Introduction:

The Department of Education is very important in any society as its purpose is to produce well-qualified and trained teachers. Teaching is a very sacred profession and responsible job as it requires not only expertise in the related subject but also a calm and composed mind and a sense of building a nation. The Department of Education is practicing the teaching spirit in its students and expecting the same spirit in them as a teacher in their future. The scheme of study undertaken has been designed according to the specified guidelines of HEC. The Department of Education, MUST, Mirpur is situated at main campus Mirpur. Its new building is under construction on one side. The beautiful campus of the university is also a great attraction in the city of Mirpur.

Mission Statement:

To facilitate the process of learning through provision of quality education as a main tool and ensure development of effective communication skills with the ability to think objectively and develop a mind with curiosity coupled with sense of innovation and creativity. Inculcate human values and character traits in the students to make them competitive in the challenging field of cognitive science.

Objectives:

- To facilitate students in learning process to develop them professionally equipped.
- To develop the research culture among the students to be competitive.
- To emphasize inclusive aspects of education as a mean to reform the society.
- To incorporate human and scientific approach towards teaching profession.

Programmes:

Undergraduate

Associate Degree in Education (ADE)   4 semesters

BS Education/ B.Ed Elementary (4 years) 8 semesters

Postgraduate

B.Ed Elementary (2.5 years)   5 semesters

B.Ed Secondary (1.5 years)   3 semesters

MA Education

Research Degree Programs

M.Phil. Education   4 semesters

PhD in Education   6 semesters

ASSOCIATE DEGREE IN EDUCATION (ADE)
TWO YEARS SCHEME OF STUDIES

Eligibility Criteria

- FA/F.Sc/ A levels with minimum 2nd Division with no 3rd div in the academic career
- FA/F.Sc/ A levels with school subjects.
- The admission will be subjected to the provision of the character certificate from the last degree institution

Duration: 2 years (4 Semesters)

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

Structure of the Scheme

Courses	Credit Hours
Compulsory Courses	18
Professional Courses	21
Foundation Courses	14
Content Courses	09
Teaching Practice	06
Total Credit Hours:	**68**

Ist Year

SEMESTER I

Course Code	Courses	Credit Hrs
ENG-1107	Functional English-I (Compulsory)	3
ISL-0012	Islamic Studies/ Ethics (Compulsory)	2
EDU-3103	Child Development (Foundation)	3
EDU-3104	Urdu / Regional Languages (Content)	3

Course Code	Courses	Credit Hrs
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
ENG-1207	English-II (Communication Skills Compulsory)	3
EDU-3202	Computer Literacy (Compulsory)	3
EDU-3203	Classroom Management (Foundation)	3
EDU-3204	General Mathematics (Compulsory)	3
PS-0017	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	Science II (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)	3
EDU-4405	Teaching of Social Studies (Professional)	3
EDU-4406	The Teaching Practicum	3

Total Credit Hours   **18**

Assessment Policy:

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

midterm	Quiz	Assignment	Terminal	Total
45	15	15	75	150

Assessment Policy for Practicum. (Long Term)

Professional Portfolio = 100

Model Lesson No 1 = 50

Model Lesson No 2 = 50

Assessment Policy for Practicum. (Short Term)

Professional Portfolio = 50

Model Lesson No 1 = 25

Model Lesson No 2 = 25

Paper Setting

There shall be no choice on question paper. The TE paper shall cover whole course and at least 20-30% questions shall be given from the course taught up to ME. The teacher who has taught the subject shall act as paper setter and shall also mark the paper.

   a) **Paper setting**

The answer scripts of each examination shall be marked and shown to the students by concerned teachers, taken back immediately in accordance with announced schedule.

In case a student is not satisfied with his/her award even after checking his/her answer books and other answer books for comparative marking, or justified by the teacher, he/she may file a written request to Director/Chairman who shall constitute a re-evaluation Committee consisting of two experts relevant to the subject. The decision of the committee shall be final. Committee can examine all/any script for the sake of comparative marking.

The Mid Examination shall be held during the 9th week of the semester and terminal examination shall be held at the end of the semester (17-18 Week) according to the schedule provided by the respective Dean of the faculty. The concerned teacher shall keep answer books in custody for one academic year. Thereafter the answer books forwarded to examination committee who will be responsible to keep them in custody till the award of degree subject to the maximum of semester allowed under rules, for that degree program.

b) **Duration of Examinations**

Mid Term 1.0-1.5 hours

Terminal Examinations 2.5-3.0 hours

Examination shall be held on consecutive days excluding public holidays. The schedule of examination as well as Result (paper showing) shall be displayed along with the examinations schedule. The students' shall be encouraged to see the answer books of other students of the class for satisfaction of unbiased/neutral/fair and relative marking.

Learning and Teaching Approaches

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The instructors can use an integrated approach to teaching which enables holistic development as all the courses link learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

Associate Degree in Education (ADE)
Eligibility Criteria
FA/F.Sc/ A levels with minimum 2nd Division
FA/F.Sc/ A levels with school subjects.
Scheme of Studies for 2 year with Annual Program
1st Year Total Marks 700
2nd Year Total Marks 700
     Grand Total 1400
Students who pass the four subjects out of seven will be promoted to the second year.

1st Year

S. No.	Courses	Marks
1	Functional English – I (C)	100
2	Computer Literacy (C)	100
3	Islamic Studies / Ethics (C)	100
4	Child Development (F)	100
5	General Methods of Teaching	100
6	Teaching of Urdu / General Science / English / Maths / Social Studies (Student may pick any one)　　　(F)	100
7	Urdu (C)	100
	Total	700

2nd Year

S. No.	Courses	Marks
1	Functional English –II (C)	100
2	General Mathematics (C)	100
3	Pakistan Studies (C)	100
4	Classroom Assessment (F)	100
5	School, Comity and Technology (F)	100
6	ICT in Education (F)	100
7	Teaching Practice	100
	Total	700

COURSE TITLE: FUNCTIONAL ENGLISH

Course Code: ENG-1107

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 Allama Iqbal 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/

<p style="text-align:center">Title of Course: Islamic Studies</p>

<p style="text-align:center">Course Code: ISL-0012</p>

<p style="text-align:center">Credit Hrs: 2</p>

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 To Sunnah

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: Allama Iqbal Open University
- Hameed ullah Muhammad, „Introduction to Islam Mulana Muhammad Yousaf Islahi," Hameed ullah Muhammad, "Emergence of Islam" , Islamabad: IRI.
- Hameed ullah 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.

<p style="text-align:center">COURSE TITLE: CHILD DEVELOPMENT</p>

<p style="text-align:center">Course Code: EDU-3103</p>

<p style="text-align:center">Credits Hrs: 03</p>

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 dv. 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.

Title of Course: Urdu

Course Code: EDU-3104

Credit Hrs: 03

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نصاب اردو

SYLLABUS URDU

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

- کورس کا بیان (COURSE DESCRIPTION)
- حاصلاتِ کورس (COURSE OUTCOMES)
- تعلّمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACHE)
- یونٹ (UNIT)

١۔ تعارفِ زبان

٢۔ اصنافِ ادب

٣۔ اصنافِ سخن (نظم و غزل)

٤۔ انشا پردازی

٥۔ اردو کے جدید رجحانات

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

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نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اور یہ اہتمام کیا گیا ہے کہ زیرِ 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 طریقہء تدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر "کیا کہنا چاہیے" پر خاص توجہ دی جائے گی۔ تا کہ زیرِ تربیت اساتذہ نظم و نثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابلِ توجہ ہے کہ اس کورس میں اساتذہ قواعد اور دوران مطالعہ ان سیاق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو بھی متعارف کروایا جائے گا۔ تا کہ 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 ہشتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بہ طور گلوبل لینگویج نیچ جدید در رجحانات (ضرورتوں/تقاضوں/قمیری رجحانوں) کے حوالے سے بھی زیرِ بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی +صوتی) تحلیلی جگلوطی، فنکشنل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تا کہ المیمنٹری اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

حاصلاتِ کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیرِ 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 در رجحانات کے تحت نئی جہتوں پر عمل کر سکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیم نو کر سکیں۔

- تدریسِ زبان کے عملی پہلو کو ابتدائی اور 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 پیشِ نظر رکھتے ہوئے تعلیمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تحلیلی، مخلوطی استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے مستند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معاونات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیر لرننگ جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق مثاق استاد کی تدریسی حکمتِ عملی سے مزید کار آمد ہے۔

یونٹ ۱

تعارفِ زبان

تعارف:

اس یونٹ میں زبان کی اہلیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تا کہ 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 شبلی کے مضمون عملی، فنکشنل اردو سے بھر پور استفادہ کیا گیا ہے تا کہ نو آموز اساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لا سکیں۔ 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 تانیث، واحد و جمع، جملہ سازی، انتخابی مشقیں۔ ان طریقوں میں بنیادی تدابیر استعمال کی جائیں گی۔ جو مثبت نتائج کا باعث بنیں گی۔ تا کہ ایلیمنٹری سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کر سکیں۔

پہلا ہفتہ

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

دوسرا ہفتہ

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

اصنافِ ادب

(صرف وہ جو نصابِ تدریسِ 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۔ تا کہ بی ایس ایم میٹرک کے اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صفتِ ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیئت کا ادراک بھی ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید عملی، فنکشنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تا کہ قواعد نفسِ مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جا سکے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ جدید تعلیمی اصطلاحات کا استعمال بھی سیکھیں گے۔

مثلاً زبانی ابتدائی تعلیم (Oral Approach) اور صورتِ حال کے مطابق تدریسِ زبان Situational Language (Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سانچوں کی تدریس کو بہتر بنانا ہے۔ تا کہ 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۔ لہٰذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا ہفتہ

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

چوتھا ہفتہ

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

پانچواں ہفتہ

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

- ضرب الامثال (تعارف، تمثیل اور ضرب الامثال میں فرق)
- اوصافِ خوش خوانی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم و غزل)

تعارف:

زیرِ بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، نعت، پیروڈی 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، نقابلی و تخلیلی 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 تخلیلی رنگ میں ملاحظہ فرمائیے!

بنا

تماشائے   اہلِ   کرم   دیکھتے   ہیں

قوتِ حافظہ، فکر اور تخیل کی تربیت اس جہت اس کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تحت اللفظ اور فی البدیہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

ساتواں ہفتہ

- اصنافِ سخن کا تعارف
- اردو نظم (تعارف، اقسام)
- اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- علامہ محمد اقبال کی نظم "روحِ ارضی آدم کا استقبال کرتی ہے"۔

- • مولانا الطاف حسین حالی کی نظم مسدسِ حالی کے پہلے چار بند
- • پس منظر کے تحت منظومات کی تشریح

نواں ہفتہ

- • مرزا اسد اللہ خان غالب کی غزل/''باز یچۂ اطفال ہے دنیا میرے آگے''
- • صوفی غلام مصطفیٰ تبسم کی غزل''یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب'' کے پہلے پانچ اشعار
- • شعرا کا فکری و فنی تقابل

دسواں ہفتہ

- • پرائمری سطح کی نظمیں   (کلام پر اظہارِ خیال، تمثیل)
- • وسطانی سطح کی نظمیں   (کلام کی خوبیاں، تبصرہ)
- • تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۴

انشا پردازی

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۔ ایلیمنٹری سطح کے اساتذہ انشا پردازی کے طریقے، تکنیک اور حکمتِ عملی کے گُر سیکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر کے سکیں اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری و تحریری انشا یعنی بول چال سیکھنے میں معاون و مددگار ثابت ہوں گے۔ ان میں سے کئی کا مدبر استعمال کیا جائے گا۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہروپ بھرنا یا ڈراما کاری، بحث مباحثے/ مذاکرے، مثلاً رپورٹ کو ڈراما کاری میں تبدیل کرنا۔ غالب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز بیاں دے دینا۔ اس ضمن میں جماعتی سطح/ معیار/ امتحان کا خاص خیال رکھا جائے گا۔ تا کہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- • اُردو حروفِ تہجی (صوتیات/ اعراب/ حرکات)
- • اُردو کا جدید ترین قاعدہ (صوتی، بنی، تصویری، تلازمی)
- • حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

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

تیرہواں ہفتہ

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

یونٹ ۵

اردو کے جدید رجحانات
(ضرورتیں/ تقاضے/ قمیری جہتیں)

تعارف :

اردو کے جدید رجحانات: ضرورت، تقاضے اور نئی قمیری 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 پرلطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیرِ تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو و اطلاعیات کا مستقبل روشن کردیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورتا ٹرقم کر رہے ہیں۔ سائنسی و تکنیکی ترقی عام ہو جائے کے مقرونے پر ہی زیرِ تربیت اساتذہ کو مستند علمی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو و ادب کیسے آرٹ سے استفادہ نہ کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کینوس 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 تشخص اجاگر کرنے اور اسے گلوبل لینگویج بنانے کی کارروائی میں حصہ بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودہواں ہفتہ

- اردو کی ترویج   (ہمہ پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت   (تقاضے/ تعبیریں)
- اردو کمپیوٹر کی زبان   (اطلاعیات: اردو کا مستقبل)

پندرہواں ہفتہ

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

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

سولہواں ہفتہ

اردو آرٹ اور کلچر	(نثر و نظم میں آرٹ/آرٹ میں نثر و نظم)	٭
اردو ترانہ ملی	(قومی ولی جذبے/ماخوذ متن)	٭
اردو گلوبل لینگویج	(منظرنامہ)	٭

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۱۴۔ نگارستان، منصف خان سحاب، 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 لغات کا استعمال۔

افسانے/کہانیاں/ڈرامے/خطوط

٭	"خودکشی/ٹوبہ ٹیک سنگ" سعادت حسن منٹو	
٭	چور،	اشفاق احمد
٭	رستم و سہراب،	آغا حشر

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	Sub Topics
Sources of Information about Effective Teachers	☐ 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	Sub Topics
Sources of Complexity in the Classroom	☐ 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	Sub Topics
Key Concepts	☐ 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	Sub Topics
Constructive Interactions Between Teacher and Students	☐ 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	Sub Topics
Sources of Knowledge for Designing Lessons	☐ 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	☐ Sources of instructional materials, including textbooks, in
Materials	Pakistan
	☐ School budgets for instructional materials
	☐ Lo/no cost materials as a supplement to or substitute for
	materials provided by the government
	☐ Examples of materials created from local resources by
	teachers for mathematics, science, and literacy
Review and Synthesis	☐ 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	**Sub Topics**
Self-Regulated Learning	☐ 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/oooooo56/00564le.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: ENG-1207

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_Introducti ontoProactiveClassroomManagement.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	● Counting
	● Models for Addition & Subtraction with
	natural numbers
	● Addition and Subtraction as inverse
	Operations
	● Word problems involving addition and
	Subtraction
Place Value	● 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
Ratios and Proportion	decimals
Rates	● Ratio and Proportion
	● Rates
Integers	● Integers, Operations with integers
	● Venn Diagrams

Unit 2: Algebra

Themes	**Sub themes**

Algebra as Generalized Arithmetic	● Repeating patterns and growing patterns
Patterns Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	● Generalizing a pattern and finding a rule
	● Creating coordinate graphs
	● Continuous, discontinuous, and discrete graphs
Linear functions	● Equivalent expressions
	● Interpreting tables, graphs and equations of linear functions
Order of Operations	● The concept of slope
	● Order of Operations
Square expressions and equations	● Interpreting tables, graphs and equations of quadratic functions
Symbol manipulation	● 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	☐ Models of angles
Angles	☐ Benchmark angles
	☐ Classifying angles by measurement
Geometric Measurement: Area and	☐ Perimeter and Area formulas
Perimeter of polygons	

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	● 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	● Range
	● Mean
	● Median
	● Mode

Reference Material:

- NCTM *Illuminations*: http://illuminations.nctm.org/

- Maths Currriculum: 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: PS-0017
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.
- Rafique Afzal, 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: Methods of Teaching 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 Appro0priate 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 in Elementary Education*. London: Macmillan

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

Wilma R. Melendex, V. B. & Melba Fletcher. (2000). *Teaching Social Studies 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 & Pinnell Leveled 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

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COURSE TITLE: Arts Crafts and Calligraphy

Course Code: EDU-4302

Credit Hrs: 03

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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, Hanif Ramy, Zahoor-ul- Ikhlaq, 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 Mansoor Rahi)

• 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, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed 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 Schoo. 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 Stuf. 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

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نصاب برائے تدریسِ اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ: ۳

پیش لازمہ: (PREREQUISITES)

تدریسِ اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سمیسٹر اول میں اردو کورس کامیابی سے مکمل کر چکے ہوں۔

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیرِ تربیت اساتذہ نظریہ آموزشِ زبان (The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE -RICH ENVIRONMENT) کے حوالے سے تدریسِ 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 معصوم 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 تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہ نظر سے آر ڈیولنگوئل اور ٹوٹل فزیکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

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

حاصلاتِ کورس: COURSE OUTCOMES

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

- نظریہ آموزشِ زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر عبور حاصل کر سکیں۔
- سن کر لیجہ، تلفظ، ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- بڑھ 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 سطحی اشارات میں بنا سکیں۔
- طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر سمعی بصری معاونات و سطحی اشارات تیار کر سکیں۔

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نظریہ آموزشِ زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سنناشروع کر دیتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید ٹیکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچتے، پرکھتے اور معیار استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلّمی رسائی زیرِ تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزشی قالب تیار کرنا ہے۔ جو معیارِ زبان کے اصولوں پر پرکھے جا سکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیرِ تربیت اساتذہ کو اپنی تعلّمی ذمے داری بڑھانے کا موقع فراہم کرنا ہے۔

یونٹ ۱

نظریہ عزبان
(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 میسر آتا ہے۔ اس یونٹ میں زیرِ تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE -RICH ENVIRONMENT کو سمجھتے ہوئے آموزشِ زبان کے وسیلہ کے مطابق زبان کے فطری سانچوں پر تدریسی حکمتِ عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، اردگرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منظوم ونثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، ہجتی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیرِ تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سطحی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تا کہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

- نظریہ عزبان (THEORY OF LANGUAGE)
- آموزشِ 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، ہجتی)
- اردو سے متعلق غلط فہمیوں کا ازالہ
- اردو کی تدریسی تدابیر

تیسرا ہفتہ

- جدید سطحی ڈیزائن

- تدریسی تکنیک
- سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پہلے تر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیر نگرانی اپنی حکمتِ 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 اصل شے ہے۔ بچے کے ارد گرد مبہم آوازیں اس کے لیے جلد از جلد زبان از برکرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سکھانا یا تدریس ساعت 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، ۵۷ آیات میں مطالعہء کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر پڑھنا یعنی مطالعہ بہ ذریعہ ساعت تدریس کیسے کی جائے۔ اوصافِ خوش خوانی تدریس نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فنکشنل، آڈیولنگوئل اور ٹوٹل فزیکل) کو جدید سمعی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سمعی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقہ (سننا، بولنا اور سمجھنا) اور مطالعہ بہ ذریعہ ساعت تدریس کا گر سیکھ سکیں۔

چوتھا ہفتہ

- اوصافِ خوش خوانی/کرداری مقاصد (تلفظ، روانی، تاکید، لب ولہجہ، تفصیل)
- بنیادی لسانی عادات/مہارتیں تعارف (بولنا، سننا، سمجھنا)
- بولنا اور سننا (فنکشنل، آڈیولنگوئل اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

- بہ ذریعہ قصہ/کہانی (تمثیل، ڈراما، قصہ گوئی)
- بہ ذریعہ کھیل (مثلاً لفظ کی بناوٹ میں حرف کی کھوج)
- بہ ذریعہ مطالعہ (ٹی وی، ریڈیو، کمپیوٹر، مطالعہء کائنات)

چھٹا ہفتہ

- پرائمری سطح پر تدریسِ نظم
- مڈل سطح پر تدریسِ نظم
- فی البدیہہ نظم گوئی

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ساتواں ہفتہ

- سمعی اشارات/طریقہ ہائے تدریس (ابتدائی تاوسطانی سطح کی جماعتیں)
- سمعی ڈیزائن/ٹیکنیکی مہارتیں/تدریسی حکمتِ عملی نظم ونثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)
ابتدائی تاوسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تا کہ زیرِ تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجزیاتی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشاراتِ سبق کی تیاری میں خوب کرسکیں۔ 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 جا سکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، امتحان و استدلال اور کہ نظر رکھ سمعی اشارات تیار کیے جائیں گے۔ کیوں کہ اشاراتِ سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہے۔ تا کہ زیرِ تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

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

نواں ہفتہ

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

دسواں ہفتہ

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

گیارہواں ہفتہ

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

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یونٹ ۴

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 سائنٹفک قالب تیار کرنا اس یونٹ کا کارآمد پہلو ہے۔ ایلیمنٹری اساتذہ جماعت اول تا ہشتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کریں گے۔

بارہواں ہفتہ

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

تیرہواں ہفتہ

- سوالنامے
- پرچہ جات
- اسائنمنٹ

چودہواں ہفتہ

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

پندرہواں ہفتہ

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

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ماڈل اسائنمنٹ: (ASSIGNMENTS)

۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار نگارنگ، بامعنی اور جدید ہوں۔

۲۔ رموز و اوقاف پر اس انداز سے سبقی اشارہ تیار کیجیے کہ کہانی کی کہانی ہوا 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 ہشتم سے دو اسباق پر سائنٹفک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

یہ ہمارا روز مرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچہ اپنے ماحول میں بولی جانے والی زبان 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 جیسی پیچیدہ

چیز خود یہ خود کیسے سیکھ لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیچر نے اُسے 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 دو سالوں کے اندر اندر بچے کا زبان سیکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریسِ 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 خداداد صلاحیت لے کر پیدا ہوتا ہے۔ بچے کا ماحول اس خداداد 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 Acquistion 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 بچے 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 تدریسِ اُردو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزشِ زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا رد عمل بولنے کی صورت میں سامنے آتا ہے۔ اگر چہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشو و نما پاتی ہیں مگر انھیں بھی جلا 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 مؤثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- درست زبان میں اپنے دل کی بات سادہ اور قابلِ 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 اُسے گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزتِ نفس کا احترام ہوتا ہو اسے زبان کو سیکھنے میں بہت مدد دیتا ہے۔ اُردو زبان کے اس کورس میں جہاں ان مہارتوں کے خاص پہلوؤں کی 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

زیرِ 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۔ زیرِ تربیت اساتذہ ہ 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 بلکہ اُنھیں پڑھنے، لکھنے، حصہ لیں، سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں اُردو کے نصابوں کتاب میں دیے گئے ہر سبق کا مقصد تدریسِ اُردو ادب کی مختلف اضاف سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نقطے کو خاطر میں نہیں لائیں گے تو اُردو پڑھانے کا حق ادا نہیں ہوگا۔ مثلاً چاچا چھکن کا سبق اس لیے دیا گیا ہے کہ طلبہ کی توجہ کردار نگاری کی طرف دلائی جا سکے اور دوران تدریس اگر اساتذہ بچوں کو غور کرنے میں مدد نہیں کریں گے کہ امتیاز علی تاج نے چاچا چھکن کا کردار یا ٹوٹ بٹوٹ کیسے تراشا ہے، کس طرح اس کردار کو پیش کیا گیا 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 بالا لاگو ہوتی ہے۔ اس لیے اس کورس میں اصنافِ 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 تدریس کامیاب کی جائے، بہت اہم ہے بنیادی تدریسی 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 کورس میں جانچنے، پرکھنے اور معیار مقرر کرنے کے نئے پیمانے دوران تدریسی مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے فنکشنل/عملی انداز تدریس کی جانب مثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا ازالہ

استاد کا اردو رسم الخط میں مہارت رکھنا ابتدائی 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 لب و لہجہ کی درستی کا ہے۔ اس کے لیے صحیح تلفظ سکھانا ضروری ہے۔ تلفظ سے مراد یہ ہے کہ ہر حرف کی آواز اس کے صحیح 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 سکنات 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 شاید کبھی نہ تھا۔ اس طرح بچوں کو زبان سیکھنے کے دوران پیش مسائل کا حل بھی نکالا جا سکتا ہے۔

جدید تدریسی 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 ہیں۔ ان طریقوں کے نقائص کو دور کرکے انھیں 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 سمجھتے ہوئے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں بہتر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے فنکشنل انداز اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈر 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 شائع ہوتے ہیں۔ اردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سمعی و بصری معاونات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اثاثہ 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 ذمے داری ہے۔

میں   اکیلا   ہی   چلا   تھا   جانب   منزل   مگر

لوگ   ساتھ   آتے   گئے   اور   قافلہ   بنتا   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., & Wiliam, 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 TITLE: TEACHING OF ENGLISH

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		
☐ Prime & Composite Numbers ☐ Factors & Multiples	● Anticipated Student Misconceptions	● Setting Goals for: ○ The Program ○ Teaching ○ Learning
☐ Division of Whole Numbers	● Emergent Mathematical Thinking	● Lesson Design Model ○ Launch ○ Explore ○ Summarize
☐ Greatest Common Factor ☐ Least Common Multiple ☐ Prime Factorization	● The Value of Student Errors	● Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking

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 Currriculum: 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, COMMIUNITY 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

Course outcomes

After completing this course, Student Teachers will be able to:

• promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment)

• apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography

• apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom

• apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world

• assess and evaluate students' learning in history and geography through varied assessment techniques.

