۴۔ نگارستان، منصف خان صاحب، قواعد اور فنی علوم پر جامع کتاب، ۱۹۹۸ء، لاہور
- ۱۵۔ رسب اردو، یاسمین انجم، کیریئر بکس پبلشرز، لاہور (جماعت اول تا ہشتم عملی کتاب)
- ۱۶۔ مقتدرہ قومی زبان سے اشاعت شدہ اشاعت کا استعمال

افسانے/ کہانیاں/ ڈرامے/ مخطوط

- ۰۔ ”خودکشی/ ٹوبہ ٹیک سنگ“ سعادت حسن منٹو
- ۰۔ چور، اشفاق احمد
- ۰۔ رحیم و سہراب، آغا حشر