Unit 1: Introduction to social studies

1.1 The concept, nature, and scope of teaching social studies Social studies in the present era

1.2 Significance of history in teaching social studies

1.3 Significance of geography in teaching social studies

1.4 Scope of social studies in elementary grades

1.5 Relationships between history and geography

1.6 Aims and objectives of teaching social studies

Unit 2: Teaching pedagogies for history and geography in elementary grades

2.1 Introducing teaching methods for history (artefacts, museums, field trips, timelines, storytelling, debates, and hot-seating)

2.2 Introducing teaching methods for geography (maps, role play, games, simulations, visual images, field trips, reports, and research)

2.3 Teaching aids for history and geography

2.4 Lesson planning for history and geography

Unit 3: Inquiry-based teaching in history and geography

3.1 Introduction to inquiry-based approaches to teaching Inquiry-based approaches to teaching history and geography Forming questions for inquiry projects

3.2 Framing questions to respond to inquiry Planning projects Field work

3.3 Data management Data analyses Report writing

Unit 4: Assessments in teaching social studies (history and geography)

4.1 History and geography assessments: What and how?

4.2 Key issues in history and geography assessments Comprehensive assessment techniques (teacher observations, teacher-designed tasks and tests, work samples and portfolios, and projects)

4.3 Establishing criteria to assess students' learning Providing feedback

Unit 5: Challenges and issues in teaching of social studies in elementary grades

5.1 Introduction to issues and challenges (lack of resources, lack of teacher knowledge, lack of student interest, and teacher resistance)

5.2 Social and cultural issues in teaching history and geography Political issues in teaching history and geography

5.3 Financial issues in teaching history and geography

5.4 Suggestions to overcome problems in teaching history and geography in elementary grades

5.5 Conclusion

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful for choosing appropriate readings. You may include your chosen list of readings on the syllabus or distribute it in class. However, readings should include only those resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Dean, B. L., Joldoshalieva, R., & Sayani. F. (2006). Creating a better world. Karachi: Aga Khan University for Educational Development.

Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space. In R. Gilbert & B. Hoepper. Teaching society and environment (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.

McAffee, O., & Leong, D. J. (2002). Assessing and guiding young children's development and learning. Boston: Allyn and Bacon.

O'Hara, L., & O'Hara. M. (2001). Teaching history 3-11: The essential guide. London: Continuum.

Rajakumar, P. (2006). Teaching of social sciences. Paper presented at the National Council of Educational Research and Training, New Delhi.

Websites The 5 R's by Adam Troutt Ø http://savingtheearthbygoinggreen.weebly.com/going-green-essay.html

Recycling: Reduce, recycle, reuse Ø http://pbskids.org/eekoworld//parentsteachers/pdfs/lessonk_1.pdf

The National Academies Press This site offers a number of downloadable books on topics such as geography and climate change. Ø http://www.nap.edu/topics.php?topic=335&gclid=CKSK0smWx7MC FebLtAod_WQAYg

How to assess student performance in history: Going beyond multiple-choice tests by Julie Edmunds Ø http://www.serve.org/uploads/publications/AssessHistory.pdf

COURSE TITLE: Teaching Practice

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,

BS Education / B.Ed Elementary (4 year)
Scheme of Studies

Program Learning Outcomes

After the completion of the program the following outcomes will be achieved

- To produce teachers who are competent in the content areas as well as in teaching strategies.
- To provide the opportunity to practice teaching through interacting with the school and community.

- Write and speak clearly and coherently using correct grammar and sentence structure; communicate ideas and articulate arguments/positions in ways appropriate to reach the intended audience.
- To gain adequate insight into the ground realities of school and classrooms through their attachments in schools and communities
- To bring a positive attitude in classroom teaching and understanding a plurality of cultures.
- To develop the habit of inquiry into practice.
- To prepare prospective teachers as professionals in education.

Eligibility Criteria

1. FA/F.Sc / A level or equivalent with minimum 2nd Div with no 3rd div in the academic career
2. FA/F.Sc / A level with school subjects.
3. The admission will be subjected to the provision of the character certificate from the last degree institution

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	24
Professional Courses	49
Foundation Courses	23
Content Courses	27

Teaching Practice		15
Total Credit Hours:		**138**

Selected Discipline 1: Urdu, English

Selected Discipline 2: History Science

Year / Semester wise Scheme of Studies

SEMESTER I

Course Code	Courses	Credit Hrs
ENG-1107	Functional English-I (Compulsory)	3
ISL-0012	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
ENG-1207	English-II (Communication Skills Compulsory)	3
EDU-3202	Computer Literacy (Compulsory)	3
EDU-3203	Classroom Management (Foundation)	3
EDU-3204	General Mathematics (Compulsory)	3
PS-0017	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	Science II (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)	3
EDU-4405	Teaching of Social Studies (Professional)	3
EDU-4406	The Teaching Practicum	3
	Total Credit Hours	**18**

3rd Year

SEMESTER – V

Course Code	Course Title	Credit Hrs
EDU-3107	English – III (Technical Writing & Presentation Skills) (Compulsory)	3

Course Code	Course Title	Credit Hrs
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
ARA-0001	Arabic (Compulsory)	3
	Total Credit Hours	18

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

Course Code	Course Title	Credit Hrs
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 (Profesional)	3
EDU-6803	Teaching Practice (Long Term)	6
EDU-6804	Research Project (Professional)	3
	Total Credit Hours	15
	Grand Total Credit Hours	135

Discipline I

EDU-5503 English I	EDU-5504 Biology
EDU-5602 English II	EDU-5603 Physics
EDU-6701 English III	EDU-6702 Chemistry

Discipline II

EDU-5507 Urdu I	EDU-5508 History I
EDU-5606 Urdu II	EDU-5607 History II
EDU-6707 Urdu III	EDU-6708 History III

Assessment Policy:

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should

advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

Midterm	Quiz	Assignment	Terminal	Total
45	15	15	75	150

Assessment Policy for Practicum. (Long Term)

Professional Portfolio = 100

Model Lesson No 1 = 50

Model Lesson No 2 = 50

Assessment Policy for Practicum. (Short Term)

Professional Portfolio = 50

Model Lesson No 1 = 25

Model Lesson No 2 = 25

Paper Setting

There shall be no choice on question paper. The TE paper shall cover whole course and at least 20-30% questions shall be given from the course taught up to ME. The teacher who has taught the subject shall act as paper setter and shall also mark the paper.

a) **Paper setting**

The answer scripts of each examination shall be marked and shown to the students by concerned teachers, taken back immediately in accordance with announced schedule.

In case a student is not satisfied with his/her award even after checking his/her answer books and other answer books for comparative marking, or justified by the teacher, he/she may file a written request to Director/Chairman who shall constitute a re-evaluation Committee consisting of two experts relevant to the subject. The decision of the committee shall be final. Committee can examine all/any script for the sake of comparative marking.

The Mid Examination shall be held during the 9th week of the semester and terminal examination shall be held at the end of the semester (17-18 Week) according to the schedule provided by the respective Dean of the faculty. The concerned teacher shall keep answer books in custody for one academic year. Thereafter the answer books forwarded to examination committee who will be responsible to keep them in custody till the award of degree subject to the maximum of semester allowed under rules, for that degree program.

b) **Duration of Examinations**

Mid Term   **1.0-1.5 hours**

Terminal Examinations   **2.5-3.0 hours**

Examination shall be held on consecutive days excluding public holidays. The schedule of examination as well as Result (paper showing) shall be displayed along with the examinations schedule. The students' shall be encouraged to see the answer books of other students of the class for satisfaction of unbiased/neutral/fair and relative marking.

Learning and Teaching Approaches

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The instructors can use an integrated approach to teaching which enables holistic development as all the courses link learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

COURSE TITLE: FUNCTIONAL ENGLISH

Course Code: ENG-1107

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 Allama Iqbal 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: ISL-0012

Credit Hrs: 2

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 To Sunnah

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: Allama Iqbal Open University
- Hameed ullah Muhammad, „Introduction to Islam Mulana Muhammad Yousaf Islahi," Hameed ullah Muhammad, "Emergence of Islam" , Islamabad: IRI.
- Hameed ullah 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 dv. 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	Sub Topics
Sources of Information about Effective Teachers	🗌 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	Sub Topics

Sources of Complexity in the Classroom	☐ 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	Sub Topics
Key Concepts	☐ 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	Sub Topics
Constructive Interactions Between Teacher and Students	☐ 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	Sub Topics
Sources of Knowledge for Designing Lessons	☐ 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	☐ Sources of instructional materials, including textbooks, in
Materials	Pakistan
	☐ School budgets for instructional materials
	☐ Lo/no cost materials as a supplement to or substitute for
	materials provided by the government
	☐ Examples of materials created from local resources by
	teachers for mathematics, science, and literacy
Review and Synthesis	☐ 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	**Sub Topics**
Self-Regulated Learning	☐ 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/ooooo56/00564le.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: ENG-1207

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:

5. use computer technology as a tool for communication & collaboration, problem solving
6. create productivity materials related to teaching profession (lesson plans, result sheets etc)
7. use computers technology for personal & professional growth, for research and generating new knowledge
8. 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_Introducti ontoProactiveClassroomManagement.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	● Counting
	● Models for Addition & Subtraction with
	natural numbers
	● Addition and Subtraction as inverse
	Operations
	● Word problems involving addition and
	Subtraction
Place Value	● 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
Ratios and Proportion	decimals
Rates	● Ratio and Proportion
	● Rates
Integers	● Integers, Operations with integers
	● Venn Diagrams

Unit 2: Algebra

Themes	**Sub themes**

Algebra as Generalized Arithmetic	● Repeating patterns and growing patterns
Patterns Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	● Generalizing a pattern and finding a rule
	● Creating coordinate graphs
	● Continuous, discontinuous, and discrete graphs
Linear functions	● Equivalent expressions
	● Interpreting tables, graphs and equations of linear functions
Order of Operations	● The concept of slope
	● Order of Operations
Square expressions and equations Symbol manipulation	● 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 Identification and construction of Angles	☐ Point, line, line segment, ray
	☐ 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	● 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	● Range
	● Mean
	● Median
	● Mode

Reference Material:

- NCTM *Illuminations*: http://illuminations.nctm.org/

- Maths Currriculum: 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: PS-0017
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.
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- 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
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- 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.
- Rafique Afzal, 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: Methods of Teaching 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 Appro0priate 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
Unit 08: Lesson Planning

Reference Material:

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

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

Wilma R. Melendex, V. B. & Melba Fletcher. (2000). *Teaching Social Studies 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:

8. describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
9. Identify phases of second language development and the implications for reading and writing instruction
10. identify various phases in reading development.
11. explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers
12. 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.
13. differentiate instruction through various classroom organizational structures and teaching strategies.
14. 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/WWSSLearningToReadAndWriteEngl ish.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 & Pinnell Leveled 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, Hanif Ramy, Zahoor-ul- Ikhlaq, 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 Mansoor Rahi)

• 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, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed 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 Schoo. 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 Stuf. 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 تدریسِ اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ: ۳

پیش لازمہ: (PREREQUISITES)

تدریسِ اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سمیسٹر اول میں اردو کورس کامیابی سے مکمل کر چکے ہوں۔

COURSE INTRODUCTION : کورس کا تعارف

اس کورس میں زیرِ تربیت اساتذہ نظریہ آموزشِ زبان (The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE -RICH ENVIRONMENT) کے حوالے سے تدریسِ زبان کو سمجھیں گے۔ ماہرینِ 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 معصوم 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 تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہ نظر سے آڈیولنگول اور ٹوٹل فزیکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

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

COURSE OUTCOMES : حاصلاتِ کورس

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

- نظریہ آموزشِ 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، 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 سبقی اشارات میں بنا سکیں۔
- طریقہ ہائے تدریس میں عملی مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر سمعی بصری معاونات و سبقی اشارات تیار کر سکیں۔

تعلّمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

نظریہ آموزشِ زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سننا شروع کر دیتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچتے، پرکھتے اور معیارِ استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلّمی رسائی زیرِ تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزشی قالب تیار کرنا ہے۔ جو معیارِ زبان کے اصولوں پر پرکھے جا سکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیرِ تربیت اساتذہ کو اپنی تعلّمی ذمہ داری بڑھانے کا موقع فراہم کرنا ہے۔

یونٹ ۱

نظریہءِ 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 و اقارب اور اساتذہ کی جانب سے میسّر آتا ہے۔ اس یونٹ میں زیرِ تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE -RICH ENVIRONMENT کو سمجھتے ہوئے آموزشِ زبان کے وسیلے کے مطابق زبان کے فطری سانچوں پر تدریسی حکمتِ عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، اردگرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منظوم و نثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، ہیئتی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیرِ تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سطحی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

- نظریہءِ زبان (THEORY OF LANGUAGE)
- آموزشِ 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، ہیئتی)
- اردو سے متعلق غلط فہمیوں کا ازالہ
- اردو کی تدریسی تدابیر

تیسرا ہفتہ

- جدید سطحی ڈیزائن

- تدریسی تکنیک
- سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیشتر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیر نگرانی اپنی حکمتِ 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 اصل شے ہے۔ بچے کے اردگرد مبہم آوازیں اس کے لیے جلد از جلد زبان از برکرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سکھانا یا تدریس ساعت 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،۵۷ آیات میں مطالعہء کائنات کا درس دیا گیا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر پڑھنا سیکھنا یعنی مطالعہ بذریعہ ساعت تدریس کیسے کی جائے۔ اوصافِ خوش خوانی تدریس نظم ونثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فنکشنل، آڈیولنگول اور ٹوٹل فزیکل) کو جدید سمعی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سمعی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقہ (سننا، بولنا اور سمجھنا) اور مطالعہ بذریعہ ساعت تدریس کا گر سیکھیں۔

چوتھا ہفتہ

- اوصافِ خوش خوانی/ کرداری مقاصد   (تلفظ، روانی، تاکید، لب ولہجہ، تفصیل)
- بنیادی لسانی عادات/ مہارتیں تعارف   (بولنا، سننا، سمجھنا)
- بولنا اور سننا   (فنکشنل، آڈیولنگول اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

- بذریعہ قصہ/ کہانی   (تمثیل، ڈراما، قصہ گوئی)
- بذریعہ کھیل   (مثلاً لفظ کی بناوٹ میں حرف کی کھوج)
- بذریعہ مطالعہ   (ٹی وی، ریڈیو، کمپیوٹر، مطالعہء کائنات)

چھٹا ہفتہ

- پرائمری سطح پر تدریسِ نظم
- مڈل سطح پر تدریسِ نظم
- فی البدیہہ نظم گوئی

ساتواں ہفتہ

- سمعی اشارات/طریقہ ہائے تدریس (ابتدائی تاوسطانی سطح کی جماعتیں)
- سمعی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمتِ عملی نظم ونثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تاوسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تا کہ زیرِ تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تحلیلی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشاراتِ سبق کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائش 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 جا سکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، امتحان و استدلال لائل مدِ نظر رکھ کر سمعی اشارات تیار کیے جائیں گے۔ کیوں کہ اشاراتِ سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تا کہ زیرِ تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

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

نواں ہفتہ

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

دسواں ہفتہ

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

گیارہواں ہفتہ

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

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یونٹ ۴

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 سائنٹفک قالب تیار کرنا اس یونٹ کا کارآمد پہلو ہے۔ ایلیمنٹری اساتذہ جماعت اول تا ہشتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کریں گے۔

بارہواں ہفتہ

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

تیرہواں ہفتہ

- سوالنامے
- پرچہ جات
- اسائنمنٹ

چودہواں ہفتہ

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

پندرہواں ہفتہ

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

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ماڈل اسائنمنٹ: (ASSIGNMENTS)

۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار نگارنگ، بامعنی اور جدید ہوں۔

۲۔ رموز اوقاف پر اس انداز سے سبقی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموز 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 ہشتم سے دو اسباق پر ساختیفلک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

یہ ہمارا روز مرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچے اپنے ماحول میں بولی جانے والی زبان خود بخود 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 نشو و نما کے مراحل سے گزر رہی ہیں، زبان جیسی پیچیدہ

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چیز خود بہ خود کیسے سیکھ لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیچر نے اُسے 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 دو سالوں کے دوران بچے کا زبان سیکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریسِ 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 خداداد صلاحیت لے کر پیدا ہوتا ہے۔ بچے کا ماحول اس خداداد 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 Acquistion 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 بچے 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 تدریسِ اُردو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزشِ زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا ردِ عمل بولنے کی صورت میں سامنے آتا ہے۔ اگر چہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشو و نما پاتی ہیں مگر انھیں بھی جلا دینے کی ضرورت ہے۔ سننا، سن کر سمجھنا، سمجھ کر مناسب ردِ 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 مؤثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- درست زبان میں اپنے دل کی بات سادہ اور قابلِ 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 اُسے گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزتِ نفس کا احترام ہوتا ہو اُسے زبان کو 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

زیرِ 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۔ زیرِ 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 اُنھیں پڑھنے، لکھنے، سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں اُردو کے نصابوں کی کتاب میں دیے گئے ہر سبق کا مقصد تدریسِ اُردو ادب کی مختلف اضاف سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نقطے 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 جا سکے۔ 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 گیا وغیرہ تو اس سبق کو پڑھانے کا مقصد پورا نہیں ہوگا۔ اسی طرح یہ بات شخصیت نگاری، منظر نگاری، آپ بیتی اور سفرناموں والے اسباق پر لاگو ہوتی ہے۔ اس لیے اس کورس میں اصنافِ 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 تدریس کی جائے، بہت اہم ہے بنیادی تدریسی تکنیک کے بغیر یہ ممکن نہیں کہ استاد اپنے مقصد میں کامیاب ہوجائے۔ اور یہ شعبہ ایسا ہے جس میں تبدیلی چیلنج اور گنجائش ہر وقت موجود رہتی ہے اس لیے اس کورس میں جانچنے، پرکھنے اور معیار مقرر کرنے کے نئے پیمانے دوران تدریسی مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے فنکشنل/عملی انداز تدریس کی جانب مثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا ازالہ

استاد کا اردو رسم الخط میں مہارت رکھنا ابتدائی خصوصاً 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 لب و لہجہ کی درستی کا ہے۔ اس کے لیے صحیح تلفظ سکھانا ضروری ہے۔ تلفظ سے مراد یہ ہے کہ ہر حرف کی آواز اس کے صحیح 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 سکنات 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 شاید کبھی نہ تھا۔ اس طرح بچوں کو زبان سیکھنے کے دوران پیش مسائل کا حل بھی نکالا جا سکتا ہے۔

جدید تدریسی 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 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 سمجھتے ہوئے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں بہتر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے فنکشنل انداز اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈر 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 شائع ہوتے ہیں۔ اردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سمعی و بصری معاونات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اثاثہ 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 ذمے داری ہے۔

<div dir="rtl">

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

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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., & Wiliam, 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 TITLE: TEACHING OF ENGLISH

Course Code: EDU-4402

Credit Hrs: 03

Learning Outcomes:

On completing the course, student teachers are expected to:

7. 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.
8. be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.
9. be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.
10. be able to assess their students' language performance and progress using their own self-designed assessment procedures.
11. know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centred communicative teaching approach.
12. 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		
□ Prime & Composite Numbers □ Factors & Multiples	● Anticipated Student Misconceptions	● Setting Goals for: ○ The Program ○ Teaching ○ Learning
□ Division of Whole Numbers	● Emergent Mathematical Thinking	● Lesson Design Model ○ Launch ○ Explore ○ Summarize
□ Greatest Common Factor □ Least Common Multiple □ Prime Factorization	● The Value of Student Errors	● Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking

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 Currriculum: 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, COMMIUNITY 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

Course outcomes

After completing this course, Student Teachers will be able to:

• promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment)

• apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography

• apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom

• apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world

• assess and evaluate students' learning in history and geography through varied assessment techniques.

Unit 1: Introduction to social studies

1.1 The concept, nature, and scope of teaching social studies Social studies in the present era

1.2 Significance of history in teaching social studies

1.3 Significance of geography in teaching social studies

1.4 Scope of social studies in elementary grades

1.5 Relationships between history and geography

1.6 Aims and objectives of teaching social studies

Unit 2: Teaching pedagogies for history and geography in elementary grades

2.1 Introducing teaching methods for history (artefacts, museums, field trips, timelines, storytelling, debates, and hot-seating)

2.2 Introducing teaching methods for geography (maps, role play, games, simulations, visual images, field trips, reports, and research)

2.3 Teaching aids for history and geography

2.4 Lesson planning for history and geography

Unit 3: Inquiry-based teaching in history and geography

3.1 Introduction to inquiry-based approaches to teaching Inquiry-based approaches to teaching history and geography Forming questions for inquiry projects

3.2 Framing questions to respond to inquiry Planning projects Field work

3.3 Data management Data analyses Report writing

Unit 4: Assessments in teaching social studies (history and geography)

4.1 History and geography assessments: What and how?

4.2 Key issues in history and geography assessments Comprehensive assessment techniques (teacher observations, teacher-designed tasks and tests, work samples and portfolios, and projects)

4.3 Establishing criteria to assess students' learning Providing feedback

Unit 5: Challenges and issues in teaching of social studies in elementary grades

5.1 Introduction to issues and challenges (lack of resources, lack of teacher knowledge, lack of student interest, and teacher resistance)

5.2 Social and cultural issues in teaching history and geography Political issues in teaching history and geography

5.3 Financial issues in teaching history and geography

5.4 Suggestions to overcome problems in teaching history and geography in elementary grades

5.5 Conclusion

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful for choosing appropriate readings. You may include your chosen list of readings on the syllabus or distribute it in class. However, readings should include only those resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Dean, B. L., Joldoshalieva, R., & Sayani. F. (2006). Creating a better world. Karachi: Aga Khan University for Educational Development.

Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space. In R. Gilbert & B. Hoepper. Teaching society and environment (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.

McAffee, O., & Leong, D. J. (2002). Assessing and guiding young children's development and learning. Boston: Allyn and Bacon.

O'Hara, L., & O'Hara. M. (2001). Teaching history 3-11: The essential guide. London: Continuum.

Rajakumar, P. (2006). Teaching of social sciences. Paper presented at the National Council of Educational Research and Training, New Delhi.

Websites The 5 R's by Adam Troutt Ø http://savingtheearthbygoinggreen.weebly.com/going-green-essay.html

Recycling: Reduce, recycle, reuse Ø http://pbskids.org/eekoworld//parentsteachers/pdfs/lessonk_1.pdf

The National Academies Press This site offers a number of downloadable books on topics such as geography and climate change. Ø http://www.nap.edu/topics.php?topic=335&gclid=CKSK0smWx7MC FebLtAod_WQAYg

How to assess student performance in history: Going beyond multiple-choice tests by Julie Edmunds Ø http://www.serve.org/uploads/publications/AssessHistory.pdf

<center>**COURSE TITLE: TEACHING PRACTICE**</center>

<center>**Course Code: EDU-4406**</center>

<center>**Credit Hrs: 03**</center>

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: Merril, 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

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

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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, (5th ed.) 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: Rout ledge 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. Hafeez Sabiha, Pakistani Society Volti, R. (2002) *Society and technological change* (6th ed.) Worth Publishers.

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

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

School and Society. (6th Ed) McGraw Hill Book Company New York USA.

Tagga, Abdul Hamid, School, Maashra Owar Ustad. Sarwar, Ghulam Rana, School, Maadrsha owar Ustad.

Title of Course: Functional English – III (Technical Writing & Presentation Skills)
Course Code: EDU-3107
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 norther Illinois University. General Editiors: 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).

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

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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.   Islamiazation 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

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

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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.Rational models; Hilda Taba model, Tyler Model
    4.2.Cyclic models; Wheeler , Nicholls and Nicholls
    4.3 Dynamic model; Walker model , Skilbeck 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, (*5th ed), 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 Introduction to Special Needs

• An Overview of Child Development

• Determining Special Education Eligibility

• Strengths-based assessment

• Team approach to assessment

• Historical Perspective of Special Education

• Impact of segregation and institutionalization

• Advantages and disadvantages of segregated education

• Minoritized groups

UNIT 2: Instructional Models

• Developmental model

• Functional model

• Inclusive model

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

• Clinical approach

• Task analysis

• Behaviour modification

• PECS

• Simulation

• Unit teaching approach

• Direct instruction

• Peer mediated instruction

• Cooperative learning

UNIT 4: Assessing Children with Special Needs

• Accessing the General Education Environment

• Ecological assessment

• Person-centred planning

• Embedded instruction

UNIT 5: Curriculum Adaptations and Teaching Strategies

• Cognitive strategies

• Applied behaviour analysis

UNIT 6: Collaboration and Teamwork for School Improvement

• Classroom Management

• Classroom climate

• Issues around seclusion and restraint

• Instructional practices

• Facilitating social membership and relationships

Reference Material:

Decker, C. (2011). Child development early stages through age 12. (7th ed.). Tinley Park: Goodheart-Willcox Company, Inc.

Decker, C. (2004). Children: the early years. (5th ed.). Tinley Park: Goodheart-Willcox Company, Inc.

Rapp, W. H., & Arndt, K. L. (2012). Teaching everyone: An introduction to inclusive education. Baltimore, MD: Paul H. Brookes.

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.
- Different sheet 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

نصاب اردو

SYLLABUS URDU

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

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

١۔ تعارفِ زبان

٢۔ اصنافِ ادب

٣۔ اصنافِ سخن (نظم و غزل)

٤۔ انشا پردازی

٥۔ اردو کے جدید رجحانات

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

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اور یہ اہتمام کیا گیا ہے کہ زیرِ تربیت اساتذہ بنیادی لسانی مہارتوں (سننا، بولنا، پڑھنا، لکھنا، سمجھنا) میں کمال حاصل کریں۔ 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 ہذا تدریس کے ذریعے زبان کے سیاق و سباق یا بسا اوقات یعنی کسی موقع پر "کیا کہنا چاہیے" پر خاص توجہ دی جائے گی۔ تا کہ زیرِ تربیت اساتذہ نظم و نثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابلِ توجہ ہے کہ اس کورس میں اساتذہ قواعد اور دوران مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ و لکھائی کو متعارف کروایا جائے گا۔ تا کہ 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 مجبور ہونا ضروری ہے اس لیے نصاب میں وہ شعر او اواد ب ہ شامل کیے گئے ہیں جو جماعت اول تا ہفتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بہ طور گلوبل لینگوئج نئے جدید، مخانات (ضرورتوں/تقاضوں/تقمیری جہتوں) کے حوالے سے بھی زیرِ بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی + صوتی) تخلیلی، خطوطی، فنکشنل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تا کہ ایلیمینٹری اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

حاصلاتِ کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیرِ 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، مخانات کے تحت نئی جہتوں پر عمل کر سکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیم نو کر سکیں۔

- تدریسِ زبان کے عملی پہلو کو ابتدائی و 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 پیشِ نظر رکھتے ہوئے تعلیمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تجزیلی، مخلوطی استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے مستند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معاونات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیئرلرنگ جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق استاد کی تدریسی حکمتِ عملی سے مزید کارآمد ہے۔

یونٹ ۱

تعارفِ زبان

تعارف:

اس یونٹ میں زبان کی اہمیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تا کہ 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 شبلی کے مضمون عملی، فنکشنل اردو سے بھر پور استفادہ کیا گیا ہے تا کہ نوآموز اساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لا سکیں۔ 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 تانیث، واحد و جمع، جملہ سازی، انتخابی مشقیں۔ ان طریقوں میں بنیادی تدبیریں استعمال کی جائیں گی۔ جو مثبت نتائج کا باعث بنیں گی۔ تا کہ بلیسمینٹر کی سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کر سکیں۔

پہلا ہفتہ

- تعارفِ زبان (اردو زبان کی ترقی کا پس منظر و پیش منظر)
- زبان کی اہمیت وافادیت (فکری/فنی/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 شبلی (مضمون کا مطالعہ)
- مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

اصنافِ ادب

(صرف وخمد تدریسِ 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۔ تا کہ بی ایلیمنٹر کے اساتذہ ان تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلا مزاح ادب کی صنف ہے اور طنز صفتِ ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیت کا ادراک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات / قواعد کو جدید کو عملی فنکشنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تا کہ قواعد نفس مضمون کا حصہ بن جائے اور زبان شناسی پر غور 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 صورتِ حال کے مطابق تدریسِ زبان Situational Language Teaching) جیسی اصطلاحات جا ... (تعارف، دورِ ی تحقی اور جہی ضرب الامثال کا مختصر فرق ... سانچوں کے اندر زبان کی تدریس کو بہتر بنانا ہے۔ تا کہ اسباق کی تدریس کے ساتھ جانچ (Testing) اور اضافی خود ... کے حصول کے لیے سب سے پہلا قدم بے تکلف گفتگو کے مواقع پیدا کرنا ہے۔ مثلا سننا بقنل ... نثر ونظم ... عملی مشق ... لہذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

• اصنافِ نثر کا مختصر تعارف اجزا و اقسام / اصناف کا تقابل

• داستان (اجزا / ناول و داستان کا فرق)

اصنافِ سخن (نظم و غزل)

• ناول (اقسام / ناول و افسانہ کا ...

تعارف:

• ڈراما (اقسام / اجزاے ترکیبی / روایت)

• زیرِ نظر ... شعری ا ... اس یونٹ کا عملی پہلو یہ ہے کہ شعراے کرام کے منظوم فن پارے کو ایک استاد کی حیثیت سے ... قوی ... کا تقابل تجزیہ کیش کر کے ایک اختلاف نظیر و نظم ... شعر کو جانچ

• ماخوذ اقتباسات (صیرف یعنی الفاظ سے بحث، نا مکمل جملوں اور عبارتوں سے بحث)   چلے

• اغلاطِ زبان (بلحاظ قواعد نفرتوں کی تصحیح)   صدا   چلے

• محاورات (دو میلا ... گفتگو / عاخو ... چال رہیں استعما ...)   دعا   کر چلے

یہی خیال غالبؔ کے ہاں تخلیلی رنگ میں ملاحظہ فرمائیے!

بنا

تماشائے   اہلِ کرم   دیکھتے   ہیں

قوتِ حافظہ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تحت اللفظ اور فی البدیہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

• اصنافِ سخن کا تعارف

• اردو نظم (تعارف، اقسام)

• اردو غزل (نظم اور غزل میں فرق)

• علامہ محمد اقبال کی نظم "روحِ ارضی آدم کا استقبال کرتی ہے"۔

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

نواں ہفتہ

- • مرزا اسد اللہ خاں غالبؔ کی غزل/"باز یچۂ اطفال ہے دنیا میرے آگے"
- • صوفی غلام مصطفیٰ تبسم کی غزل"یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب" کے پہلے پانچ اشعار
- • شعراء کا فکری و فنی تقابل

دسواں ہفتہ

- • پرائمری سطح کی نظمیں   (کلام پر اظہارِ خیال، تمثیل)
- • وسطانی سطح کی نظمیں   (کلام کی خوبیاں، تبصرہ)
- • تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۴

انشا پردازی

تعارف:

آج ضرورت ایسی اردو 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 اردو کا مطلب روزمرہ کی اردو ہے۔ یہ اردو ادبی اور علمی اردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمنٹری سطح کے اساتذہ انشا پردازی کے طریقے، تکنیک اور حکمتِ عملی کے گُر سیکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر کے اور اردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری یعنی انشائی یعنی بول چال بول سیکھنے میں ممد و معاون ثابت ہوں گے۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہروپ بھرنا یا ڈراما کاری، بحث مباحثے/مذاکرے۔ مثلاً رپورتاژ کو ڈراما کاری میں تبدیل کرنا۔ غالبؔ کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز بیان دے دینا۔ اس ضمن میں جماعتی سطح/معیار/امتحان کا خاص خیال رکھا جائے گا۔ تا کہ اردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- • اردو حروفِ تہجی   (صوتیات/اعراب/حرکات)
- • اردو کا جدید ترین قاعدہ   (صوتی، بینی، تصویری، تلازمی)
- • حروف کا عملی کردار   (ابتدائی و درمیانی جماعتی سطح پر)

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

تیرہواں ہفتہ

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

یونٹ ۵

اردو کے جدید رجحانات
(ضرورتیں/ تقاضے/ تعمیری 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 نوآموز اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پرلطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیرِ تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعیات کا مستقبل روشن کردیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورتا ژ رقم کر رہے ہیں۔ مذہب واخلاق کی ہر گرہ اردو میں کھول رہی ہے۔ سائنسی و تکنیکی ترقی عام ہو جائے تو پھر زیرِ تربیت اساتذہ کو مستند عملی 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 کینوس پر اتارنا۔ غالب و اقبال کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ توابِ شہرتِ عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی تشخص اجاگر کرنے اور اسے گوبل لینگویج بنانے کی کارروائی میں حصہ بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودہواں ہفتہ

- اردو کی ترویج (ہمہ پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت (تقاضے/ تعبیریں)
- اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

پندرہواں ہفتہ

- اردو ذریعہ ابلاغ (دفتر، صحافت، مذہب واخلاق)

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

سولہواں ہفتہ

◦	اردو آرٹ اور کلچر	(نثر و نظم میں آرٹ/آرٹ میں نثر و نظم)
◦	اردو ترانہ ملی	(قومی ولی جذبہ/ماخوذ متن)
◦	اردو گلوبل لینگویج	(منظر نامہ)

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افسانے/کہانیاں/ڈرامے/خطوط

◦	''خودکشی/ٹوبہ ٹیک سنگ''	سعادت حسن منٹو
◦	چور،	اشفاق احمد
◦	رستم و سہراب،	آغا حشر

- • "مرزا غالب بندرروڈ پر" خواجہ معین الدین   (ڈراما سی ڈی)
- • "یوسف مرزا کے نام" مرزا غالب
- • "مولانا انشاء اللہ خان کے نام" علامہ اقبال

ماڈل اسائنمنٹ : (ASSIGNMENTS)

۱۔ علامہ اقبال کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعرا کٹھے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔

۲۔ دو گروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔

۳۔ صوفی غلام مصطفیٰ تبسم کی جماعت اول تا ہشتم درسی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر جمع کروائیں۔

۴۔ موبائل کے ذریعے اردو کے ادب پاروں پر کتابچے کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

اس کورس کا بنیادی لازمہ اردو کو فنکشنل بنیادوں پر استوار کرنا ہے۔ تا ہم ادبی ماخذ کی اہمیت سے بھی انکار نہیں کیا جا سکتا۔ اسی وجہ سے کورس کا آغاز تعارفِ زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے فاتحین کی اردو معاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر ملکیوں کے لیے اردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ ولندیزیوں نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے کلکتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل بامقصد بنیادوں پر متعین کر دیا جبکہ دیگر تحریکات نے بھی اردو کے فروغ میں بھرپور حصہ لیا۔ اردو زبان کے حوالے سے بابائے اردو مولوی عبدالحق اپنے آپ میں ایک تحریک تھے۔ جس کا عملی مظاہرہ اردو یونیورسٹی کا قیام ہے۔ اردو پر کیے گئے کام کو ادبی و تدریسی بنیادوں پر پرکھنا چاہتا اور معیاری مقرر کرنا اس کورس کا مفروضہ ہے۔ اور مفروضہ ہی اس کا فرضیہ ہے۔ اس انداز میں کام کرنا ہی زبان کو سائنسی طرزِ فکر دے سکتا ہے۔

جدید ماہرینِ تعلیم فنی امور میں منطقی سے زیادہ نفسیاتی پہلو پر زور دیتے ہیں، اس لیے کہ انسان روزمرہ زندگی میں جو علم براہِ راست حاصل کرتا ہے۔ وہ کسی منطق کا پابند یا محتاج نہیں ہوتا۔ مثلاً جب ایک بچہ زبان سیکھنا شروع کرتا ہے تو وہ گردوپیش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسمائے معرفہ سیکھے پھر اسمائے نکرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپنا تا جائے۔ اس کی ترجیحات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجزیہ بعد میں۔ یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی یا تکنیکی زبان یا معاصر (Discourse) کی حیثیت سے سمجھنا اس کورس کا بنیادی نقطہ ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دورِ حاضر کے رجحانات، تقاضے اور ترجیحات اسے نئے رخ دیتے رہتے ہیں۔

تمام تدریسی عمل کا بنیادی نقطہ یہ ہے کہ زیرِ تربیت اساتذہ فنکشنل و عملی طریقے سیکھیں۔ عملی/فنکشنل اُردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شبلی کا مضمون قابلِ توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت کی ہے۔ زیرِ تربیت اساتذہ ادبی متن کی تدریس اسی صورت میں احسن طریق پر کر پائیں گے جب وہ خود ادب کے ادبی معیار پر استدلال حاصل کر پائیں گے۔ اسی لیے اصنافِ ادب کو پڑھاتے ہوئے جدید طریقے استعمال کیے گئے ہیں۔ زبان کی حفاظت بھی ایک اہم ضرورت ہے۔ زبانوں کا بدلتا ہوا منظرنامہ ہی ان کی بقا کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فروغ کا راستہ خود بخود ڈھونڈ نکالتا ہے۔ مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریسی طریقے، مہارتیں، معاونات اور تکنیک وضع کرنا۔ جو سائیکلوجیکل انداز نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فنکشنل طریقے میں زبان کی پانچوں مہارتوں پر توجہ دی جاتی ہے۔ سننے، بولنے اور سمجھنے کی مسلسل مشق مکالمے سے ہوتا ہے۔ ہر سبق میں پڑھنے اور لکھنے کا حصہ الگ ہوتا ہے۔ اس طریقے کا پورا پورا قاعدہ اسی قسم کے کورس کی تدریس سے اٹھایا جائے۔ اُردو کی تدریس کو موثر بنانے کے لیے اُردو کے فنکشنل کورس مرتب کرنے کی ضرورت ہے۔ مگر اس قسم کے کورس کی تیاری کا امکان بہت کم ہے۔ زبان پر عبور حاصل کرنے کے لیے ضروری ہے کہ نفسِ مضمون پر دسترس ہو۔ اس لیے کورس میں جماعت اول تا ہشتم نصابی کتب میں شامل شعراء و ادباء پر تفصیلی بحث فنکشنل انداز میں شامل ہے۔

انشاپردازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حروف کی صوتی، تلازمی اور بینی کیفیتوں کو سمجھنا اور ان کی ابتدائی دو وسطانی جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ نویسی، درخواست، جدید برقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیقِ انشا کا باعث ہے۔ عملی اُردو کا تقاضا ہے کہ غالبؔ و اقبالؔ کا انداز اسے سیکھنے والے طلباء ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا تمثیل کارنگ دے دیں۔

کمپیوٹر سے فنکشنل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظرنامہ اُردو کو نئی حیثیت میں تعلیم کر رہا ہے۔ مستقبل کی حکمت عملی، اس کی ہیئت، ٹیکنیک اور تدریسی انداز میں تبدیلی فروغ کے رجحانات کو مثبت زاویے، ٹیکنیکی سانچے، کینڈے اور محفز فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ وارانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایلیمنٹری کی سطح کا یہ کورس اسی خیال (فرضیہ Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اُردو سے متعلق مسائل

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلباء اُردو بولتے ہیں تو انھیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و منفی جملے، جملہ صحیح نہیں بول پاتے، حروفِ عطف کا مسئلہ اور بھی کئی ایک مسائل کا سامنا ہوتا ہے۔ تلفظ اکثر غلط۔ زبان اکثر طلبہ کی ناقص، بولنے میں ججک، قرات معیوب، تلخیص کی توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، بچے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناداری، ذخیرہ الفاظ افلاس، سمجھنے کی قوت کم، ذہن ابہامات سے پُر۔ اس کا سبب غلط طریقِ تدریس ہے۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ کو خود بھی زبان پر دسترس حاصل نہیں ہوتی۔

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

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

اُردو حروف ملا کر لکھے جاتے ہیں۔حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ابتدائی وسطی، آخری اور مکمل۔ان شکلوں کی تبدیلی طالبِ علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔عربی میں بعض حرف کا تلفظ اور ہے جب کہ اُردو میں اور ہے مثلاً ض کو اُردو والے ذ کے تلفظ سے ادا کرتے ہیں مگر عرب "دہ" کے تلفظ میں بولتے ہیں۔ع، کو اُردو والے الف کے تلفظ سے ادا کرتے ہیں مگر عرب طلبا اسے "ع" کے تلفظ ہی میں بولتے ہیں۔اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ نگر۔ نجر ،بجر ،صرف ۔صَرف ، ذور۔ذور وغیرہ۔عربی میں جہل کے معنی جذباتی ہیں اور ذلیل کے معنی کمزور کے ہیں جب کہ اُردو میں بالکل الٹ معنی برتے جاتے ہیں۔تاہم لفظ جس زبان سے مستعمل ہے اس کا خیال لغت کے ذریعے رکھنا چاہیے۔

بنیادی لسانی عادات کی تربیت بھی نہ پانے سے بچے مسائل کا شکار رہتے ہیں۔قدیم طریقہ ہائے تدریس ان میں زبان کا متوقع ماحول بیدار ہی نہیں کر پاتا۔ذخیرۂ الفاظ میں وسعت اور بوقتِ ضرورت ان کے انتخاب اور اہمیتِ تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔اس مقصد کے لیے اُردو لغات اور "اُردو تھیسارس" کا استعمال زیادہ مفید ہوتا ہے۔اُردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے موزوں ترین الفاظ کا استعمال ان کے سیاق و سباق پر منحصر ہے۔ظاہر ہے کہ سیاق و سباق اور برمحل استعمال کے لیے وسعتِ مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔بعض اربابِ تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرۂ الفاظ کی کمی نہیں ہوتی جو کہ ابتدائی درجے میں ایسا نہیں ہے۔
- ثانوی درجے میں طالبِ علم زیادہ تر پڑھنے اور لکھنے کرنے کی کوشش کے بعد داخل ہوتا ہے۔اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔
- اس درجے میں طالبِ علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تنظیم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا نہایت ضروری ہے تا کہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل و حالات پر مدلل اظہارِ خیال اور اُردو دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔اس کے لیے ایک عملی پیریڈ اور اس کا عملی امتحان ضروری ہے۔
- اُردو قومی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلا کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔لہٰذا الفاظ کا طرزِ تنظیم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام اہلِ باشندے اُردو زبان نوٹے چھوٹے انداز میں بول سکتے ہیں غلط ہے۔ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔
- اُردو زبان کو اُردو زبان کے استاد ہی اُردو پڑھائیں تو بچوں کے زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

COURSE TITLE: BIOLOGY(Content from discipline II)

Course Code: EDU-5504

Credits Hrs:03

Learning Outcomes:

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

• link the study of biology with that of physics, chemistry, mathematics geography and economics.

• describe steps involved in biological method

• relate the importance of biodiversity with natural ecosystem and ecology.

• have understanding of bioenergetics, nutrition and transport.

• develop awareness of some social and ethical issues related to genetic engineering.

UNIT 1 – INTRODUCTION TO BIOLOGY

1.1 Branches of Biology

1.2 Relation of Biology with other sciences.

1.3 Careers in Biology

1.4 Levels of Biological Organization

1.5 Biological Methods

UNIT 2 – BIODIVERSITY AND ECOLOGY

2.1 Biodiversity and Classification of system

2.3 Levels of Ecological Organization

2.4 Components of Ecosystem

2.5 Conservation of Nature

2.6 Ecosystem Balance and Human System

UNIT 3 – CELLS AND TISSUES

3.1 History of Cell Theory

3.2 Cellular structure and Functions

3.3 Passage of Molecules into and out

      3.3.1 Diffusion

      3.3.2 Facilitated Diffusion

      3.3.3 Osmosis

      3.3.4 Filtration

      3.3.5 Active Transport

      3.3.6 Endocytosis and Exocytosis

3.4 Tissues

      3.4.1 Animal Tissues

      3.4.2 Plant Tissues

UNIT 4 – REPRODUCTION

4.1 Cell Cycle

4.2 Mitosis

4.3 Meiosis

4.4 Apoptosis and Neccrosis

4.5 Reproduction and its Types

4.6 Reproduction in Plants

4.7 Reproduction in Animals

UNIT 5 – LIFE PROCESS IN HUMAN

5.1 Excretion and its Systems

5.2 Gaseous Exchange in Human

5.3 Coordination and Control

5.4 Transport System in Human

UNIT 6 - APPLICATIONS

6.1 Biotechnology and its importance

6.2 Genetic Engineering

6.3 Pharmacology and Medicinal Drugs

6.4 Addictive Drugs

6.5 Antibiotics

6.6 Vaccines

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: CHEMISTRY(Content from discipline II)

Course Code: EDU-6702

Credits Hrs:03

Learning Outcomes:

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

• link the study of physics with that of biology, chemistry, mathematics geography and economics.

• be able to understand the fundamentals of Chemistry

• relate the importance of chemistry in the field of industry

• have understanding of the structures of atom and molecule.

• develop awareness of the use of chemicals in the laboratory.

UNIT 1 – FUNDAMENTALS OF CHEMISTRY

1.1 Introduction

1.2 Branches of Chemistry

1.3 Basic Definitions

1.4 Chemical Species

1.5 Avogadro's Number and Mole

1.6 Chemical Calculations

UNIT 2 – STRUCTURE OF ATOM

2.1 Introduction

2.2 Theories and Experiments related to Atomic Structure

2.3 Electronic Configuration

2.4 Isotopes

UNIT 3 – STRUCTURE OF MOLECULES

3.1 Introduction

3.2 Why do Atoms form Chemical Bonds?

3.3 Chemical Bond

3.4 Types of Chemical Bonds

3.5 Intermolecular Forces

3.6 Nature of Bonding and Properties

UNIT 4 – ACIDS, CHEMICALS AND SALTS

4.1 Introduction

4.2 Concepts of Acids and Bases

4.3 pH scale

4.4 Salts

UNIT 5 – ORGANIC CHEMISTRY

5.1 Introduction

5.2 Structural representation of Organic Compounds

5.3 Sources of Organic Compounds

5.4 Uses of Organic Compounds

5.5 Classification of Organic Compounds

5.6 Hydrocarbons

5.7 Functional Groups

UNIT 6 –CHEMICAL INDUSTRIES

6.1 Introduction

6.2 Basic Metallurgical Operations

6.3 Manufacture of Sodium Carbonate by Solvay's Process

6.4 Manufacture of Urea

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 - Chemistry by Michael Clugston & Rosalind Fleming 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
- Chemistry Made Simple: A Complete Introduction to the Basic Building Blocks of Matter Paperback – January 11, 2005by John T. Moore Ed.D. (Author)
- 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 information about Bloom's Taxonomy, refer to http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm.
- http://www.chemforlife.org/

COURSE TITLE: Physics (Content Course from discipline II)

Course Code: EDU- 5603

Credits Hrs:03

Learning Outcomes:

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

•   link the study of physics with that of biology, chemistry, mathematics geography and economics.

•   describe steps involved in physics

•   relate the importance of electronics

•   have understanding of kinematics and its application

UNIT 1 – PHYSICAL QUANTITIES AND MEASUREMENTS

1.1 Introduction

1.2 Branches of Physics

1.3 Physical Quantities

1.4 International System of Units

1.5 Prefixes

1.6 Standard Form/Scientific Notation

1.7 Measuring Instruments

UNIT 2 – MECHANICS

2.1 Kinematics

       2.1.1 Rest and Motion

       2.2.2 Types of Motion

       2.2.3 Terms Associated with Motion

       2.2.4 Introduction to Equations of Motion

2.2 Dynamics

       2.2.1 Force

2.2.2 Newton's Laws of Motion

2.2.3 Mass and Weight

2.2.4 Momentum

UNIT 3 – PROPERTIES OF MATTER

3.1 Introduction

3.2 Kinetic Molecular Mode of Matter

3.3 Density

3.4 Pressure

3.5 Pascal's Law

3.6 Archimedes Principle

3.7 Principle of Flotation

UNIT 4 –SIMPLE HARMONIC MOTION

4.1 Oscillation

4.2 Simple Harmonic Motion

4.3 Simple Pendulum

4.4 Types of Waves

4.5 Types of Mechanical Waves

UNIT 5 – SOUND

5.1 Nature and Propagation of Sound

5.2 Characteristics of Sound

5.3 Reflection of Sound (Echo)

5.4 Speed of Sound

5.5 Human Audible Frequency Range

5.6 Ultrasound

UNIT 6 –ELECTRONICS

6.1 Electrostatics

      6.1.1 Electric Charge

      6.1.2 Electrostatic Induction

      6.1.3 Coulomb's Law

6.2 Current Electricity

      6.2.1 Electric Current

      6.2.2 Conventional Current

      6.2.3 Potential Difference

      6.2.4 Ohm's Law

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
- 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: ENGLISH LANGUAGE AND LITERATURE I

(Course from discipline I)

Course Code: EDU-5503

Credit Hrs. 03

Learning Outcome

After studying this course, student teacher will be able to

- Construct grammatical correct sentences for oral and written communication

- Analyze the characters critically and write their sketch

- Explore the main themes and key facts of the given literature and use it for educational purposes

UNIT 1 VERB TENSES

   i.   Present Tenses (Identification and Use)

  ii.   Past Tense (Identification and Use)

 iii.   Future Tense (Identification and Use)

  iv.   Modal verbs (Identification and Use)

   v.   Gerund (Identification and Use)

UNIT 2: CHANGE OF SPEECH

   i.   Reported Speech

  ii.   Active and passive Voice

 iii.   Sentences (clauses, compound and complex)

UNIT 3: SHORT STORIES

   i.   The New Constitution

  ii.   Breakfast

 iii.   The Necklace

  iv.   A passion in the Desert

(Summary and Analysis, Question Answers, Main theme, Characters, Reference to the Context)

Recommended Books

A selection of Short Stories for BA students	**Punjab Textbook Board**
Reader's Digest (Notes) for BA Students	**Punjab Textbook Board**
High School English Grammar & Composition	**Wren & Martin**

COURSE TITLE: ENGLISH LANGUAGE AND LITERATURE II

(Course from discipline I)

Course Code: EDU-5602

Credit Hrs. 3

Learning Outcome

After studying this course, student teacher will be able to

- Apply the knowledge acquire in English to the real-life situations

- Analyze the characters critically and create their pen picture

- Explore the main themes and key facts of the given literature and link the use of it for educational purposes.

Course Outline

Unit 1: Vocabulary Building

  i.   Synonyms, antonyms, homonyms and homophones

  ii. Prefixes and suffixes

Unit 2. Modern Essays

  i.   Pakistan and the Modern World   Liaqat Ali Khan

  ii.   Nagasaki, 1945   Michaito Ichimaru

  iii. My Grandfather   W.B Yeast

  iv.   Tolerance   E.M Forster

((Summary and Analysis, Question Answers, Main theme, Characters, Reference to the Context)

Recommended Books

A selection of Modern essays for BA students Board   **Punjab Textbook**

Reader's Digest (Notes) for BA Students   **Punjab Textbook Board**

High School English Grammar & Composition   **Wren & Martin**

(Course from discipline I)

Course Code: EDU-6701

Credit Hrs. 3

Learning Outcome

After studying this course, student teacher will be able to

- Apply the acquired knowledge of English to the real-life situations

- Analyze the characters critically and create their pen picture

- Explore the main themes and key facts of the given literature and link the use of it for educational purposes.

Course Outline

Unit 1 Novel

Animal Farm   **George Orwell**

  i.   Reading and Comprehension

 ii.   Historical context of the Novel

iii.   Key Facts, Symbols and Motifs

iv.   Main theme

  v.   Authors, Characters

 vi.   Reference to the context

vii.   Summary and Analysis

viii.   Study Question Answers

Recommended Books

www.sparknotes.com/literature/animalfarm

Course No: History-I (Introduction To History)

Course Code: EDU-5508

3 Credit Hours

Course Objectives:

- To make students aware of the nature of historical knowledge and research.
- To introduce to the students of BS History the basic concepts and controversies related to historical understanding.
- To inculcate among the students a sense of historical evolution of human knowledge, development and progress

Course Content:

Unit 1. What is History?
  i)   Literal, terminological and conceptual meaning of history
  ii)   History as Fact
  iii)   History as Process
  iv)   History as Narrative

Unit 2. Memory, Record and History

Unit 3. Nature of History:
        i) Being and Becoming;
        ii) Continuity and Change; Evolution
        iii) Progress and Development 15 Macrocosm & Microcosm:
        iv) Time, Space, Causation, Facts and opinion/ objectivity & Subjectivity

Unit 4. Utility, Benefits & importance of History:

        i) History as a corrective/cohesive force;

        ii) History as a repetitive force Continuity of History from Past to Future

        iii) Lessons from Past Historical determinism, etc.

        iv)History as Mother of All Sciences/Knowledge

Unit 5. Epistemological nature of History:

        i) Relationship of History with other forms of knowledge:

        ii) Natural Sciences

        iii) Social Sciences

iv) Literature and Arts

Unit 6. Forms and Classification of History

Suggested Readings:

1. Burke, Varieties of Cultural History, Cornell University Press, 1977
2. Carlo, Ginzburg. Clues. Myths, and the Historical Method, John Hopkins: University Press, 1992
3. Carr, E. H., What is History? Harmondsworth: Penguin, 1961
4. Cohn, Bernard. An Anthropologist among Historians and Other Essay, Oxford University Press, 1988
5. Collingwood, R. G. The Idea of History. Oxford: Oxford University Press, 1978.
6. Daniels, Studying History: How and Why, New Jersey, 1981.
7. Gertrude Himmalfarb. The New History and the Old, Cambridge: Harvard University Press, 1987
8. Govranski. History Meaning and Methods, USA, 1969
9. Hegel. Elements of the Philosophy of Right. Cambridge University Press, 1991
10. Qadir, Khurram, Tarikh Nigari Nazriyat-o-Irtiqa, Lahore: Palgrave, 1994.
11. Qureshi, Muhammad Aslam. A Study of Historiography. Lahore: Pakistan Book Centre, Latest Edition.
12. Steedman. Caroline, Dust: The Archive and Cultural History, Manchester University Press, 2002
13. Stern Fritz, .Varieties of History: from Voltaire to the Present, Vintage, 2nd Edition 1975
14. Tahir Kamran, The Idea of History Through Ages, Lahore: Progressive Publisher, 1993
15. Lemon, M. C., Philosophy of History, London: Routledge, 2003
16. Marwick, Arthur, The New Nature of History, London, 1989, pp.31-35.
17. Roberts, Geoffrey, ed., History and Narrative Reader, London: Routledge, 2001.
18. Shafique, Muhammad, British Historiography of South Asia: Aspects of Early Imperial Patterns and Perceptions, Islamabad, NIHCR, Quaid-iAzam University, 2016

Course No. History-II (Muslim Rule in South Asia (711-1526 AD)
Course Code: EDU-5607
3 Credit Hours

Course Objectives:

- To inculcate among the students a sense of historical evolution of human knowledge, development and progress
- To develop among the students of BS History an ability to understand the common themes of historical knowledge

Course Contents:

Unit 1. Geographical Unity of Indus Valley Geophysical features, geography of Indus Valley and its significance

Unit 2. Primary Sources Introduction to Primary sources of the period

Unit 3. South Asia on the eve of Arab Conquest - Historical background

i) Geographical, political, social, religious and economic conditions of South Asia; its relation with neighboring regions.

ii) Causes of Arab Invasion of Sindh, Muhammad ibn Qasim and his conquests in Sindh and Gujrat, Arab administration in the conquered territories, Settlement of Brahmana bad, foundation of al-Man surah, political, cultural, religious and social impact of these conquests.

iii) City states of Kech-Makran, Mansurah and Multan 25

Unit 4. Sultan Mahmud of Ghaznah (997-1030 AD)

i) Causes of his Indian campaigns, their significance and impact, his character and achievements.

ii) Al-Beruni and his contribution.

Unit 5. Ghaznavids at Lahore Successors of Sultan Mahmud of Ghaznah,

i) Lahore as a centre of Art and Literature, downfall of Ghaznavids

Unit 6. Sultan Shahab Uddin Muhammad of Ghur (1175-1206 AD)

i) His campaigns in India, character and achievements, Muizzi Maliks, causes of defeat of Hindu Rajas.

Unit 7. Dynasty of Ilbari Turks (Slave Dynasty)

i) Sultan Qutbuddin Aibak (1206-1210 AD)

ii) Sultan Shamsuddin Iltutmish (1211-1236 AD), early difficulties and achievements as the real founder of Sultanate, relations with the Caliphate, Administration of the Sultanate.

iii) Sultan Razia (1236-1239 AD) and her reign, Successors of Sultan Razia and Ascendancy of 'the Forty' (Umara-iChehalgani)

iv) Sultan Nasiruddin Mahmud (1246-1266 AD) and his reign

v) Sultan Ghiasuddin Balban (1266-1286 AD), his theory of kingship, consolidation of Sultanate, Mongol Policy, and his successors.

vi) Slave system as a source of weakness and strength.

Unit 8. Khilji Dynasty(1290-1320 AD)

i) Significance of Khilji Revolution

ii) Jalal-ud-Din Feroze (1290-1296 A.D.)

iii) Sultan Feroze Khilji and his character

iv) Sultan Alauddin Khilji (1296-1316 A.D), his reforms and economic policy, conquests, Deccan Policy, Malik Kafur

v) Successors of Alauddin (1316-1320 A.D)

Unit 9. Tughluq Dynasty (1320-1412 AD)

i) Ghiasuddin Tuglhuq (1320-1325 A.D), his administration and character

ii) Sultan Muhammad bin Tughluq (1325-1351 A.D), his character and personality, his plans and their failure, outbreak of rebellions, Deccan policy.

iii) Sultan Feroze Shah Tughluq, administrative reforms and military expeditions, public works, and religious policy.

Unit 10. Amir Timur's Invasion (1398 AD) and the end of Tughluq Dynasty

Unit 11. Sayyid Dynasty (1414-1451 AD)

i)Sultan Khizar Khan, character and achievements.

ii) Successors of Khizar Khan.

Unit 12. Lodhi Dynasty (1451-1526 AD)

i) Sultan Sikandar Lodhi, his administration and religious policies.

ii) Sultan Ibrahim Lodhi and end of Delhi Sultanate.

Unit 13. Contemporary Independent Kingdoms Kingdoms in Deccan (Bahmani and Vijianagar Kingdoms), Kingdoms in Sindh and Kashmir

Unit 14. Causes of the downfall of Sultanate

Unit 15. Administration of Delhi Sultanate Central and provincial departments, Army, Land revenue system and judiciary.

Suggested Readings:
1. Abdur Rasul, Sahibzada, Tarikh-i-Pako-Hind, (Urdu) Lahore, 1962.
2. Ahmad, Muhammad Aziz. Political History and Institutions of the Early Turkish Empire of Delhi (1206-1290). Lahore: Research Society of Pakistan, 1987.
3. Awan, Maj. Rtd. Muhammad Tariq, A History of India and Pakistan, Vol. I. Lahore: Firoz Sons Ltd. 1991.
4. Habibullah, A. B. M. The Foundation of Muslim Rule in India: A History of the Establishment and Progress of the Turkish Sultanate of Delhi: 1206- 1290 A.D. 2ndrev. ed. Allahabad: Central Book Depot, 1961.
5. Ikram, S.M., History of Muslim Civilization in India and Pakistan. 3rd Ed. Lahore: Institute of Islamic Culture, 1982.
6. Ikram, S. M.,History of Muslim Rule in South Asia, Latest Edition.
7. Jackson, Peter, The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press, 1999.
8. Prasad, Ishwari, A short History of Muslim Rule in India, Lahore: Aziz Publishers, 1986.
9. Lal, Kishori Saran. History of the Khiljis A.D. 1290-1320. Karachi: Union Book Stall, n.d., rpt., first published 1950.
10. Lane-Poole, Stanley. Mediaeval India under Muhammedan Rule (A.D. 712-1764). Lahore: Sang-e-Meel, Publications, 1997 rpt., first published 1903.
11. Mubarakpuri, Qazi Athar, 'Arab wa Hind 'Ahd-i Risalat mēn. Delhi: Nadwat al-Musannifin, 1965.
12. Mubarakpuri, Qazi Athar,Hindustan mein Arabon ki Hakomatēin. Delhi: Nadwat al-Musannifin, 1967.
13. Markovitz, Claude, edit, A History of Modern India: (1480-1950), London:Antem Press, 2002. 27
14. Majumdar, R. C., H. C. Raychaudhuri and Kalikinkar Datta. An Advanced History of India. London: Macmillan, 1950.
15. Nazim, Muhammad. The Life and Times of Sultan Mahmud of Ghazna. Lahore: Khalil and Co., 1973.
16. Niazi, Ghulam Sarwar Khan. The Life and Works of Sultan Alauddin Khilji. Lahore: Institute of Islamic Culture, 1990.
17. Nizami, K. A. Studies in Medieval Indian History and Culture. Allahabad: Kitab Mahal, 1966.
18. Nizami, K. A,Some Aspects of the Religion and Politics in India during the Thirteenth Century.India: Aligarh: Department of History, Muslim University, 1961.
19. Pathan, Mumtaz Husain. Arab Kingdom of al-Mansurah in Sindh.Sind: Institute of Sindhology, University of Sind, 1974.

20. Qureshi, I. H., The Muslim Community of the Indo-Pakistan Sub-continent, The Hague, 1962. 14. Qureshi, I. H.,The Administration of the Sultanate of Delhi. 2nd Rev. Ed. Lahore.

History-III (History of Freedom Movement (1857-1947 AD)
Course Code: EDU-6708
3 Credit Hours

Course Objectives:

The purpose of this course is:

- To address the historiography of the topic, this means that they will be able to think critically about the issues and how other historians have interpreted them.
- To use historical data to make judgments on historical topics.

Course Contents:

Unit 1. British Rule in India:

      i) War of Independence 1857 and Paramount British Power

      ii) Queen. proclamation 1858 and Indian Council Act 1861

Unit 2.Muslim Struggle for Political Self – Assertion:

      i) Condition of the Muslim Community after 1857

      ii) The Rise of Hindu Nationalism, Hindu Revivalist Movements,

      iii) Beginning of Muslim Social, political and Religious consciousness: Central National Muhammedan Association

      iv) Aligarh Movement and its socio-political and religious contributions, Sir Syed Ahmad

      v) Khan and his services, Hindi-Urdu Controversy, Mohsinul-Mulk and Waqar-ul-Mulk

      vi) Parallel Movements to Aligarh: Deoband, Nadwat-ul-Ulama

      vii) The Creation of Indian National Congress and Muslim Relation with Congress

      viii)Partition of Punjab 1901 and Bengal 1905

      ix) Shimla Deputation and the Creation of All India Muslim League Indian Councils Act of 1909

1. Struggle for Constitutional Rights:
    i) Lucknow Pact 1916 and the Government of India Act 1919
    ii) Khilafat & Hijrat Movements and their effects on the Muslims of India

iii) The Indian Constitutional Problem and efforts for its Solution: Simon Commission, Nehru Report, Jinnah's Fourteen Points,

iv) Political Philosophy of Dr. Iqbal and his Allahabad Address

v) Three Sessions of the Round Table Conference, Gandhi-Irwin Pact, Communal Award 1932, Poona Pact and the Government of India Act 1935

vi) Elections of 1937 and Congress Rule in the Provinces 32

vii) Quaid-i-Azam Muhammad Ali Jinnah and Reorganization of All India

2. Muslim League Second World War and Liquidation of the British Indian Empire:

i) Genesis of the Idea of Pakistan and Lahore Resolution 1940

ii) Quit India vs Divide and Quit' and Cripps Proposals, 1942

iii) Gandhi-Jinnah Talks, 1944

iv) Wavell Plan and the Significance of Simla Conference, 1945

v) The Cabinet Mission Plan and Interim Government

vi) Formation of Pakistan

vii) Transfer of Power (3rd June 1947 Plan) and formation of Pakistan

viii) The Radcliffe Boundary Commission Award

ix) Leaders of Pakistan Movement: Services for the Cause of Pakistan

Suggested Readings:
1. Abdul Hamid. Muslim Separatism in India. Karachi: Oxford University Press, 1967.
 2. Afzal, M. Rafique, A History of the All-India Muslim League 1906-1947. Karachi: Oxford University Press, 2013.
3. Allana, G. Pakistan Movement: Historic Documents, Lahore: Islamic Book Service, 1985.
4. Arif, K.M. General, Khaki Shadows: Pakistan 1947-1997, Karachi, 2001.
5. Asghar Khan, The Pakistan Experience State and Religion, Lahore, Vanguard, 1985
6. Ayesha Jalal, The State of Martial Rule: The Origin of Pakistan's Political Economy and Defence, Lahore, Vanguard, 1991.
7. Ayesha Jalal, Democracy and Authoritarianism in South Asia, A Comparative and Historical Perspective. Columbia University: Sang-eMeel Publications, 1995.
 8. Ayesha Jalal, the Sole Spokesman: Jinnah. Lahore: Sang-e-Meel Publications, 1992.
9. Aziz, K.K. The Making of Pakistan: A Study in Nationalism. Islamabad: Sang-E-Meel Publication, August 10, 2002
10. Baxter, Craig, Charles H. Kennedy, Pakistan: 2000, Oxford University Press, New York, 2001. 11. Belokrenitsky, Vyacheslav Y. and Vladimir N. Moskalenko. A Political History of Pakistan 1947-2007. Karachi: Oxford University Press, 2013.

میر پور یونیورسٹی آف سائنس اینڈ ٹیکنالوجی

ڈیپارٹمنٹ آف ایجوکیشن

کورس:اردو(i) کورس کوڈ-5507

سمسٹر-پانچواں کلاس بی-ایس ایجوکیشن

حاصلات کورس:

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

1. -اردو زبان کی گرامر کو سمجھ سکیں۔

• 2-اردو زبان کی ابتدا کے بارے میں جان سکیں-

• 3-اردو زبان کی خدمات میں مختلف مصنفین کی خدمات کو جانچ سکیں-

یونٹ 1:اردو گرمر

اردو رموز واوقاف، فعل کی اقسام،افعال مرکب افعال ناقص

یونٹ 2:اردو زبان کی اہم شخصیات وکارنامے

اردو زبان کے مختلف نظریات

فورٹ ولیم کالج کی نثری خدمات

مکاتیب غالب کی خصوصیات

سرسید احمد خان،ان کی نثری خدمات

الطاف حسین حالی بحیثیت نثر نگار

اردو صحافت، تعارف واقسام

یونٹ 3:اردو ادب کی اصناف

اردو داستان،اردو ناول،اردو انشائیہ

اردو ڈراما،اردو افسانہ،اردو سفر نامہ

اردو مرثیہ،اردو آپ بیتی

یونٹ 3: حصہ اقبالیات

اقبال تعارف، شاعری کے ادوار،

یونٹ 4: تقابلی مطالعہ

میرپور یونیورسٹی آف سائنس اینڈ ٹیکنالوجی

ڈیپارٹمنٹ آف ایجوکیشن

کورس: اردو iii کورس کوڈ 5606

سمیسٹر – چھٹا کلاس بی-ایس ایجوکیشن

حاصلاتِ کورس:

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

1. مذکر اور مونث بولے جانے والے الفاظ میں فرق کر سکیں۔

2. روزمرہ اور محاورہ میں فرق کر سکیں۔

3. ابتدائی حروف تہجی اور اردو کو دیگر اہم اصولوں سے واقفیت حاصل کر سکیں۔

یونٹ 1: حصہ گرامر

مذکر اور مونث بولے جانے والے الفاظ، افعال کی مطابقت، تابع مہمل و تابع موضوع جمع بنانے کے قواعد، متشابہ الفاظ، ہمزہ کا استعمال، روزمرہ اور محاورہ، ضرب المثل اردو حروف تہجی، اردو املا کے مسائل ہائیہ آوازیں۔

یونٹ 2: علم بیان

تشبیہ، استعارہ، مجاز مرسل کنایہ

یونٹ 3: حصہ شاعری

ہمالہ، محنت و سرمایہ، شکوہ

عورت، تصویر درد، نشان یہی ہیں زمانے میں زندہ قوموں کے   (اقبال)

مسلمانوں کی تعلیم، مسدس اسلام، قوم کا متوسط طبقہ

نشاطِ امید، ننگ خدمت، دولت اور وقت کا مناظرہ   (حالی)

مفلسی، روٹی، تسلیم و رضا

آدمی نامہ، شہر آشوب، برسات کی بہاریں   (نظیر اکبر آبادی)

ہلال استقلال، سونے والو جاگو، ابھی تو میں جوان ہوں   (حفیظ جالندھری)

میرپور یونیورسٹی آف سائنس اینڈ ٹیکنالوجی

ڈیپارٹمنٹ آف ایجوکیشن

کورس: اردو iii کورس کوڈ-6707

سمسٹر-ساتواں کلاس بی-ایس ایجوکیشن

حاصلات کورس:

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

4. اردو زبان کی ساخت، وسعت اور اہلیت سے آگاہی حاصل کر سکیں۔

5. ادبیات کو زبان کے تناظر میں زندگی کے حوالے سے سمجھ سکیں۔

6. مختلف موضوعات کو عملی و تحریری انداز میں بیان کر سکیں۔

7. زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیم نو کر سکیں۔

یونٹ 1: ادبی اصطلاحات

فصاحت، قنوطیت، رومانیت، علامتیت، حقیقت نگاری، وجودیت، تانیثیت، آفاقیت، کلاسیکیت

یونٹ 2: اردو کا صوتی نظام

یونٹ 3: حصہ شاعری

1- دل میں اک لہر سی اٹھی ہے ابھی

2- اے ہم سخن وفا کا تقاضا ہے اب یہی   (ناصر کاظمی)

3- گلی گلی آباد تھی جن سے کہاں گے وہ لوگ

1- جب عشق سکھاتا ہے اداب خود آگاہی

2- نہ تخت و تاج میں نے لشکر و سپاہ میں ہے   (اقبال)

3- ملاقاتیں عروج پر تھیں تو جواب اذاں تک نہ دیا

1- بس کہ دشوار ہے ہر کام کا آساں ہونا

2- کسی کو دے کے دل کوئی نوا سنج فغاں کیوں ہو   (غالب)

3- یہ نہ تھی ہماری قسمت کہ وصال یار ہوتا

1- نہ گنواؤ ناوک نیم کش دل ریزہ ریزہ گنوا دیا

2- گلوں میں رنگ بھرے باد نو بہار   (فیض)

1-جس سر کو غرور آج ہے، یاں تاج وری کا

2-طاقت نہیں ہے جی میں ہے اب جگر رہا ہے

M.A EDUCATION

Scheme of Studies

After Completion of the program the students will be able to

- Critically evaluate current issues and trends influencing the field of education.
- Identify relevant research, read it critically, and evaluate it appropriately.
- Conduct applied research: Formulate a researchable question or identify an organizational problem, design and conduct a study using appropriate methodologies, analyze data and draw reasonable conclusions, offer sound recommendations based on those conclusions.
- Apply effective instructional strategies that are informed by current theories of learning and pedagogy, including meeting the needs of diverse learners.
- Select and effectively utilize technologies for professional development and for enhancing student learning.
- Establish effective professional relationships with a wide range of individuals in their workplace and/or associated with their work.
- Critically evaluate current issues and trends in the practices of classroom instruction and curriculum development and apply that knowledge appropriately in the development of curricula and instructional strategies.

Entry Requirement:

- B.A. /B.Sc or equivalent with at least second division with no 3rd div in the academic career.
- Entry Test conducted by the university.
- The admission will be subjected to the provision of the character certificate from the last degree institution

Scheme of Studies:

Duration	04-06 Semesters
Thesis/Research Project	06 Credit Hrs
Teaching Practice	06 Credit Hrs

Total Courses	69 Credit Hrs	
Oral comprehension examination	S/U Basis	

Semester-I

Course Code	Name of Subject	Credit Hours
EDU-5101	Philosophical Foundation of Education	03
EDU-5102	ICT in Education	03
EDU-5103	Education in Pakistan	03
EDU-5104	Educational Leadership & Management	03
EDU-5105	Contemporary Trends & Issues in Education	03
	Total	**15**

Semester-II

Course Code	Name of Subject	Credit Hours
EDU-5201	Introduction to Educational Psychology	03
EDU-5202	Islamic System of Education	03
EDU-5203	Introduction to Curriculum Development	03
EDU-5204	Guidance & Counseling	03
EDU-5205	Educational Technologies	03
EDU-5206	Teaching Methods and Strategies	03
	Total	**18**

Semester-III

Course Code	Name of Subject	Credit

		Hours
EDU-6301	Research Methods in Education	03
EDU-6302/EDU-6303	Teaching of English/Urdu	03
EDU-6304	Comparative Education	03
EDU-6305/EDU-6306/EDU-6307	Teaching of Social Studies/ General Science/Islamic Studies	03
EDU-6308	Teaching Practice	06
	Total	**18**

Semester-IV

Course Code	**Name of Subject**	**Credit Hours**
EDU-6401	Elementary &Secondary Education	03
EDU-6402	Higher Education	03
EDU-6403	Teacher Education	03
EDU-6404	Thesis /Research Project	06
	Or	
EDU-4404	School, Community and Teacher	03
EDU-6406	Communication Skill	03
EDU-6405	Educational Measurement and Evaluation	03
	Total	**18**
	Total Credit Hours	**69**

Assessment Policy:

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

Test	Quiz	Assignment	Terminal	Total
45	15	15	75	150

Assessment Policy for Practicum. (Long Term)

Professional Portfolio = 100

Model Lesson No 1 = 50

Model Lesson No 2 = 50

Paper Setting

There shall be no choice on question paper. The TE paper shall cover whole course and at least 20-30% questions shall be given from the course taught up to ME. The teacher who has taught the subject shall act as paper setter and shall also mark the paper.

a) **Paper setting**

The answer scripts of each examination shall be marked and shown to the students by concerned teachers, taken back immediately in accordance with announced schedule.

In case a student is not satisfied with his/her award even after checking his/her answer books and other answer books for comparative marking, or justified by the teacher, he/she may file a written request to Director/Chairman who shall constitute a re-evaluation Committee consisting of two experts relevant to the subject. The decision of the committee shall be final. Committee can examine all/any script for the sake of comparative marking.

The Mid Examination shall be held during the 9th week of the semester and terminal examination shall be held at the end of the semester (17-18 Week) according to the schedule provided by the respective Dean of the faculty. The concerned teacher shall keep answer books in custody for one academic year. Thereafter the answer books forwarded to examination committee who will be responsible to keep them in custody till the award of degree subject to the maximum of semester allowed under rules, for that degree program.

b) **Duration of Examinations**

Mid Term	**1.0-1.5 hours**
Terminal Examinations	**2.5-3.0 hours**

Examination shall be held on consecutive days excluding public holidays. The schedule of examination as well as Result (paper showing) shall be displayed along with the examinations schedule. The students' shall be encouraged to see the answer books of other students of the class for satisfaction of unbiased/neutral/fair and relative marking.

Learning and Teaching Approaches

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The instructors can use an integrated approach to teaching which enables holistic development as all the courses link learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

M.A EDUCATION (Annual for affiliated colleges)

Entry Requirement (Annual Program)

B.A. /B.Sc or equivalent with at least second Division

Entry Test conducted by the institution

Scheme of Studies for 2 years Program

1st Year Total Marks   1100

2nd Year Total Marks   1100

      Grand Total   2200

Year 1

No	Name of Subject	Marks
1	Foundation of Education	100
2	ICT in Education	100
3	Education in Pakistan	100
4	Educational Leadership & Management	100
5	Contemporary Trends & Issues in Education	100
6	Educational Psychology	100
7	Islamic System of Education	100
8	Introduction to Curriculum Development	100
9	Guidance & Counseling	100
10	Educational Technologies	100
11	Teaching Methods and Strategies	100
	Total	**1100**

Year 2

No	Name of Subject	Marks
1	Research Methods in Education	100

2	Teaching of English/Urdu	100
3	Comparative Education	100
4	Educational Measurement and Evaluation	100
5	Teacher Education	100
6	Teaching of Pakistan Studies/ General Science/Islamic Studies	100
7	Elementary &Secondary Education	100
8	Higher Education	100
9	Teaching Practice	200
10	Communication Skills OR School Community and Teacher	100
	Total	**1100**

Course Title: Philosophical Foundation of Education

Course Code: EDU-5101

Credit Hrs: 03

Learning Outcomes:

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

- Explain, describe and use correctly the significant terms/concepts of philosophy.

- Identify and describe the essential differences between general philosophies.

- Explain the implications and applications of general philosophies in terms of the concepts of reality, theory of knowledge and theories of values on society and particularly Education.

- Explain the application of each type of philosophy of education to educational issues such as aims, curriculum, teaching methods etc.

- Apply philosophical methods to the examination of educational problems/issues.

Course Contents:

Unit 1:   Introduction to Foundation of Education

a)   What is philosophy?

- Meaning of Philosophy
- Definitions of Philosophy
- Features of Philosophy
- Origin and development

b)   Branches of Philosophy
  - Metaphysics
  - Metaphysics & Education
  - Epistemology
  - Epistemology & Education
  - Axiology

- Axiology & Education

c) Styles of Philosophy

- Speculation

- Analytical

d) Philosophy of Education

- Definition and explanation

- Functions of Educational Philosophy

e) Education

- Meaning of Education
- Narrower meaning
- Wider meaning
- Definitions of Education
- Nature of education
- Focus of education in 21st century
- Relation between Philosophy & Education
- Dependence of education on philosophy
- Dependence of philosophy on education
- Objectives of studying Educational Philosophy
- Scope of Educational Philosophy
- Function of Educational Philosophy

Unit 2: General Philosophies

a) Idealism

b) Realism

c) Pragmatism

d) Existentialism

Unit 3: Contemporary philosophies of Education

a) Perennialism

b) Essentialism

c) Progressivism

d) Reconstructionism

Unit 4: Conceptual analysis of Education in Pakistan

a. Professionalism in Education
b. Teacher Education

c. Quality Education (in Teaching Learning Process & Evaluation Mechanism)

Reference Material:

- Aggarwal, J.C (2003) Theory & Principles of Education, and Delhi: Vikas Publishing house PVT.
- Trewartha, R. (2008). Innovations in bridging and foundation education in a tertiary institution. *Australian Journal of Adult Learning*, *48*(1), 30-49.
- Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2014). The Degree Qualifications Profile: A Learning-Centered Framework for What College Graduates Should Know and Be Able to Do to Earn the Associate, Bachelor's or Master's Degree. *Lumina Foundation for Education*.
- Peters, R. S. (2015). *Ethics and Education (Routledge Revivals)*. Routledge.

Course Title: ICT in Education

Course code EDU-5102

Credit hrs: 3

Learning Outcomes:

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

- Define & apply the following terms: computer hardware, computer software, spread sheet, MS power point, MS access

- Use the computer in Education. This course will cover the following

topics.

Course Contents:

Unit 1: Fundamentals of Computer

      a) Types of computer

      b) Hardware configuration

      c) Central processing unit

      d) Computer soft ware

Unit 2: Spreadsheet

      a) Uses of MS excel

      b) Maintaining & entering the data in spread sheet

      c) Graphic presentation of data

      d) Preparing & presenting reports

Unit 3: Designing the presentation

      a) Introduction to MS power point

      b) Preparing presentation

      c)   Audio& visual effects

Unit 4: Computer in Education

a) Using different types of computer programs for delivering lessons in class

b) Lesson planning

c) Preparing result cards & reports

Unit 5: Searching for information

a) Introduction to internet

b) Searching & browsing

c) Sending & receiving mails

Reference Material:

- Atul Jain (2005) Computer in Education, Delhi:Asha books.
- Black U (1999) Advance Internet technologies. Prentice Hall New Jersey.
- Bott e.d (2000) Special Edition Using Microsoft office 2000. Prentice hall of India Pvt. Ltd. New Delhi
- Capron, H.I. (1998) Computers Tools for an Information Age. Addison weley.
- Sing.y.k, Ruchiak Nath (2005) Teaching of Computers, New Delhi: A P H Publishing Corporation.

Course Title: Education in Pakistan

Course code EDU-5103

CourseCredits:03

Learning Outcomes:

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

• Study the education in Pakistan in historical perspective

• Link the education system with that of prevalent during the British Period

• Understand the salient features of different educational policies after independence

• Analyze the critical aspects of education systems in Pakistan

• Understand the administrative structures of different educational institutions in Pakistan

• Understand the major problems/ issues faced by educational institutions in Pakistan

Course Contents:

Unit 1:   Historical Background of Education in Pakistan

      1.1 Educational system during Muslim Period

      1.2 British Period of Education

      1.3 Educational movements before 1947

      1.4 Development of Educational system during British Rule

Unit 2: Development of Education in Pakistan

      2.1 Educational Policies up to 1998

      2.2 Educational Policy 1998—2010

      2.3 Education Sector Reforms (ESR) 2002-2006

2.4 Public Private Partnership in the Education Sector

Unit 3:   Structure of Education in Pakistan

      3.1 Education system at federal, provincial and district level

      3.2 Decentralization agenda and implementation

      3.3 Major public sector organizations in Education

Unit 4:   Situational analysis of Pakistani Education

      4.1 Current policies and reforms

      4.2 Standards and structures

      4.3 Administrative Processes

      4.4 Quantity projections and Quality challenges

      4.5 Planning & Financing issues

Unit 5:   Critical perspectives on Pakistani system of Education

      5.1 Religious Education and institutions

      5.2 Basic Education & literacy

      5.3 Secondary & Higher Education

      5.4 Technical & Vocational Education

      5.5 Teacher Education

Reference Material:

- Farooq, R.A. (1994) *Education System in Pakistan. Islamabad : Asia society for promotion of Annotation and Reforms in Education*
- Malik, S.A. (1999) *the system of Education in Pakistan*. Islamabad: National Book Foundation
- Saigol, R. (1993) Education: Critical perspectives. Lahore: Progressive Publishers
- http://www.moe.gov.pk/policies.htm.

Course Title: Educational Leadership and Management

Course Code: EDU-5104

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.
- Different sheet 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.

Course Title: Contemporary Trends and Issues in Education

Course code: EDU-5105

Credit Hrs. 03

Learning Outcomes:

After completing the course the students will be able to:

- Understand the different levels of education and existing examination system in Pakistan

- Understand the curriculum development process in Pakistan

- Understand the impact of science and technology on education

- Understand the formation of human brain and its educational implications

- Know about accelerated learning methods

- Understand mind mapping and its different techniques

- Know the innovative programs, Monitoring and evaluation system

Course Outline:

Unit 1. Education System of Pakistan

1.1 Primary Education

1.2 Secondary Education

1.3 Higher Education

1.4 Examination System

Unit 2. Teacher Education

Unit 3. Curriculum Development in Pakistan

Unit 4. Literacy Trends in Pakistan

4.1 Rationale, Need and Significance

4.2 Literacy Defined in Some Other Countries

4.3 International Context of Definitions Changing

4.4 Definitions of Literacy in Pakistan

4.5 Functional Literacy

Unit 5. Impact of Science and Technology on Education

5.1 Definition of Science and Technology

5.2 Role of Science in Life

5.3 Challenges of Science and Technology

5.4 Role of Information Technology in Education

Unit 6. Human Brain and Its Educational Implications

6.1 Brain Development

6.2 Brain Structure

6.3 Left and Right Brain: Functions

6.4 Capacity of Human Brain

6.5 Brain Waves

6.6 Memory Processing Model

Unit 7. Accelerated Learning

7.1 Methods Introduction and Significance

7.2 Suggestopedia

7.3 Role of Teacher in Suggestopedia

7.4 Super-Learning

7.5 Introduction to Super-learning

7.6 Evolution of Super learning Brain Hemispheres and Waves

7.7 Key Elements of Super-learning

7.8 Super-learning in Pakistan

7.9 Designing a Super-learning Programme

Unit 8. Cooperative Learning

8.1 Elements of Cooperative Learning

8.2 Issues in Cooperative Learning

Unit 9. Mind Mapping

9.1 Introduction and Significance

9.2 Mind Mapping Techniques

Unit 10. Innovative Programme

10.1 Incentive Scheme for Primary School Teachers

10.2 Education Card

10.3 National Education Testing Service

10.4 Utilization of Pakistani Talent Abroad

Unit 11. Monitoring and Evaluation

11.1 National Council for Educational Development

11.2 Provincial Council on Educational Development

11.3 Provincial Policy Implementation Committee

11.4 District Education Authority

11.5 School Management Committee

Suggested Readings:

- Buzan, Tony, The Power of Creative intelligence, Martins the printers Ltd., UK, 2001.
- Coombs, Philip, H. The World Crises in Education, Oxford University press, New *York, 1985.*
- Farooq, R.A. Education System in Pakistan, Asia Society for Promotion of Innovation and Reforms in Pakistan, Islamabad.
- Mukerjea, Dilip, Super Brain Singapore Oxford University Press1996
- UNESCO, Literacy Trends in Pakistan, Islamabad, 2004.
- Pakistan, Government of, National education Policy 1998-2010, Islamabad.
- Rose, Colin and Malcolm J. Nicholl, Accelerated Learning for the 21st Century, Dlacoste Press, USA,1997.

- Traverso, Adriano, <u>Buzzati, The Scientific Revolution</u>: *Today and Tomorrow,,* Unesco, Paris 1977.

Course Title: Introduction to Educational Psychology

Course code EDU-5201

Credit Hrs: 3

Learning Outcomes:

The purpose of this course is to enable the students to

- Understand what educational psychology is really meant for
- Apply the learning theories & principles in instruction and help the students in showing maximum learning output
- Understand various concepts of intelligence and use this understanding in monitoring the students' class performance
- Explore the individual differences among their students
- Understand different phases of human development and apply that understanding in handling the individuals

Course Outline:

Unit 1:   Introduction to Educational psychology

      a) Objectives of Educational psychology

      b) Scope & importance of Educational psychology

      c) Methods & techniques of Educational psychology

      d) Recent developments in Educational psychology

Unit 2:   Learning

      a) Thorndike's connectionism

      b)   Classical conditioning

      c)   Operant conditioning

      d)   Cognitive perspectives of learning

      e)   Social learning theory

      f) Conditions of learning

      g) Factors affecting the learning process

h) Gestalt theory of learning

Unit 3: Personality

    a) Origin of personality development

    b) Kinds of personality (by Jung & Springer)

    c) Characteristics of personality

    d) Personality theories

    e) Moral aspects of personality

    f) Complexities of personality patterns

Unit 4: Intelligence

    a) Modern concept of intelligence

    b) Theories of intelligence

        i) Two factors theory

        ii) Group factors theory

        iii) Multi factors theory

    c) Tests of intelligence

    d) Intelligence & school performance

Unit 5: Individual Differences

    a) Types of individual differences

    b) Effects & importance of individual differences

    c) Grouping of students in school according to individual differences

Unit 6: Growth & development

    a) Principles of growth & development

    b) Characteristics of growth & development

    c) Physical development

    d) Cognitive development

    e) Emotional development

    f) Psychosocial development

    g) Moral development

    h) Educational implication

Reference Material:

- Michael Presley (1995) <u>Advance Educational psychology</u> New York, Harper & Collins college publications.
- Salvin R. E. (1991) Educational <u>Psychology theory Into Practice</u>
- Skinner E. Charles, (1996) <u>Educational Psychology</u>. Prentice Hall of India Pvt
- Ormard J. E. (2015) Educational Psychology Developing Learners. Pearson.

<p style="text-align:center">Course Title: Islamic System of Education</p>

<p style="text-align:center">Course code EDU-5202</p>

<p style="text-align:center">Credit Hrs: 3</p>

Learning Outcomes:

After studying this course the students will be able to:

- Understand concept of Islamic education.

- Plead the case of effective Islamic way of teaching.

- Analyze the system of Islamic education .

1. **Islamic Concept of Religion**
   1.1. Concept of God
   1.2. Concept of Man
   1.3. Concept of Universe
   1.4. Concept of Prayer
2. **Feature of Islamic Education**
   2.1. Function
   2.2. Unity of God
   2.3. Prophet Hood
   2.4. Day of Judgment
3. **Islamic Concept and its Sources**
   3.1. Revelation
   3.2. Imperial Knowledge
   3.3. Coordination of Source of Knowledge
4. **Islamic Society and its Components**
   4.1. Service of Mankind
   4.2. Justice as Accountability
   4.3. Brotherhood Fraternity and Equality
5. **Importance of Teaching of Islamiat**
   5.1. Aim and Objective of Teaching of Islamiat
   5.2. Different Methods of Teaching
6. **Islamic System of Education**
   6.1. Islamic System in the Light of Quran
   6.2. Islamic System in the light of Hadith

7. Islamic Institutions

References

- ABDULLAH, ABDUL-RAHMAN SALIH. 1982. *Educational Theory: A Qur'anic Outlook.* Makkah, Saudi Arabia: Umm al-Qura University Press.
- Ahmad, K. (1992). Principles of Islamic Education. Lahore: Islamic Publication Ltd
- AL-ALAWNI, TAHA J. 1991. "*TaqlÅīd* and the Stagnation of the Muslim Mind." *American Journal of Islamic Social Sciences* 8:513–524.
- AL-ATTAS, SYED MUHAMMAD AL-NAQUIB. 1979. *Aims and Objectives of Islamic Education.* Jeddah, Saudi Arabia: Hodder and Stoughton.
- AL-ATTAS, SYED MUHAMMAD AL-NAQUIB. 1985. *Islam, Secularism, and the Philosophy of the Future.* London: Mansell.
- ALI, SYED AUSEF. 1987. "Islam and Modern Education." *Muslim Education Quarterly* 4 (2):36–44.
- AL-ZARNÜJI, BURHÄN AL-DIN. 1947. *Ta'alim al-Muta'allim: Tariq al-Ta'allum* (Instruction of the student: The method of learning), trans. Gustave Edmund von Grunebaum and Theodora M. Abel. New York: Kings Crown Press.
- COOK, BRADLEY J. 1999. "Islamic versus Western Conceptions of Education: Reflections on Egypt." *International Review of Education* 45:339–357.
- DODGE, BAYARD. 1962. *Muslim Education in Medieval Times.* Washington, DC: Middle East Institute.
- HUSAIN, SYED SAJJAD, and ASHRAF, SYED ALI. 1979. *Crisis in Muslim Education.* Jeddah, Saudi Arabia: Hodder and Stoughton.
- LANDAU, JACOB M. 1986. "*Kutta Åb.*" In *Encyclopedia of Islam.* Leiden, Netherlands: E.J. Brill.
- MAKDISI, GEORGE. 1981. *The Rise of Colleges: Institutions of Learning in Islam and the West.* Edinburgh: Edinburgh University Press.
- NASR, SEYYED HOSSEIN. 1984. "The Islamic Philosophers' Views on Education." *Muslim Education Quarterly* 2 (4):5–16.
- Rizwi, S. S. (1986). Islamic Philosophy of Education. Lahore: Institute of Islamic Culture
- SHALABY, AHMED. 1954. *History of Muslim Education.* Beirut, Lebanon: Dar al-Kashaf.
- TALBANI, AZIZ. 1996. "Pedagogy, Power, and Discourse: Transformation of Islamic Education." *Comparative Education Review* 40 (1):66–82.
- TIBAWI, ABDUL LATIF. 1972. *Islamic Education.* London: Luzac.

Course Title: Introduction to Curriculum Development

Course code: EDU-5203

Credit Hrs: 3

Learning Outcomes:

After completion of the course, the learners will be able to:

- Understand the concept of curriculum & process of curriculum development and its implication for improving the quality of education in Pakistan.

- Apply skills and knowledge to translate intended curriculum into practice and further enrich it for achieving goals.

- Analyze critically the existing practices of curriculum reforms and explore alternatives for improving the curriculum reforms in Pakistan.

- Perform role as curriculum planners and developers to meet the challenges and demands of the 21st century.

Course Outline:

Unit 1:   Concept and Elements of Curriculum

1.1.   How curriculum differs from:

   a)   Subject
   b)   Course
   c)   Syllabus
   d)   Educational Program

1.4.   Elements of curriculum

1.5.   Need & importance of curriculum

1.6.   Characteristics of Curriculum

Unit 2:   The Process of Curriculum Development

2.1.   What is Curriculum Development?

2.2.   Elements of curriculum development process

   a)   Situation Analysis
   b)   Formulation and Classification of Curriculum Objectives (Bloom's Taxonomy)
   c)   Selection of Content
   d)   Selection of Instructional Strategies
   e)   Evaluation

2.3.   Factors influencing Curriculum Development

Unit 3: Foundations of curriculum

3.1.   Philosophical foundations

3.2.   Psychological foundations

3.3.   Socio- cultural foundations

3.4.   Economic foundations

Unit 4: Curriculum Designs

4.1.   Meaning and Steps in Curriculum Design

4.2 Steps in Curriculum Design

4.3 Types of Designs

        a. Subject matter design

        b. Specific Competencies Design

        c. Human Traits Design

        d. Social Functions Design

        e. Individual Needs and interest Designs

Unit 5: Curriculum Evaluation

5.1.   Objectives of Curriculum Evaluation

5.2.   Functions of curriculum evaluation

5.3.   Models of Curriculum Evaluation

    a. CIPP model

    b. Michael Scriven's Goal free model

    c. Cronbach's Model

    d. Saran's Model

Unit 6: Types of Curriculum

6.1.   Introduction

6.2.   Horizontal vs Vertical

6.3   Subject Centered vs Child Centered

6.4   Core Curriculum Vs Elective Curriculum

6.5   General vs Vocational Curriculum

6.6   Subject Area Vs Board-fields Curriculum

6.7   Hidden vs Planned Curriculum

Unit 7: Issues in Curriculum Development

7.1   Challenges in Curriculum Development

      a. Out-dated Curriculum

      b. Technological Aspect

      c. Bilingual and Multilingual Approach

      d. Traditional Progressive

      e. National or Individual Curriculum

Reference Material:

- Allied Material on Curriculum Development and Instruction (2003) Islamabad, Allama Iqbal Open University Press

- Government of Pakistan: All Reports of the Curriculum Committee for Secondary Education Ministry of Education.

- Murray, Print (1993) Curriculum Development and Design 2nd edition, Malaysia Allen and Unwin.

- Saylor, Alexander, Lewis (19981) Curriculum Planning for Better Teaching and Learning 4th edition New York, Rinehart and Winston.

- Taba, Hilda (1962) Curriculum Development: Theory and Practice New York, Harcourt, Brace & World Inc

- Khan, Sharif (2014) School Curriculum . APH Publishing Corporation.

Course Title: Guidance & Counseling in Education
Course Code: EDU-5204
Credits Hrs: 03

Learning Outcomes:

The objective of the course is to enable the students to:

- acquire basic concept of guidance
- understand the origin and historical development of guidance
- organize effective guidance programme for schools
- understand nature, scope and importance of counseling
- evaluate guidance and counseling programme

Course Outline:

Unit 1: Introduction to Guidance

1.1 Historical Development of Guidance

1.2 Nature of guidance

1.3 Aims & Scope of guidance

1.4 Role of Guidance in Education

Unit 2: Guidance in the Schools

2.1 Guidance & Personality Development at Elementary Level

2.2 Organizing Guidance Programme at Elementary Level

2.3 Problems of Secondary Schools Students

2.4 Attitude of Pupils, Parents and Teachers Organizing Guidance Programme at Secondary Level

Unit 3:   Strategies for Guidance

3.1 Individual Assessment Individual Guidance

3.2 Group Guidance

3.3 Tools of Guidance

Unit 4: Introduction to Counseling

   4.1 Definitions and Scope of Counseling

   4.2 Purpose of Student Counseling

   4.3 Theories of counseling

Unit 5: Vocational Guidance

   Approaches to Vocational Guidance Career Corner

   5.1 Career Talk

   5.2 Career Conference

   5.3 Vocational Counseling

   5.4 Factors Effecting Vocational Development

Unit 6: Guidance & Counseling Personnel

Unit 7: Evaluation of Guidance Program

   7.1 The Process of Evaluation

   7.2 Evaluation of Guidance and Counseling in Elementary Schools

   7.3 Evaluation of Guidance and Counseling in Secondary Schools

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: Merril, 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

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Course Title: Educational Technologies

Course Code: EDU-5205

Credit Hrs: 03

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Learning Outcomes:

This course will enable the students to:

- • Pinpoint the role of educational technology in educational development in national & international perspective in developing countries.

- • Enable the students to make instruction effective by using hardware &software approach in order to achieve the desired objectives

- • Use appropriate methods & materials for successful teaching

Course Outline:

Unit 1: Nature of Educational Technology

    a) Definition of educational technology

    b) Scope of educational technology

    c) Characteristics of educational technology

    d) Types of educational technology

Unit 2: Educational technology & learning

    a) Role of educational technology in learning

    b) Maxims of learning

    c) System approach

    d) Programmed learning

    e) Purposeful& lasting conditions of learning

Unit 3: Aims & Objectives

    a) Educational & instructional objectives

    b) Bloom's taxonomy of educational objectives

    c) Writing objectives in behavioral terms

Unit 4: Teaching strategies

      a) Effective & efficient teaching

      b) Simulation, team teaching& brainstorming

Unit 5: Projected & non- projected aids

      a) Projectors, TV, VCR, computer, fieldtrips, boards, models, charts, radio, tape recorder.

Unit 6: New trends in educational technology

Reference Material:

• Aggarwal, J.C (1995) Essentials Of Educational Technology, Teaching Learning

    Innovations In Education. New Delhi

• Rai, B.C. (1994) Techniques& Methods Of Teaching. Lukhnow paraksha

    Kendra

• Sampath, K. (1981) Introduction To Educational Technology. New Delhi

    Sterling publishers.

• Sharma, R.A. (1993) Advanced Educational Technology. Meerut loyal book

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Title of Course: Teaching Methods and Strategies

Course code: EDU-5206

Credit Hrs. 3

Learning Outcomes:

By the completion of this course, Student Teachers will be able to do the following:

• Describe and discuss their personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers.

• Summarize and debate the pros and cons of teacher-centred and learner-centred teaching methods and state their position as a teacher.

• Make records of structured, reliable classroom observations and draw conclusions based on these observations.

• Participate in a cooperative learning group that plans, teaches, and critiques a lesson.

• Create and critique plans for teaching and learning in primary school classes.

Course outline:

UNIT 1: Teaching and learning in school

UNIT 2: Classrooms are busy places

UNIT 3: Teacher-centred and student-centred methods

UNIT 4: Lecture, demonstration, discussion, questions, and cooperative learning

UNIT 5: Teacher-student and student-student interactions that support learning in the classroom

UNIT 6: Designing instruction: goals and objectives, assessment, plans, and materials

UNIT 7: Self-regulated learning

References

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

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

- M. A. Dasgupta, Low-Cost, No-Cost Teaching Aids (New Delhi: National Book Trust, New Delhi). Ø <http://www.arvindguptatoys.com/arvindgupta/lowcostnocost.pdf>

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

- W. Harlan and J. Elstgeest, UNESCO Sourcebook for Science in the Primary School (Paris: UNESCO, 1973). Ø <http://www.arvindguptatoys.com/arvindgupta/unescoprimary.pdf >

- B. Rosenshine, Principles of Instruction (Educational Practice Series No. 21)

(Geneva: International Bureau of Education, 2010). Available at: Ø http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

- UNICEF, 'What Makes a Good Teacher? Opinions from Around the World' (1996) <http:// www.unicef.org/teachers/teacher/teacher.htm>, accessed on 23 February 2013.

- S. Vosniadou, How Children Learn. (Educational Practice Series No. 7) (Geneva: International Bureau of Education, 2001). Ø http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

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Title of Course: Research Methods in Education
Course Code: EDU-6301
Credit Hrs: 03

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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**
2.4.   Qualities of a researcher
2.5.   Teacher as researcher
2.6.   Research ethics

Unit 3:   **Types of Educational Research**
3.5.   Descriptive Research
3.6.   Experimental Research
3.7.   Historical Research
3.8.   Action Research

Unit 4:   **Techniques of Reviewing Literature**
4.3.   Primary sources
4.4.   Secondary sources

Unit 5:   **Methodology**
5.5.   Population
5.6.   Sampling
5.7.   Instrument
5.8.   Data collection procedure

Unit 6:   **Data Analysis**
6.3.   Descriptive
6.4.   Inferential

Unit 7:   **Report Writing**
7.3.   Writing formats & Presentation
7.4.   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*.

Title of Course: Teaching of English
Course Code: EDU-6302
Credit Hrs: 03

Learning Outcomes:

At the end of the course, the prospective teachers are expected to be:

- Familiar with the four language skills - Listening, Speaking reading and writing
- Identify and prepare activities for developing four skills
- Apply modern methods and approaches in teaching of English
- Prepare lesson plans of Prose, Poetry, Composition and
- Grammar
- Effective use of audio visual aids.
- Measure and evaluate the students" progress during teaching of English as a foreign *I* second language

Course Outline

Unit 01: Four skills of language learning

1.1. Listening Comprehension Skills
Techniques of developing listening ability
Careful listening habits
Use of Cassette-player for developing listening ability
Using Video-Cassettes for effective listening
Methods of teaching listening
Sub Skills

1.2 Speaking Skills
Favourable classroom environment for speaking
Value of pronunciation and intonation in speaking
Conversation and dialogue
Language games for oral expression
Vocabulary building

1.3 Reading Skills
Importance of silent and loud reading
Methods of teaching Reading
Sub skills

1.4 Writing Skills
Techniques of good handwriting
Importance of spelling in Writing
Creative writing (essays/paragraphs)
Writing letters and invitations to friends
Writing applications

Unit 02: Teaching of English

2.1. Teaching of prose
2.2. Teaching of poems
2.3. Teaching of composition
2.4. Teaching of vocabulary

2.5.   Teaching of pronunciation

Unit 03: Methods of teaching English
         3.1.   Grammar – Translation method
         3.2.   Direct method
         3.3.   Audio-lingual approach
         3.4.   Structural approach
         3.5.   Communicative approach
         3.6.   Word building

Unit 04: Teaching of Grammar
         4.1. Functional approach towards grammar teaching.

Unit 05: Lesson Planning
         5.1.   Importance of activities in all kinds of lessons
         5.2.   Value of different steps in lesson planning.
         5.3   New teaching approaches; activity based.
         5.4.   Planning Structural lessons
         5.5.   Planning a Prose and Poetry lesson
         5.6.   Planning a Paragraph, a Story and an Essay
         5.7.   Planning a Grammar lesson

Unit 06: A.V. Aids in Teaching of English
         6.1.   Need and importance
         6.2.   Charts, Models, Pictures, role plays, Flash Cards, Toys and Real Objects
         6.3.   Radio, Cassette player, Language Laboratory
         6.4.   Television, VCR, Movies
         6.5.   Slides, Filmstrip, OHP, multimedia Projector

Unit 07: Assessment
         7.1.   Construction of Objective type test.
         7.2   Construction of subject type test.

Reference Material:

Cook V. (1991). *Second Language Learning and Language Teaching, 2nd ed. London, Arnold*
Mohammad. T. (1998). *Modern Appraoches to the Teaching of English as Second Language*, Lahore: Majeed Book Depot.
Murcia, M.C. (1991), *Teaching English as a Second Foreign Language,* 2nd Ed. New Bury House: A Division of Harper Collins Publishers.

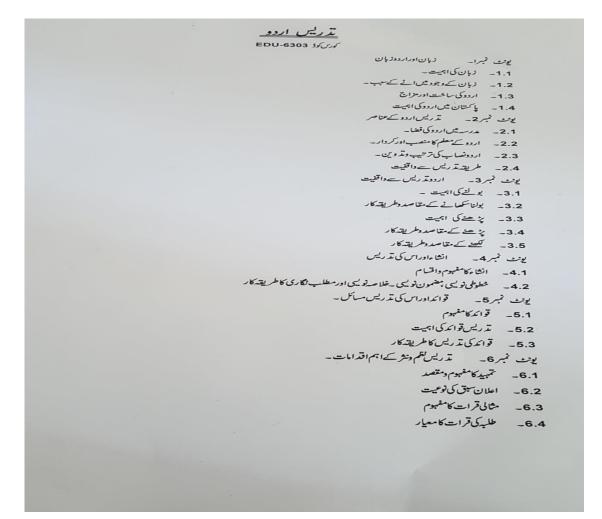Rob Nohand (1993). *Conversation,* London: Oxford University Press.

Sheikh. N. A. (1998). *Teaching* of *English* as a S*econd Language.* Lahore: Carvan book House.

Title of Course: Teaching of Urdu
Course Code: EDU-6303
Credit Hrs: 03

Learning Outcome:

At the end of the course the learners will be able to teach Urdu effectively at elementary level in an innovative and creative manner the course will provide the knowledge;

- To appreciate Urdu as a language
- To make learner aware of how to teach Urdu in an interesting and interactive manners
- To make the content of Urdu language acquisition skills vocabulary, and grammar easily comprehendible for students
- To analyse the Urdu teaching skills through micro teaching

تدریس اردو
کورس کوڈ EDU-6303

یونٹ نمبر 1 ۔ زبان اور اردو زبان

1.1 ۔ زبان کی اہمیت
1.2 ۔ زبان کے وجود میں آنے کے سبب
1.3 ۔ اردو کی ساخت اور مزاج
1.4 ۔ پاکستان میں اردو کی اہمیت

یونٹ نمبر 2 ۔ تدریس اردو کے عناصر

2.1 ۔ مدرسے میں اردو کی فضا
2.2 ۔ اردو کے معلم کا منصب اور کردار
2.3 ۔ اردو نصاب کی ترتیب و تدوین
2.4 ۔ طریقہ تدریس سے واقفیت

یونٹ نمبر 3 ۔ اردو تدریس سے واقفیت

3.1 ۔ بولنے کی اہمیت
3.2 ۔ بولنا سکھانے کے مقاصد و طریقہ کار
3.3 ۔ پڑھنے کی اہمیت
3.4 ۔ پڑھنے کے مقاصد و طریقہ کار
3.5 ۔ لکھنے کے مقاصد و طریقہ کار

یونٹ نمبر 4 ۔ انشاء اور اس کی تدریس

4.1 ۔ انشاء کا مفہوم و اقسام
4.2 ۔ خطوطی نویسی، مضمون نویسی، خلاصہ نویسی اور مطلب نگاری کا طریقہ کار

یونٹ نمبر 5 ۔ قواعد اور اس کی تدریس مسائل

5.1 ۔ قواعد کا مفہوم
5.2 ۔ تدریس قواعد کی اہمیت
5.3 ۔ قواعد کی تدریس کا طریقہ کار

یونٹ نمبر 6 ۔ تدریس نظم و نثر کے اہم اقدامات

6.1 ۔ تمہید کا مفہوم و مقصد
6.2 ۔ اعلان سبق کی نوعیت
6.3 ۔ مثالی قرأت کا مفہوم
6.4 ۔ طلبہ کی قرأت کا معیار

Reference Material

فرمان فتح پوری 2005 تدریس اردو، قطار پبلشر لاہور

سلیم فارانی 1990 اردو زبان اور اسکی تعلیم ادارہ مطبوعات فارانی لاہور

سید ساجد حسین 1987 اردو اور اسکے تدریسی طریقے کفایت اکیڈمی کراچی

Course Title: Comparative Education

Course Code: EDU- 6304

Credit Hrs: 03

Learning Outcomes:

This course is designed to

- Acquaint the students with the educational systems of different countries
- Enable them to make comparisons of those systems.
- Enable the students to look into our educational system critically.

Course Outline:

Unit 1: What is comparative education?

  a) Introduction& definition

  b) Factors affecting system of education

  c) Purposes in comparative

  d) History & development

  e) Methods of comparative education

  f) The problems of comparability

Unit 2: Education & development

  a) Education as an investment

  b) Education & social change

  c) Problems of educational planning

Unit 3: Internationalism in education

  a) Education, dependency & neo-colonialism

  b) International aid & assistance

  c) Internationalism of education

  d) Trends & future

Unit 4: Comparative studies in south Asia

  a) Educational profile

  b) Teacher education

c) Gender disparities

d) Non- formal education

e) Key challenges

Unit 5: Comparative studies of classroom behavior

a) Techniques for measuring students' achievements

b) Per student expenditure

c) Teacher efficiency & effectiveness

Unit 6: Cross- sectional studies

a) Primary education

b) Higher education

c) NFE programs

d) Adult education

e) Woman education

f) Environmental education

Reference Material:

Chakravarti , B.K. (2005). A Textbook of Comparative Education

Chaube, S.P & Chaube, A. (1998) Comparative education

Taneja, V.R. (2003) Socio-Philosophical Approach to Education

Course Title: Educational Measurement & Evaluation

Course Code: EDU-6405

Credit Hrs: 03

Learning outcomes:

This course wills enable the student to:

- Understand the concept of measurement & assessment

- Apply the measuring & assessment techniques in the classroom in order to assess the student's academic performance.

Course Outline:

Unit 1: Introduction

1.1   Definition of Measurement, Assessment and Evaluation

1.2   Difference between Measurement, Assessment and Evaluation

1.3   Types of Assessment Procedures

1.4   Criterion and Norm Referenced Test

Unit 2: Instructional Goals and Objectives

2.1   What Are Instructional Objectives

2.2   Taxonomy Instructional Objectives

2.3   Criteria for Selecting Appropriate Instructional Objectives

2.4   Method of Selecting Instructional Objectives

Unit 3: What Is Test?

3.1   Class Room Test

3.2   Standardize Test

3.3   Validity of the Test

3.4   Reliability of the Test

Unit 4: Test Construction

4.1   Developing a Specification of Test

4.2   Selecting Appropriate Type of Test Items

4.3   Construction of Objective Test Item

4.4   Construction of subjective test items

4.5   Item analysis

Unit 5: Continues Assessment

5.1   What Is Continuous Assessment

5.2   Need for Continuous Assessment

5.3   Techniques of Continuous Assessment

5.4   International Assessment

5.5   National Assessment

5.6   National Assessment in Pakistan

Unit 6: Interpretation of Test Scores and Norms

6.1   Grade Norms

6.2   Percentile Rank

6.3   Standard Scores

6.4   Profiles

6.5   Skill Analysis

6.6   Cautions in Interpreting Test Scores

Unit 7: Grading and Reporting

7.1   Functions of Grading and Reporting System

7.2   Types of Grading and Reporting System

7.3   Record Keeping and Grading Software

7.4   Reporting Test Results to Parents

Reference Material:

• Gay, L.R. (1985) Educational Evaluation & Measurement.London: Column

Charles publishing company.

- Gronlund, Norman E (2005) <u>Measurement assessment in Teaching</u> New York:

     mc millan publishing   company

- Gronlund N.E. (1998) <u>Assessment of Student's Achievements</u>**.** Boston: allyn &bacon.

- Wiersma William& jors stepheng. (1990) <u>Educational Measurement & Testing</u> Boston: allyn &   bacon.

<div align="center">**Course Title: Higher Education**

Course Code: EDU-6402

Credit Hrs: 03</div>

Learning outcomes:

An extensive Exposure of students to a wide spectrum of HIGHER EDUCATION is assumed to enable them to:

- Delineate nature and extent of higher education.
- Identify significant changes, which have taken place in the fields of Higher Education and the manner in which they are influencing the systems of education.
- Identify crucial problems and issues confronting Higher Education.
- Establish relationship between the process of Higher Education and development and analyze the emerging role which Higher Education is assigned to play in the socio-economic development of the country.
- Work out implications of the political process for Higher Education and find out their impact on each other.
- Identify relevant innovation in Higher Education

Course outline:

Unit 01: Introduction to Higher Education

    1.1   Nature, Need And Scope Of Higher Education
    1.2   Higher Education In Pakistan, (Perspective – Planning)

Unit 02: Role of the University

    2.1   Philosophy of Higher Education

    2.2   Need of University

    2.3   Mode of University

    2.4   Functions of the University

Unit 03: Growth and Development of Higher Education

    3.1   Policies and Plans for Higher Education

    3.2   Roles of Various Organizations in Higher Education

    3.3   Role of HEC

Unit 04: Higher Education in Developed Countries

     4.1   Higher Education in USA

     4.2   Higher Education in United Kingdom

     4.3   Higher Education in Japan

     4.4   Higher Education in Germany

     4.5   Higher Education in Australia

Unit 05: Higher Education in Developing Countries

     5.1   Higher Education in India

     5.2   Higher Education in Egypt

     5.3   Higher Education in Malaysia

     5.4   Higher Education in Thailand

     5.5   Higher Education in China

Unit-6: Economics of Higher Education

     6.1   Investment in University

     6.2   Wastage in Higher Education

     6.3   Cost Effectiveness Analysis

     6.4   Financing Higher Education

Unit 07: Assessment in Higher Education

     7.1   Assessment

     7.2   Examination System

     7.3   Teacher Role in Assessment

     7.4   Learner Role in Assessment

     7.5   Entrance Test

Unit 08: Problems and Issues in Higher System

     8.1   Problems in Higher Education

     8.1.1   Examination

     8.1.2   Quality and Access to Higher Education

     8.1.3   Teacher Training

8.1.4   Discipline (Politics)

Unit 09: Innovations in Higher Education

9.1   Distance and Non Formal Education

9.2   Learning Styles at Higher Education

9.3   Technology in Higher Education

9.4   Continuing Education / Life Long Education

Reference Material:

- Shami, P.A, Higher Education in Pakistan- A case for change, Higher Education Review, Vol. (v) No. , 1995.
- Rehman, T, Pakistan Universities: Actual Ideal Possible, 1995.
- Coombs, Philips H, World Crisis in Education, Bury St: Edmunds, Suffold, U.K, 1989.
- Thomson K W, Higher Education And Social Change: Promising Experiment in Developing Countries Volume 1: Reports, Praeger Publishers, London, U.K. 1976.
- Malaysia, The Second Outline Perspective Plan: (OPPS), 1990-200, Kaula Lumpur, National Printing Department, 1991.
- Harris D and Bellec, Evaluating and assessing for learning, Kogan Page, London, 1990.
- Knight P, (edt), Assessment for Learning in Higher Education, Staff and Educational Development Series, Kogan Page, Birmingham, U.K, 1995.
- Knapper C and Jeroplay A, Life Long Learning and Higher Education Kogan Page, London, 1991.

Course Title: Elementary and Secondary Education

Course Code: EDU-6401

Credit Hrs:03

Learning Outcomes:

After the completion of the course students will be able to

- Explain the concept and scope of elementary and secondary education.
- Discuss and compare different stages of child development.
- Explore the different methods and strategies for elementary and secondary education.
- Explain class room management skills related to teaching.
- Explore the testing and evaluation at elementary and secondary education.
- Explain the role of private sector in elementary and secondary level in Pakistan.
- Identify the issues related to elementary and secondary education in Pakistan.
- Evaluate the curriculum development process in Pakistan.

Course Outline

Unit 01: Scope and Concept of Elementary and Secondary Education.

    1.1 Importance and Practice in Comparative Prospective.
        1.1.1   Pakistan.
        1.1.2   India.
        1.1.3   Bangladesh.
        1.1.4   Japan.
    1.2. Compulsory Elementary and Secondary Education.
      Role of Private and Public Sector.

Unit 02: Child Development

    2.1 The Primary Years.
        2.1.1. Physical Motor Development.
        2.1.2. Cognitive and Intellectual Development.
        2.1.3. Personality and Social Development.
    2.2 Middle Childhood.
        2.2.1   Physical Motor Development.
        2.2.2   The Cognitive and Intellectual Development.
        2.2.3   Personality and Social Development in Childhood.
    2.3 Adjustment and Hearing Problem.
        2.3.1   Sources of Adjustment Difficulties

                    2.3.1.1   Parents.

                    2.3.1.2   Social Relationship.

                    2.3.1.3   School.

2.4 Types of Adjustment Problems.

        2.4.1   Aggression

        2.4.2   Regression

        2.4.3   Fears

        2.4.4   Physical Problems

        2.4.5   The Family and Child Attraction

Unit 03: Curriculum Development

3.1 Process of Curriculum Development.

3.2 Language and Language Skills.

3.3 The Language Art Component.

3.4 Sciences.

3.5 Mathematics.

3.6 Social Studies.

3.7 Physical and Health Education.

Unit 04: Teachings and Strategies for Elementary and Secondary Education.

4.1 Lecture Method.

4.2 Demonstration Method.

4.3 Drill Method.

4.4 Project Method.

4.5 Problem Solving Approach.

4.6 Role Playing Games and Simulations.

4.7 Programmed Instruction.

4.8 Instructional Technology.

        4.8.1 Purpose of Instructional School.

        4.8.2 Projected Aids And Skills.

4.8.3 Non Projected Aids and Skills.

4.8.4 A.V Aids.

4.8.5 Activity Aids.

Unit 05: Classrooms Management Skills.

5.1 Basic Concept Related To Classroom Management.

5.1.1 Management.

5.1.2 Control.

5.1.3 Discipline.

5.2 Types of Classroom Problems.

5.3 Punishment

5.4 Classroom Climate

5.5 Organizational Aspect of Management.

5.6 Personal Dimensions of Managements.

Unit 06: Classroom Related Problem

6.1 Student Groups.

6.2 Behaviour Problems.

6.3 Social Problems.

6.4 Criminal Behaviour.

6.5 Drug Use

6.6 Physical and Secondary Disabilities.

6.7 Learning Deficits

6.8 Visual Impairment Learning Disabilities.

6.9 Hearing Impairment Gifted Children.

Unit 07: Measurement and Education.

7.1 Concepts of Measurement and Education.

7.2 Types of Tests.

7.3 Planning, Constructing The Teacher Made Test.

7.4 Characteristics Of Good Test.

7.5 Measuring Achievement in Elementary and Secondary Level.

7.6 Grading Report.

7.7 Statistical Computation.

Unit 08: Problems and Issues of Elementary and Secondary Education.

8.1 Female Education.

8.2 Dropout.

8.3 Curriculum.

8.3.1 Programmatic Curriculum A Dilemma.

8.3.2 Integrated Curriculum.

8.4 Health and Family Education.

8.5 Examination System.

8.6 Private Schools.

8.7 Teacher Trainings

Reference Material:

- Clark-Stewart, Alison & Marion, Susan (1988), Life Long Human development, New York: John Wiley & Sons.
- Faw, Terry & Belkin Gray S. (1989), Child Psychology New York: McGraw-Hills Publishing Company.
- Callahan, Joseph F, & Clark Leonard H. (n.d), Teaching in the Middle and Secondary Schools, New York: Macmillan Publishing Company.
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- Govt. of Pakistan. (1993-1998), English Five Year Plan , Planning Commission.
- Govt. of Pakistan. (1992-2002), National Education Policy, Planning Commission.
- Govt. of Pakistan. (1998-2010), National Education Policy, Planning Commission.

Course Title: Teacher Education

Course Code: EDU-6403

Credit Hrs: 03

Learning Outcomes:

After reading this course the students will be able to:

- Understand the nature and process of teacher education.
- Understand and analyse the curriculum of teacher education in Pakistan.
- Know diverse systems of teacher education around the globe
- Comprehend the role of the teacher in implementing the state policy of education

Course Outline:

1. **Teacher Education: An Introduction**

   1.1. Aims and objectives of Teacher Education

   1.2. Application of old and new methods of instruction

   1.3. Ideological basis of Education in Pakistan

   1.4. The role of guidance and counseling

   1.5. Community and Education

   1.6. Research and Education

2. **Teacher and Teaching: Islamic Perspective**

   2.1. Teacher in Islamic Education

   2.2. Responsibilities of Teacher in Islamic Education

   2.3. Quranic concept of Teacher Education

   2.4. Prophet, Education and Teacher

   2.5. Methods of teaching from Islamic Perspective

3. **Development of Teacher Education in Pakistan**

   3.1. Teacher Education System in Pakistan

   3.2. In-service and pre service training

   3.3. AIOU

   3.4. Comparison of Anglo-Indian and schools of Bengal

   3.5. Developments and problems of Teacher Education

4. **Teacher Education Problems, Prospects and Future**

4.1. Structure of teacher education and its future

4.2.National Education Policy 1998 – 2010

4.3.Problems and prospects of teacher education

4.4.Elementary and Secondary school teacher training

4.5. Primary teacher in Pakistan

5. **Structure and Curriculum of Teacher Education**

5.1. Structure of Teacher Education

5.2.Curriculum

5.3. Gaps in the existing structure and curriculum

5.4.Proposed structure and curriculum of Teacher Education

6. **Instructional Strategies and Techniques**

6.1.Computer Assisted Instruction

6.2.Non graded class or mixed ability groups

6.3.Formal and non-formal education

6.4.Distance Education

6.5.Open University

6.6.Correspondence Education

6.7.Package Instruction

6.8.Team Teaching

6.9.Discussion Method

7. **Teaching Competencies and Educational Technology**

7.1.Teacher Competence

7.2.Teaching Skill

7.3.Micro Teaching

7.4.Role of Technology in Teacher Education

8. **Teacher Education: A Comparative Perspective Development and Developing Countries**

8.1.Teacher Education programme of UK

8.2.Teacher Education programme of USA

8.3.Teacher Education programme of China

8.4.Teacher Education programme of India

8.5. Teacher Education programme of Malaysia

8.6. Teacher Education programme of Sri Lanka

8.7. Teacher Education programme of Pakistan

9. **Teacher Education and challenges of 21st Century**

9.1. A teacher's toolkit

9.2. New Professional profiles of the teaching staff

9.3. Cooperative teaching

Reference Material:

Andrabi et. Al. (2002) Test Feasibility Survey, PAKISTAN: Education Sector, World Bank, Washington D.C

Chaudhary M.A (1995). Teacher Education in Pakistan : New Challenges. Paper presented at the International Conference on Teacher Education : Innovative Alternatives for the 21st Century. Thailand.

Craig, H : (1998)Teacher Supply, Training And Professional Development: Teacher Development: Making An Impact, From the Executive Summary of CRAIG, H. J., KRAFT, R. J. and DU PLESSIS, J. (1998). Teacher Development: Making an Impact. Washington DC: USAID/World Bank.

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Ministry of Education. National Education Policy 1998-2010. Islamabad

Ministry of Education (2004). Position Paper : Thematic Group on Teacher Education, Preparatory Technical Meeting.

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Reimers-V.E (2004) Teacher Professional Development, IIEP, UNESCO, Paris

Strategic Policy Unit (2004) Strategic Operational Plan 2004-2009, Education Department, Government of Faisalabad. www.spu.com

UNESCO (2003) Status of Teachers in Pakistan. Islamabad

Zafar, F. (2004) First Report Policy Research and Training "Strengthening Decentralized Local Government in Faisalabad District Project". (DfID funded)

Title of Course: Teaching of Social Studies
Course code: EDU-6305
Credit Hrs. 3

Learning Outcomes:
After completing this course, Student Teachers will be able to:
• promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment)
• apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography
• apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom
• apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world
• assess and evaluate students' learning in history and geography through varied assessment techniques.

UNIT 1: Introduction to social studies

1.1   Course introduction and setting the context
1.2   The concept, nature, and scope of teaching social studies Social studies in the present era
1.3   Significance of history in teaching social studies
1.4   Significance of geography in teaching social studies
1.5   Scope of social studies in elementary grade
1.6   Key concepts of history (change, continuity, and chronology)
1.7   Key concepts of geography (regions, location, human–environmental interactions, movements, and places)
1.8   Relationships between history and geography

UNIT 2: Pedagogies for the teaching of social studies (history and geography)

2.1   Pedagogies for the teaching of history Teaching history through timelines Using artefacts to teach history
2.2   Debate/hot-seating (i.e. a technique in which a group questions/interviews a subject to get more information) Pedagogies for the teaching of geography Storytelling
2.3   Teaching controversial issues Role play, games, simulations, and decision-making Field work
2.4   Reading maps Observation and integration of media (National Geographic) Discussion based on diagrams and newspapers
2.5   Lesson planning in history and geography (2 sessions) Classroom management in the teaching of history and geography

UNIT 3: Inquiry-based teaching in history and geography

3.1   Introduction to inquiry-based approaches to teaching
3.2   Inquiry-based approaches to teaching history and geography
3.3   Forming questions for inquiry projects
3.4   Framing questions to respond to inquiry
3.5   Planning projects
3.6   Field work
3.7   Data management

3.8   Data analyses
3.9   Report writing
UNIT 4: Teaching social action through history and geography

4.1   Contemporary geographical and historical issues in Pakistan
4.2   Analysing problems and separating facts from opinions
4.3   Prioritizing a problem to study cause and effect
4.4   Researching steps to inform actions to be taken
4.5   Planning the action
4.6   Doing the action
4.7   Critical reading and social action
4.8   Making friends across provinces through networking Report writing
UNIT 5: Assessments in teaching social studies (history and geography)
5.1   History and geography assessments:
5.2   What and how?
5.3   Key issues in history and geography assessments
5.4   Comprehensive assessment techniques (teacher observations, teacher-designed tasks and tests, work samples and portfolios, and projects)
5.5   Establishing criteria to assess students' learning
5.6   Providing feedback
5.7   Course review

References

- Dean, B. L., Joldoshalieva, R., & Sayani. F. (2006). Creating a better world. Karachi: Aga Khan University for Educational Development.
- Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space. In R. Gilbert & B. Hoepper. Teaching society and environment (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.
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  Websites
- The 5 R's by Adam Troutt Ø http://savingtheeearthbygoinggreen.weebly.com/going-green-essay.html
- Recycling: Reduce, recycle, reuse Ø http://pbskids.org/eekoworld//parentsteachers/pdfs/lessonk_1.pdf
- The National Academies Press This site offers a number of downloadable books on topics such as geography and climate change. Ø http://www.nap.edu/topics.php?topic=335&gclid=CKSK0smWx7MC FebLtAod_WQAYg
- How to assess student performance in history: Going beyond multiple-choice tests by Julie Edmunds Ø

http://www.serve.org/uploads/publications/AssessHistory.pdf

Title of Course: Teaching of General Science
Course Code: EDU-6306
Credit Hrs: 03

Learning Outcomes:
The course will enable learners to;
- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principle of science education
- Apply appropriate methods and techniques for effective learning in Science

Course Outline:

Unit 01: Nature of Science
    1.1 Definition of science
    1.2 Science as a process: Scientific Method
    1.3 Science as a product: Scientific Knowledge

Unit 02: **Aims / Objectives Teaching General Sciences**
    2.1 History of Science Education
    2.2 Aims / Objectives of teaching General Science at Elementary level

Unit 03: **Methods of Teaching General Science**
    3.1 Demonstration cum-lecture method
    3.2 Discovery method
    3.3 Project method
    3.4 Other innovative method

Unit 04: **Approaches of Teaching General Science**
    4.1 Teaching approach
        a) Problem solving
        b) Inquiry techniques
        c) Exploration
        d) Observation
        e) Experiment
    4.2 Teaching Strategies
        a) Scope & propose of practical activities
        b) Science laboratory
        c) Safety measure in laboratory

Unit 05: Teaching Aids
    5.1 Need & importance of teaching aids
    5.2 Types of teaching aids
    5.3   Principles of using teaching aids
    5.4   Using low cost teaching aids

Unit 06:   **Characteristics of effective Science Teaching**
    6.1   Characteristics of lesson planning
    6.2   Characteristic qualities of science teacher

6.3   Effective questioning
Unit 07:   Evaluation
     7.1   Designing a test
     7.2   Administering & scoring a test
     7.3   Interpreting test results

Reference Material:

Lawson, Anton. E. (1995). "*Science teaching and development of Thinking*". California: Wadsworth publishing company

Rehman Mehmooda (1999). "*Teaching of science and mathematics*". Peshawar: Ijaz printer, Pakistan

Title of Course: Teaching of Islamic Studies
Course Code: EDU-6307
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 Appro0priate 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 in Elementary Education*. London: Macmillan

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

Wilma R. Melendex, V. B. & Melba Fletcher. (2000). *Teaching Social Studies 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 PRACTICE (Long)

Course Code: EDU-6308

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
    1.4   Definition, Structure and function.
    1.5   Individual Status and his/her role in the society
    1.6   Social interaction
    1.8   Cultural diversity
    1.9   Culture and Cultural elements of Pakistani community.
    1.10   Role of education in strengthening Pakistani community.

Unit 02: Group and Group Dynamics.
    2.6   Meaning of group
    2.7   Group dynamics
    2.8   Types of social groups
    2.9   Individual behavior and group behavior
    2.10   Role of school and teacher in molding individual and group behavior

Unit 03: Socialization
    3.6   Meaning and aims of socialization
    3.7   Agencies of socialization
    3.8   Stages of social development
    3.9   Role of school in socialization
    3.10   Teacher as role model as participating in community and health activities.

Unit 04: Social Institutions
    4.3   Definition of social institutions
    4.4   Types of social institutions
        4.2.1   The family
        4.2.2   Economic institutions

              4.2.3   Religious institutions
              4.2.4   Educational institutions
              4.2.6   Play and recreational institutions

Unit 05: School and Community
       5.5.   Relationship between school and community
       5.6.   Effects of school on community
       5.7.   Effects of community on school
       5.8.   A critical analysis of effective role of school and teachers in Pakistani community

Unit 06: Social Control
       6.5.   Definition
       6.6.   Social deviation, peace, harmony and tolerance
       6.7.   Methods of social control
       6.8.   Role of community, school and teacher in developing peace, harmony and tolerance

Unit 07: Teacher School and Students
       7.5   Are teacher born or made?
       7.6   Effective and reflective teaching
       7.7   Creative and critical teaching
       7.8   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
       8.6   Technological change and its impact
       8.7   Sources/forces of technological change
       8.8   Technology and jobs
       8.9   Technology and ethical values
       8.10   Utilitarian view of technology

Recommended Books:

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

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

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

School and Society. (6th Ed) McGraw Hill Book Company New York USA.

Tagga, Abdul Hamid, School, Maashra Owar Ustad. Sarwar, Ghulam Rana, School, Maadrsha owar Ustad.

Communication Skill

Course Code: EDU-6406

Credit Hrs: 03

Learning outcomes

After studying this subject, the student-teachers will be able to

- Discriminate between formal and informal use of language
- Communicate effectively in speech and writing with different audience for 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

UNIT 1: EFFECTIVE COMMUNICATION

i)   Nature of Communication
ii)   Types of communication
iii)   Principles of Effective communication
iv)   Barriers of effective communication and suggestions for solution

Unit 2 Writing Skill as means of Communication

i)   Writing
ii)   Nature and types of Writing
iii)   Writing Skills (Graphic/Organizational/Rhetorical, paragraphing etc.)
iv)   Writing Summaries, notes, description etc.

Unit 3 Communication through Letters

i)   Format (Parts: Standard/optional)
ii)   Form and Style
iii)   Writing Different types of letters like:
        claim/complaint/adjustment/reference/demand/order/collection/credits letter etc.

Unit 4 Communication through Reports

i)   Reports
ii)   Nature, type and purpose
   a) Reports on daily life Events
   b) Reports on schedules
   c) Reports on accidents/incidents/situations
   d) Feasibility Reports
   e) Business and Market Reports

Unit 5 Note Taking and its importance in communication

i)   Nature and Skill
ii)   Taking/Recording and writing minutes of the meeting
iii)   Taking Notes on briefing

Unit 6 Presentation for Good Communication

i)   Preparation and Delivery
ii)   How to present ideas effectively via PowerPoint presentation

Unit 7 Planning and Organization of Seminars

i)   Public speaking and its features
ii)   Organizing a seminar

Recommended Books

Communication Skills in English available on www.pdfdrive.net

Handbook on Communication Skills available on www.pdfdrive.net

Greece, J., & Burleson (2008) Handbook of Communication and Social
Interaction Skills available at www.pdfdrive.net

Gallo, C. (n.d) The Presentation Secret of Steve Jobs: How to Be Insanely
Great in Front of only Audience available on www.pdfdrive.net

Rickheit, G & Strohner, H. handbook of Communication Competence available
on www.pdfdrive.net

M.Phil Education

Introduction

The M.Phil. Programme is crucial for prospective researchers at the pre-doctoral level. The programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education.

M.Phil. programme will include Core courses and Area of Specialization. In addition all the students will be required to undertake a Dissertation. The course will help to develop a rational conceptualization of educational research. Early stage research students will develop competency in undertaking independent micro and macro level research projects in the priority areas of teacher education and /or in the area of education interdisciplinary.

Objectives to Offer Program

The students will be helped to:

- Reflect on the basic parameters within which the system of school education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters
- Appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of school education
- Develop an understanding about problems of education and methodology to explore alternative solutions.
- Develop competency in undertaking leadership in the areas of School Education and Teacher Education
- Develop a rational conceptualization of educational research.
- Develop competency in undertaking independent micro and macro level research projects in the priority areas of school education and teacher education

Duration of the Program

Duration of the program will be two years.

Admission Criteria

Minimum Academic Requirement:

A candidate seeking admission to the degree must have sixteen years of education or 4 years education after F.A. /F. Sc. or equivalent (at least 130 credit hours) with at least second division/CGPA 2.50 in the degree on the basis of which admission is requested.

Any candidate having M. Ed (Education) M.A. Education degree with at least 45% marks of any recognized University with no 3rd div in the academic career shall be eligible to apply for the course.

Passing the interview conducted by the admission committee of the department will be mandatory for the admission.

The admission will be subjected to the provision of the character certificate from the last degree institution

GAT with minimum of 50% score is compulsory.

Medium of Instruction

The medium of instruction and examinations shall be English.

Duration of the course

The duration of the course is 4 to 6 semesters, and total of 30 credit hours asper HEC criteria.

Duration of the Semester

There shall be 2 semesters per year (Fall and Spring) of 18 weeks each. The commencement of semesters shall be regulated by the Academic Council

Courses Semester 1 (12 Credit Hrs)

Code	Course Title	Lab Hrs	Credit Hrs

Code	Course Title	Lab Hrs	Credit Hrs
EDU-7101	Professional development of Teachers (Core)	0	3
EDU-7102	Qualitative Research Methods in Education (Core)	0	3
EDU-7103	Advanced Course on Educational Psychology (Professional)	0	3
EDU-7104	Educational Testing, Measurement and Evaluation(Professional)	0	3

Courses Semester 2 (12 Credit Hrs)

Code	Course Title	Lab Hrs	Credit Hrs
EDU-7201	Educational change and Development (Core)	0	3
EDU-7202	Quantitative Research Methods in education (Core)	0	3
EDU-7203	Trends and issues in Teacher Education (Professional)	0	3
EDU-7204	Educational Policy, Planning and Management (Professional)	0	3

EDU-7002   **Thesis**   **Credit Hrs 6**

EDU-7001   **Seminar**   **Credit Hrs 1**

	Summary	Total Credit hrs.
I	Core Courses	12
ii	Elective Courses/Area of Specialization	12
iii	Thesis	06
iv	Seminar	01
	TOTAL Credit hours	31

Assessment Policy:

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

Midterm	Quiz	Assignment	Terminal	Total
45	15	15	75	150

Paper Setting

There shall be no choice on question paper. The TE paper shall cover whole course and at least 20-30% questions shall be given from the course taught up to ME. The teacher who has taught the subject shall act as paper setter and shall also mark the paper.

a) **Paper setting**

The answer scripts of each examination shall be marked and shown to the students by concerned teachers, taken back immediately in accordance with announced schedule.

In case a student is not satisfied with his/her award even after checking his/her answer books and other answer books for comparative marking, or justified by the

teacher, he/she may file a written request to Director/Chairman who shall constitute a re-evaluation Committee consisting of two experts relevant to the subject. The decision of the committee shall be final. Committee can examine all/any script for the sake of comparative marking.

The Mid Examination shall be held during the 9th week of the semester and terminal examination shall be held at the end of the semester (17-18 Week) according to the schedule provided by the respective Dean of the faculty. The concerned teacher shall keep answer books in custody for one academic year. Thereafter the answer books forwarded to examination committee who will be responsible to keep them in custody till the award of degree subject to the maximum of semester allowed under rules, for that degree program.

b) **Duration of Examinations**

Mid Term   1.0-1.5 hours

Terminal Examinations   2.5-3.0 hours

Examination shall be held on consecutive days excluding public holidays. The schedule of examination as well as Result (paper showing) shall be displayed along with the examinations schedule. The students' shall be encouraged to see the answer books of other students of the class for satisfaction of unbiased/neutral/fair and relative marking.

Thesis evaluation and conduction of External Examination will be done as per University rules devised by ASRB.

Title: Professional Development of Teachers

Course Code EDU-7101

Credit Hrs: 03

Course Description:

Professional development of teachers is an ongoing phenomena and a dynamic process. It initiates with the Pre-service Teachers' training programme and continues in the shape of in-service teaching programmes. Professional development is likely to be going on in a school most of the time. This course is designed for the students to provide them knowledge of change and innovation in teacher education, so that they may understand the changing situations for the significance of the professional development in the emerging context.

Learning Outcomes:

To enable students:

1. To develop understanding of the concept, objectives, new thrusts and need of professional development of teachers in the emerging context in the students.

2. To study professional development of teachers in the light of recent scientific advancement.

3. To understand teaching and training techniques including IT enabled training devices.

4. To know the concept and practice of evaluation in teacher education in the emerging context.

5. To explore areas of research and experiment in teacher education.

6. To acquaint the student with the innovative practices in teacher education

Course Outline:

Unit 1: Introduction to Professional Development of Teachers

1.1 Development of Teacher Education in Pakistan

1.2 Structure and Curriculum of Teacher Education

1.3 Teacher Education in Comparative Perspective

1.4 Maintaining Standards in Teacher education

Unit 2: Innovations in teaching learning strategies in Teacher Education

2.1 Mentoring

2.2 Experiential Learning

2.3 Reflective Practice

2.4 Blended Learning

2.5T-Group training.

Unit 3: New Trends in Assessment and Evaluation in Teacher Education

3.1 Academic Performance Indicators (API)

3.2 Performance Appraisal

3.3 Choice Based Credit System

3.4 Portfolio Assessment

Unit 4: Impact of technology on Teacher education

4.1   Web Tools

4.2   Online Educational Resources

4.3   Digital Literacy

4.4   Mobile learning

4.5 Digital Games in Education

4.6 Interactive Whiteboards

4.7 Massive Open Online Course (MOOC)

References Materials:

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social constructivist approach. State University of York.

- Chaurasia, Gulab: Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi, 1977.

- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.

- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maiden head, Brinks Open University Press.

- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.

- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.

- Kulik, J. A. and Kulik, C-L, Effectiveness of Computer based Instruction, School Library Media Quarterly, 17, 156-159, 1989.

- Linda Darling, Harmmond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.

- Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. Routledge: New York.

- Maitreya Balsara: Administration and Reorganisation of Teacher Education, New Delhi, Kanishka, 2002.

- Mangla, Sheela (2000) Teacher Education: Trends Strategies, Radha Publishing, New Delhi.

- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.

- Teacher Education in Pakistan (2009). AIOU, Islamabad.

Title: Qualitative Research Methods in Education

Course code EDU- 7102

Credit Hrs: 03

Course Description

The purpose of this course is to introduce students to the theories and practices of qualitative inquiry. From this course students will develop the skills both to critically read qualitative studies of education and design their own research studies.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Effectively design, collect, organize, and analyse data and then to present results to the scientific community

2. Use the Internet as both a resource and a means for accessing qualitative data

3. Recognize the importance of ethical concerns before they actually begin the research collection, organization, and analytic process

4. Understand basic elements associated with researcher reflexivity and research voice

Unit 1: Introduction to Research

1.1 Nature, need and importance of research

1.2 Defining Qualitative Research

1.3 Nature and perspectives

1.4 Characteristics and importance of qualitative research

1.5 Comparisons between Qualitative and quantitative research

Unit 2: Problem Identification

2.1 What Is a Research Problem and Why Is It Important?

How Does the Research Problem Differ from Other Parts of Research?

Can and Should Problems Be Researched?

Can You Gain Access to People and Sites? Can You Find Time, Locate Resources, and

Use Your Skills? 61 • Should the Problem Be Researched?

How Does the Research Problem Differ in Quantitative and Qualitative Research?

How Do You Write a "Statement of the Problem" Section?

The Topic

The Research Problem

Justification of the Importance of the Problem

Deficiencies in What We Know

The Audience

What Are Some Strategies for Writing the "Statement of the Problem" Section?

Unit 3: Literature review

What Is a Literature Review and Why Is It Important?

How Does the Literature Review Differ for Quantitative and Qualitative Studies?

What Are the Five Steps in Conducting a Literature Review?

Identify Key Terms

Locate Literature

Critically Evaluate and Select the Literature

Organize the Literature

Write a Literature Review

Literature Review Analysis in a Qualitative Study

Unit 4: Specifying a Purpose and Research Questions

What Are Purpose Statements, Research Questions, and Objectives?

Why Are These Statements and Questions Important?

How Do You Design Qualitative Purpose Statements and Research Questions?

The Central Phenomenon in Qualitative Research

Emerging Processes in Qualitative Research

Writing Qualitative Purpose Statements

Writing Qualitative Research Questions

Unit 5: Collecting Qualitative Data

What Are the Five Process Steps in Qualitative Data Collection?

What Are the Different Sampling Approaches for Selecting Participants and Sites?

Purposeful Sampling Sample Size or Number of Research Sites

What Types of Permissions Will Be Required to Gain Access to Participants and Sites?

Seek Institutional Review Board Approval

Gatekeepers

What Types of Qualitative Data Will You Collect?

Observations

Interviews

Documents

Audio visual Materials

What Procedures Will Be Used to Record Data?

Using Protocols

What Field and Ethical Issues Need to Be Anticipated?

Unit 6: Analyzing and Interpreting Qualitative Data

What Are the Six Steps in Analyzing and Interpreting Qualitative Data?

How Do You Prepare and Organize the Data for Analysis?

Organize Data

Transcribe Data

Analyze by Hand or Computer

Use of Qualitative Computer Programs

How Do You Explore and Code the Data?

Explore the General Sense of the Data

Code the Data

How Do You Use Codes to Build Description and Themes?

How Do You Represent and Report Findings?

Representing Findings

 Reporting Findings

How Do You Interpret Findings?

Summarize Findings

Convey Personal Reflections

Make Comparisons to the Literature

Offer Limitations and Suggestions for Future Research

How Do You Validate the Accuracy of Your Findings

Unit 7: Writing and Reporting Qualitative Research

Unit 8: Major types of qualitative research

Biography

Case study

Ethnography

Phenomenology

Grounded Theory

Feminist theory

Reference Material:

- Cresswell, J.W (2015) Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.
- Berg, B. L. (2012). Qualitative Research Methods for the Social Sciences. Pearson.
- Bogdan, R. & Taylor, S. J. (1975). Introduction to Qualitative Research. London : Routledge
- Bogdan, R. C. & Bicklen, S. K. (1982). Qualitative Research for Education. London: Routledge
- Cohen, L. & Manion, L. (1990). Research Methods in Education. London: Routledge.
- Lincoln, Y. S & Guba, G. (1985). Naturalistic Inquiry. Baverly Hills: Sage Publications

Title: Advance Course on Educational Psychology

Course Code EDU-7103

Credit Hrs: 3

Course Description:

The course has been designed as a one-semester graduate introduction to major theories, issues and research relating teaching and learning processes and human growth and development, with particular attention on the range of learning theories that have evolved during the second half of the 20th century. The course will focus on building a foundation of knowledge and experience about changes humans undergo psychologically, physically, socially, affectively and culturally that influence their learning and further development.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Identify major theories and fields of study in human development and human learning
2. Relate the study of human development and learning theory to specific instructional procedures, issues and contexts.
3. Distinguish between types of theories and their applications in varied and appropriate learning situations.

Unit 1: Introduction to Educational Psychology

1.1 Meaning and concept of Psychology

1.2 Educational Psychology

1.3 Methods of educational psychology

Unit 2: Human Growth and Development

2.1 Human Development

2.2 Stages of Human development

2.3 Theories of Human development

Unit 3: Psychology of Individual Difference

3.1 Introduction to Individual differences

3.2 Nature of Gifted Children

3.3 Educational Implications

Unit 4: The Learning Process

4.1 Nature of Learning

4.2 Theories of Learning

Unit 5: Motivation

5.1 Meaning of Motivation

5.2 Types of motivation

5.3 Motivation in Classroom learning

Unit 6: Emotional and Social Development

6.1 Nature of Emotions

6.2 Theories of emotional development

6.3 Theories of Social Development

Unit 8: Self and Personality

8.1 Concept of self

8.2 Factors of influencing Personality

8.3 Personality Theories

8.4 Personality Assessment

Unit 9: Effective Teaching Skills

9.1 Model of Teaching

9.2 Effective Teaching Skills

Reference Material:

- Ormrod, J. E. (2003). Educational Psychology: developing learners (4th Ed.). New Jersey: Merrill Prentice Hall.
- Child, D. (2004). Psychology and the teacher (7th Ed.). New York: Continuum.
- Feldman, R. S. (2003). Essentials of Understanding Psychology (5th Ed.). New York: McGraw Hill Companies, Inc.
- Gibb, S. (2002). Learning and Development. New York: Palgrave Macmillan.
- Nayak, A. K., & Rao, V. K. (2002). Educational Psychology. New Delhi: APH
- Santrock, J. W. (2006). Educational Psychology. Boston: McGraw Hill.
- Sprinthall, N. A. & Sprinthall, R. C. (1990). Educational Psychology: A developmental approach. Singapore: McGraw Hill.

Title: Educational Testing Measurement and Evaluation

Course Code: EDU-7104

Credit Hrs: 03

Course Description:

Evaluation plays a pivotal role in deciding what the learners learn and what the teachers teach in schools. The course deals with the concepts important to the measurement and assessment in education. Discussion of types of informal and formal assessment; the purpose of assessment; the development and use of valid, reliable objective testing tools are of main significance for teachers and prospective researchers to become successful classroom evaluators and conduct research.

Learning Outcomes:

To enable students to:

1. understand the meaning, trends and functions of testing measurement & evaluation.

2. relate educational objectives with evaluation.

3. understand the interpretation of test scores.

4. plan, prepare and administer researcher made test.

5. understand types and qualities of a testing tool.

6. get acquainted with various examination reforms and alternative testing and evaluation strategies.

7. get develop ability to apply theoretical knowledge gained through the course.

Unit: 1 Basics of Measurement and Evaluation

1.1 Concepts of measurement, testing and evaluation with reference to process of education.

1.2 Functions of measurement, testing and evaluation in education.

1.3 Educational Measurement trends.

1.4 Types of Evaluation-formal, informal, oral, written, formative, and summative.

Unit: 2 Nature and administration of tests.

2.1 Criteria of good test.

2.2 Types of tests: Psychological, reference, diagnostic

2.3 Steps of construction and administration of researcher made test.

2.4 Standardization of test.

2.5 Administrate concerns.

Unit 3: Instructional goals and objectives as foundation of Testing

3.1 Bloom's taxonomy of objectives

3.2 Solo taxonomy

3.3 Instructional objectives as learning outcomes

3.4 Methods of stating instructional objectives

  General Instructional objectives

  Specific learning outcomes

Unit 4: Types of Tests

4.1 Criterion referenced tests

4.2 Norm referenced tests

Unit 5: Qualities of a Testing tool

5.1 Validity

5.2 Reliability

5.3 Usability

Unit 6: Examination reforms

6.1 Grading, marking and credit system.

6.2 Alternative assessment strategies- rubric, performance based assessment.

6.3 Question Bank.

6.4 Continuous and comprehensive evaluation.

6.5 Moderation and revaluation.

6.6 Online assessment tools

Reference Material:

- Banks, S. R. (2005). Classroom assessment issues and practices. Prentice Hall: USA.
- Haladyna, T. M. (1994). Developing and validating multiple-choice test items. Hillsdale: Lawrence Erlbaum.
- Grounlund, N. E. and Linn, R. L. (1990). Measurement and evaluation. Alaska: Peacock Publishers Inc.
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- Linn, R. L., & Gronlund, N. E. (2000). Measurement and assessment in teaching. Pearson: Singapore.
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- Thorndike, R. M. & others (1991). Measurement and evaluation in psychology and education. New York: Mcmillan Publishing Company.
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- Worthen, B. R., White, K. R., Fan, X., & Sudweeks, K. R. (n.d). Measurement and assessment in schools. Longman: London.
- Journal of Technology, Learning, and Assessment http://ejournals.bc.edu/ojs/index.php/jtla/
- Practical Assessment, Research and Evaluation http://pareonline.net/ Pakistan Journal of Education http://www.aiou.edu.pk/PakistanJournals.asp

Title: Educational Change and Development

Course Code EDU-7201

Credit Hrs: 03

Course Description:

With the globalization and advancement in all the walks of life, education has also immensely transformed. This course will illuminate the concept of change in educational context along with the role education is playing to enhance the human capacity and capabilities of the individuals. The course will also highlight how education is playing a detrimental role in attaining the economic goals and to get the students acquaint with the new researchable areas in this field.

Learning Outcomes:
To enable students to:
1. To understand the concept of development in context of education.

2. To increase capacity and enhance well-being and role of education.

3. To understand the concept and process of economics consideration of education.

4. To understand the new trends in economics of education

5. To understand the theory of economics.

6. To acquaint the students with the concept of Educational planning to attend the goals of economic development.

7. To introduce the students to emerging areas for research between economics and education.

Unit 1: Introduction to Educational change and Development.

1.1 Educational and social development approaches

1.2 Education for development of responsible citizens.

1.3 Shifting paradigm views of education.

1.4 Environment education global warming.

1.5 Education for ensuring sustainable development.

Unit 2: Introduction of MLG (Millennium Learning Goal)

2.1 Development of individual capabilities

2.2 Education and the capabilities approaches

2.2.1 Life skill approach.

2.2.2 Learning to know developing reasoning.

2.2.3 Learning to be enhancing agency.

2.2.4 Learning to live together building potential through social capital.

 2.2.5 Learning to do functioning and capacities.

Unit 3: Role of Curriculum in educational Change and development

3.1 Determinants of Curriculum Development

3.2 Curriculum Development in Pakistan

3.3 Curriculum and Change

3.4 Issues in Curriculum Development

Unit 4: Development and Economic

4.1 History and Development of economics and Education-Concept, Nature and Scope

4.2 Inter-disciplinarily   between Economics and Education

4.3 Fiancé and Expenditure in education at different levels

4.4 Quality of Education and Economics factors.

Unit 5:- Recent trends and Theory in economics.

5.1 Theory related to the concept of Economics of Education

5.1.1 Human Capital Theory

5.1.2 Theory of Human development

5.1.3 Marxism Critique

5.2 Contribution by Nobel Economists

5.3 Public-Privet Partnership in Education

5.4 Education as investment for development

Reference Material:

- http://www.libraryworld.com/signup.html
- http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai
- http://serc.carleton.edu/sp/library/interdisciplinary/index.html
- http://www.econlib.org/library/Enc/Marxism.html
- http://en.wikipedia.org/wiki/Marx%27s_theory_of_human_nature
- http://www.e-booksdirectory.com/listing.php?category=526
- http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/educationfor-sustainable-development/
- http://ceoworks.org/services/life-skills-education/
- http://www.developmentinaction.org/development-education/what-is-developmenteducation.html
- http://www.edqual.org/publications/workingpaper/edqualwp13.pdf
- http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf http://www.cgdev.org/files/9815_file_WP97.pdf
- Print,M. (1993). Curriculum Development and Design, SRM Production, Malaysia.
- www.sussex.ac.uk/tldu/ideas/curr

Title: Quantitative Research Methods in Education

Course Code EDU-7202

Credit Hrs: 03

Course Description:

This course will help novice researchers to design, collect, and analyze quantitative data and then present their results to the scientific community. It stresses the importance of ethics in quantitative research and taking the time to properly design and think through any research endeavour.

Learning Outcomes:

It is hoped that the study of this course will enable the students to:

1. Comprehend different concepts related to quantitative research

2. Apply scientific method towards the solution of research problems

3. Follow the ethics of research

4. Employ different sampling techniques

5. Develop different kinds of research instruments

6. Write a good research report

Course Content:

Unit 1: Introduction to Research

1.1 Nature, need and importance of research

1.2 Scientific method and educational research

Unit 2: Problem Identification and Hypotheses Formulation

What Is a Research Problem and Why Is It Important?

How Does the Research Problem Differ from Other Parts of Research?

Can and Should Problems Be Researched?

Can You Gain Access to People and Sites? Can You Find Time, Locate Resources, and

Use Your Skills?

Should the Problem Be Researched?

How Does the Research Problem Differ in Quantitative and Qualitative Research?

How Do You Write a "Statement of the Problem" Section?

The Topic

The Research Problem

Justification of the Importance of the Problem

Deficiencies in What We Know

The Audience

What Are Some Strategies for Writing the "Statement of the Problem" Section in quantitative research?

Unit 3: Literature Review in Quantitative Research

What Is a Literature Review and Why Is It Important?

How Does the Literature Review Differ for Quantitative and Qualitative Studies?

What Are the Five Steps in Conducting a Literature Review?

Identify Key Terms

Locate Literature

Critically Evaluate and Select the Literature

Organize the Literature

Write a Literature Review

Literature Review Analysis in a Quantitative Study

Unit 4: Specifying a Purpose, objectives, Research Questions and Hypothesis

What Are Purpose Statements, Research Questions, Hypothesis and Objectives?

The Purpose Statement

Research Questions

Hypotheses

Research Objectives

Why Are These Statements and Questions Important?

How Do You Design Quantitative Purpose Statements, Research Questions, and Hypotheses?

Specify Variables

The Family of Variables

Theories and Testing of Variables

Writing Quantitative Purpose Statements

Writing Quantitative Research Questions

Writing Quantitative Hypotheses

Unit 5: Collecting Quantitative Data

Five Steps in the Process of Data Collection

What Participants Will You Study?

Identify Your Unit of Analysis

Specify the Population and Sample

What Permissions Will You Need?

Obtain Different Types of Permissions

Obtain Informed Consent

What Information Will You Collect?

Specify Variables from Research Questions and Hypotheses

Operationally Define Each Variable

Choose Types of Data and Measures

What Instrument Will You Use to Collect Data?

Locate or Develop an Instrument

Search for an Instrument

Criteria for Choosing a Good Instrument

Interval/Ratio Scales

How Will You Administer the Data Collection?

Standardization

Ethical Issues

Unit 6: Analyzing and Interpreting Quantitative Data

What Are the Steps in the Process of Quantitative Data Analysis?

How Do You Prepare the Data for Analysis?

Score the Data

Determine the Types of Scores to Analyze

Select a Statistical Program

Input Data Clean and Account for Missing Data

How Do You Analyze the Data?

Conduct Descriptive Analysis

Conduct Inferential Analysis

How Do You Report the Results?

Tables

Figures

Present Results

How Do You Interpret the Results?

Summarize the Major Results

Explain Why the Results Occurred Advance Limitations

Suggest Future Research

Unit 7: Quantitative Research Designs

6.1 Experimental Designs

6.2 Correlational Designs

6.3 Survey Designs

Unit 9: Writing and Reporting a quantitative Research

Reference Material:

- Cresswell, J.W (2015) Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.
- Gaciu, N. (2020). *Understanding Quantitative Data in Educational Research*. SAGE.
- Muijs, D. (2010). *Doing quantitative research in education with SPSS*. Sage.
- McMillan, J. H., & Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry, MyEducationLab Series. *Pearson*.
- Roni, S. M., Merga, M. K., & Morris, J. E. (2020). Conducting quantitative research in education. Springer.
- Best, J. W., & Kahn, J. V. (1999). Research in education. Prentice Hall: New Delhi.

- Cohen, L. Manion, L. and Morrison, K. (2007) Research methods in education (5th edition). London: Routledge.
- Field, A. and Hole G. (2007) How to design and report experiments. London: Sage Publications.
- Fraenklen, J. R. and Wallen, N. E. (2000) How to design and evaluate research in education (4th edition). New York: McGraw Hill Book Co.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). Educational research: An introduction (7 th edition). Boston, MA: Allyn and Bacon.

Title: Trends and Issues in Teacher Education

Course Code EDU-7203

Credit Hrs: 03

Course Description:

The course has been designed to introduce the students with the major issues and trends relating to teacher education which have evolved recently. Teacher preparation has been a subject of discussion at all levels, from the governments, ministries, schools and teachers themselves. The course will also emphasize the need and role of educational technology and ICT in present and future perspectives.

Learning Outcomes:

To enable student to:-

1. Understand the importance of interdisciplinary approach and its use in finding out solutions to educational problems.

2. Understand the concept of non-formal education.

3. Understand the concept of lifelong education and its various types.

4. Acquaint them with various uses of technology in the exposition and extension of education.

5. Interpret the concept of equalization of educational opportunities in its proper spirit.

6. Understand the changing demands of the modern society from the teaching profession.

7. Review the researches in modern trend in education.

Unit: 1 Interdisciplinary Approach for problems in Education

1.1 Interdisciplinary - concept, need and scope.

1.2 Interdisciplinary approaches.

1.3 Research based curriculum development

1.4 Globalization and national objectives of education.

Unit: 2 Approaches and process of Learning

2.1 Approaches –

2.1.1 Lifelong Learning

2.1.2   Distance Learning

2.1.3 Co-operative Learning

2.1.4   Blended Learning

2.1.5   Flexi Space Learning

2.1.6 Reflective Learning

2.2 Processes

2.2.1 Inquiry Based Learning

2.2.2 Brain Based Learning

2.2.3 Media literary and Learning

Unit: 3 New Trends in Education

3.1. Inclusive Education

3.2 ICT in Education

3.3 Life Skill Education

3.4 Multicultural Education

3.5 Alternative Assessment

3.6 Social Constructivism

Unit 4: Models of Teaching

4.1 Glazer

4.2 Bruner

4.3 Piaget

4.4 Gagner & Flanders

Unit: 5 Issues in Teacher Education

5.1 Educational Policies

5.2 Wellbeing Education

5.3 Comparative Education

5.4 Development Education

5.5 Citizenship Education

5.6 Economics of Education

Reference Material:

- http://mu.ac.in/myweb_test/MA%20Teacher%Education/Chapter-7A_1.pdf
- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195203_hager.pdf
- Shaikh .I.R. (2013) Educational Technology and ICT, McGraw Hill, New Delhi, India.
- Teacher Education in Pakistan (2009) AIOU, Islamabad
- Trends and issues in Teacher Education. (2010) AIOU, Islamabad
- www1.chapman.edu/ITE/.com

Title: Educational Policy, Planning and Management

Course Code: EDU-7204

Credit Hrs: 3

Course Description:

This course on Educational Policy, Planning and Management is intended to introduce the scholars to the concepts and the societal context of educational policy, planning and management. The scholars will gain some basic understanding of educational policies and planning in the Pakistani context. The course will help them to understand the structure and the directions in which the education system has progressed on various issues related to policy and planning. Policy responses to issues will be explored in terms of their impact on public administration of education, on educational planning and management of educational services. The scholars should be able to identify suitable research questions to be pursued in the course of their M.Phil. studies.

Learning Outcomes:

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

equip scholars with the core understanding of policy making and planning in education.

provide a foundation in educational policy and planning and enable scholars to identify research problems on issues related to policy and planning.

1. Explain the philosophy and concept of Educational planning and management in relation to educational system.
2. Understand the process of planning and management, monitoring, leadership and evaluation.
3. Develop skills to train personnel in planning and management and demonstrate a leadership role.

4. to critically analyse internal management structures and processes that characterize educational administration at different levels and sectors and also to some critical issues in contemporary educational administration

Course Outline

Unit 1: Theoretical Aspects of Policy, Planning and Implementation

Unit 2: Framework for Policy Making in Education in Pakistan

Unit 3: Dynamics of Policy Making: Sectoral Issues

Unit 4: Conceptual Framework for Education Planning

Unit 5: Techniques and Methods of Planning

Unit 6: Education Planning in Pakistan

Unit 7: Planning and Finance

Unit 8: Theory and Concepts in Educational Administration and Management

Unit 9: System of Governance

Unit10: Internal Management Structures

Unit 11: Management of Finance

Unit 12: Human Resource Management

Unit 13: Contemporary Issues in Educational Management

Reference Material:

Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214.

2. Basu, Aparna (1972). Essays in the History of Indian Education. New Delhi: Concept.

3. Bray, Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nd ed), Paris: UNESCO, IIEP.

4. Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, The Netherlands.

5. Gronn, Peter (2003). New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.

6. Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership, Westport: Bergin, and Avery.

7. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi: The European Commission.

8. Latchem, C. and Hanna, D (2001). Leadership for 21st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.

9. Moon, Bob, Butcher, John and Bird, Elizabeth (eds.) (2000). Leading Professional Development in Education. London: Routledge.

10. Ball Stephen J (2003). Class Strategies and the Education Market, The Middle Classes and Social Advantage, Routledge Falmer, Taylor & Frances Group.

11. Bell & Bell (2006). Education Policy and Social Class, Routledge.

12. Blaug, Mark (ed.) (1992). The Economic Value of Education. Hants, England: Edward Elgar.   4. Bottery Mike (2000). Education, Policy & Ethics, Continuum, London.

13. Boyd W L & Kerchner CT (eds.) (1987). The Politics of Excellence and Choice in Education; New York: The Falmer Press.

14. Chambers, F. & Forth, I (1995). A Recipe for Planning a Project : A Novice Manager's Guide to Small Research Project Design, International Journal of Educational Development, 15 (1).

15. Fitz J, Davies B. and Evans J (2006). Educational Policy and Social Reproduction: Class Inscription and Symbolic Control. London and New York: Routledge Taylor & Francis Group.

PhD in Education

Introduction

The programme is designed to enhance the research capacity of scholars from varied backgrounds and provide a strong positioning in different areas of education as it offers specialization in three different area of education. PhD programme will include Core courses and Area of Specialization along with a collateral course. In addition all the students will be required to undertake a research thesis. The course will help to cultivate a coherent conceptualization of educational research.

Objectives:

The program will assist the researchers to;

- Appreciate that core courses would help to enhance efficiency, effectiveness, quality and excellence in the contemporary field of education
- Develop an understanding about problems of education and methodology to explore alternative solutions through hands on research.
- Develop competency in undertaking leadership in the areas of School Education and Teacher Education
- Develop proficiency in undertaking independent level research projects in their priority areas of research

Eligibility for admission to PhD in Education (As Laid down by the department)

- MS/ M.Phil. with minimum GPA 3.00/4.00 or 65 % marks in annual system with no 3rd div in the academic career
- GRE/ GAT (Subject) with minimum 60 % score.
- Preferences will be given those having teaching/ Administrative experience in the field of Education and have research publication.
- MS/ M.Phil with thesis
- Tentative Research Proposal
- Passing the interview conducted by the admission committee of the department will be mandatory for the admission.
- The admission will be subjected to the provision of the character certificate from the last degree institution

SCHEME OF STUDIES

Areas of Specialization

1. **Teacher Education**

Course Code	Title of subject	Credit Hrs	Course category
EDU-8101	Comparative Perspective of Education	03	Core
EDU-8102	Instrumentation in Educational Research	03	Core
EDU-8103	E-learning	03	Core
EDU-8001	Discourse Analysis	03	Specialization
EDU-8002	Emerging Trends in Pedagogy	03	Specialization
EDU-8003 EDU-8004 EDU-8005	i. Education Leadership and Management (03) ii. Adult and Lifelong education (03) iii. Human Resource Management in Distance Education (03)	03	Collateral *
	TOTAL	**18**	

2. Educational Policy, Management and Leadership

Course Codes	Title of subject	Credit Hrs	Course category
EDU-8101	Comparative Perspective of Education	03	Core

EDU-8102	Instrumentation in Educational Research	03	Core
EDU-8103	E-learning	03	Core
EDU-8006	Human Resource Management	03	Specialization
EDU-8003	Educational Leadership and Management	03	Specialization
EDU-8001 EDU-8002 EDU-8004	i. Discourse Analysis (03) ii. Emerging Trends in Pedagogy (03) iii. Adult and Lifelong Education (03)	03	Collateral *
	TOTAL	**18**	

*student will pick one course from collateral category of 03 credit hrs.

3. Distance Education

Course Codes	Title of subject	Credit Hrs	Course category
EDU-8101	Comparative Perspective of Education	03	Core
EDU-8102	Instrumentation in Educational Research	03	Core
EDU-8103	E-learning	03	Core
EDU-8004	Adult and Lifelong Education	03	Specialization
EDU-8005	Human Resource Management in Distance education	03	Specialization
EDU-8003	i. Educational Leadership and Management (03) ii. Emerging Trends in	03	Collateral *

EDU-8002 EDU-8001	Pedagogy (03) iii. Discourse Analysis (03)		
	TOTAL	**18**	

*student will pick one course from collateral category of 03 credit hrs.

		Total Credit hrs.
I	**Core Courses**	**09**
ii	**Elective Courses/Area of Specialization**	**06**
iii	**Collateral Course**	**03**
iv	**Thesis**	**50**
v	**Seminars**	**2**
	TOTAL Credit hours	**70**

EDU-8000   **Thesis**   **50 Credit Hrs**

EDU-7998   **Seminar I**   **1 Credit Hrs**

EDU-7999   **Seminar II**   **1 Credit Hrs**

Summary

<center>**Title: Comparative Perspective of Education**</center>

<center>**Course Code: EDU-8101**</center>

<center>**Credit Hrs: 3**</center>

Course Description:

This course will introduce students to comparative education, its methods and perspectives, with specific focus on the dynamics of international development. The course is structured around different approaches within comparative education different methods in comparative studies. The discussion will include case study analysis, reflecting current issues in different regions/countries, involvement of national and international agencies, and the theoretical approaches of comparative education.

Learning outcomes:

After studying the course students will be able to:

1. describe purpose of comparative education.
2. explain the appropriate use of comparative methods in education.
3. describe the similarities and differences in international education systems in education.
4. identify similarities and differences among educational systems as well as strengths and weaknesses within each system.
5. compare and contrast educational systems and enhance capacity to draw some lessons from various systems of education.

CONTENTS

Unit-1 Conceptual framework of Comparative Education

1.1 Meaning, Nature and Definition of Comparative Education

1.2 Comparative Education as an emerging science

1.3 The purpose of Comparative Education

1.4 The method of Comparative Education

1.5 Comparative Education versus International Education

Unit-2 Comparative Methods in Education

2.1 Bereday's Four Stage Method

2.2 Holmeis' problem solving approach

2.3 Eckstein and Noah's scientific method

Unit-3 Approaches of Comparative Education

3.1 Problem approach

3.2 Case Study approach

3.3 Historical approach

3.4 Philosophical approach

3.5 Gastronomic approach

Unit-4 Contemporary Philosophy of Education

4.1 Perennialism

4.2 Essentialism

4.3 Progressivism

4.4 Deconstructionism

4.5 Eclecticism in Education

4.6 Islamic Philosophy of Education

4.7 Analysis of Philosophical thoughts

Unit-5 Comparative Aspects of Learning

5.1 Classical Conditioning

5.2 Operant Conditioning

5.3 Trial and Error Learning

5.4 Cognitive Development

5.5 Social Learning

Unit-6 Education system in USA

6.1 Background information

6.2 Curriculum

6.3 Teacher Education

6.4 Examination

6.5 Planning and Management

6.6 Financing

Unit-7 Education system in China

7.1 Background information

7.2 Curriculum

7.3 Teacher Education

7.4 Examination

7.5 Planning and Management

7.6 Financing

Unit-8 Education system in Malaysia

8.1 Background information

8.2 Curriculum

8.3 Teacher Education

8.4 Examination

8.5 Planning and Management

8.6 Financing

Unit-9 Education system in India

9.1 Background information

9.2 Curriculum

9.3 Teacher Education

9.4 Examination

9.5 Planning and Management

9.6 Financing

Unit-10 Education system in UK

10.1 Background information

10.2 Curriculum

10.3 Teacher Education

10.4 Examination

10.5 Planning and Management

10.6 Financing

Unit-11 Education system in South Korea

11.1 Background information

11.2 Curriculum

11.3 Teacher Education

11.4 Examination

11.5 Planning and Management

11.6 Financing

Reference Material:

- Behr, A.L. (1984). A educational dispensation for the RSA. Publication series of SAAAE
- Fafunwa, Babs A, &Aisiku, J.U. (1982) Education in Africa: A Comparative survey. Allen &Unwin:London
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- Hughes, J.M. & Schultz, F.M. (1976). Education in America 4th.ed. Harper & Row: New York
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- Stone. H.J. (1981) The common and Diverse. A Profile of Comparative Education. McGraw-Hill: Johannesburg
- Vos. A.J. Birts. V.M. (1988). Comparative and International Education for Student Teachers. 2nd. Butterworths, Durban
- Woolfolk, A., Winne, P.H., and Perry, N.E. (2006). Educational Psychology, Canadian 3rd Edition. Toronto: Pearson.

Title: E-Learning

Credit Hrs: 03

Course Code: EDU-8103

Course Description:

The emphasis of the course is to provide the knowledge and skills necessary to develop and deliver effective online courses, training programs, and learning units. Specific topics to be covered include: management of eLearning projects, needs assessment and audience analysis, creation and editing of documents, images, audio, and video. An important goal of the course is to arm students with the ability to create media for use in an online course.

Learning Outcomes:

To enable the learner:

1. To become effective user of technology in education and research.
2. To integrate of emerging trend of E-Learning in educational process.
3. To get acquainted with e-learning and development of ICT.
4. To get develop ability to apply theoretical knowledge gained through the course.

Unit 1. Role and Function of Theory in E-Learning

1.1 Foundations of Educational Theory for E-Learning

1.2 Toward a Theory of E-Learning

1.3 Value Chain Analysis: A Strategic Approach to E-Learning

1.4 E- learning: scope, trends, attributes, opportunities

1.5 Global View of E-Learning and educational technology

Unit 2. Infrastructure and Support for Content Development

2.1 Educational Technology as a system approach

2.2 Developing an Infrastructure for E-Learning

2.3 Technologies of E-Learning

2.4 Media Characteristics and Online Learning Technology

Unit 3. Design and Development of E- Learning Courses

3.1 The Development of E- Learning Courses

3.2 Developing Team Skills and Accomplishing Team Projects Online

3.3 Copyright Issues in E- Learning Courses: A Moment in Time

3.4 Value Added—The Editor in Design and Development of E- Learning Courses

Unit 4. ICT and Multimedia

4.1 Communication for Education & training.

4.2 Process of communication

4.3 Modes of communication- Berlo model, Shanon's model, George Gerbuner model

4.4 Instructional system design

4.5 Multimedia application- CAI, CAL, CBT.

4.6 Multimedia and visual reality

4.7 Mass media /print media- approach

Unit 5. Delivery, Quality Control, and Student Support of Online Courses

5.1 Teaching in an E-Learning Context

5.2 Call Centers in Distance Education

5.3 Supporting Asynchronous Discussions among E-Learners

5.4 Library Support for E-Learners: e-Resources, e-Services, and the Human Factors

5.5 Supporting the E-Learner

Unit 6. Evaluation in E- Learning

6.1 E-learning - assessment and feedback mechanism

6.2 Evaluation- impact of E-learning

6.3 E-portfolio and its Evaluation

6.4 Quality in E-Learning

6.5 Issues and Trends in E-Learning in Pakistan

Reference Material:

- Mason Robin & Frank R. (2006) . E-learning - The key concepts . Routledge, New York.
- Pathak, R.P. & Chaudhary, J (2012). Educational Technology , Pearson, New Delhi.
- Richard Andrews & Caroline (2007). E-learning Research - A handbook of , SAGE, New Delhi.

- Sharma, R.N. & Chandra, S.S. (2003) Advanced Educational Technology, Atlantic Publications Distributor, New Delhi.
- Garrison. R. (2011) E-Learning in the 21st Century: A Framework for Research and Practice   Taylor & Francis
- Anderson, T & Elloumi, F Eds. (2008) The Theory and Practice of Online Learning Athabasca University Press,

Title: Emerging Trends in Pedagogy

Credit Hrs: 3

Course Code: EDU-8002

Course Description:

The course focuses to get students acquaint with the paradigm shift in pedagogy from conventional classroom teaching to the use of ICT, internal disciplinary learning, self-regulated learning, metacognition. The course aims to equip the students with the ability to carry out research in any of the emerging trends in pedagogy.

Learning outcomes:

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

1.   identify current advancements in pedagogical practices

2.   explore emerging trends in pedagogical practices

3.   replicate in their practice and to inform such critical reflection by extending their knowledge of professional studies and practices, both on the discipline and in the classroom

CONTENTS

Unit-1 Introduction

1.1 Introduction

1.2 Learning and role of circumstances in Meaningful Learning

1.3 Fundamental Principles of Meaningful Learning

1.4 Contribution of Technology for Learning and Development

Unit-2   Pedagogy and Andragogy

2.1 Introduction: Pedagogy and Andragogy

2.2 Relationship of Pedagogy and Andragogy

2.3 Pedagogical and Andragogical Models

2.4 Moving from Pedagogy to Andragogy: A Critical anylysis

2.5 Philosophical Implications of Adragogical Assumptions

Unit-3   Instructional Designs and Instructional Technology

3.1 Instructional Designs

3.2 Instructional Design and Learning Theory

3.3 Constructivism and Instructional Design

3.4 Constructivism and Technology

3.5 Teacher's Role in Constructivist Environment

Unit-4   Self-Regulated Learning

4.1 Self-Regulated Learning

4.2 Principles and Practices of Self-Regulated Learning

4.3 Self-Regulated Learning, Contextual Teaching and Teacher Preparation

4.4 Importance of Self-Regulated Learning for Teachers

4.5 Principles and Guidelines for Enhancing Self-Regulation

4.6 Motivating Students for Self- Regulated Learning

Unit-5   Interdisciplinary Learning

5.1 Integrative Learning

5.2 Concept of Interdisciplinary Studies

5.3 significance of Integrative Learning

5.4 Pedagogies and Strategies for Integrative Interdisciplinary Learning

5.5 Emerging Trends in Integrative Learning

5.6 Integrative learning and appraisal

Unit-6   Metacognition

6.1 Concept of Metacognition

6.2 Phases of Metacognition

6.3 Metacognitive Knowledge and Metacognitive Skills

6.4 Metacognitive Strategies for appropriate Learning

6.5 Metacognition and Its Implications on Pedagogy

Unit-7   Emotional Intelligence

7.1 Emotional Intelligence

7.2 Emotional Intelligence and other types of Intelligence

7.3 Models of Emotional Intelligence

7.4 Emotional Intelligence and Teaching Situation

7.5 Emotional Intelligence and classroom practices

Unit-8   ICT and Teacher Training

8.1 Teacher Training Approaches

8.2 Use of ICT in Teacher Training

8.3 Use of ICT: as a Part of Teaching Methods

8.4 Teachers and Technology: Enhancing technology competencies for pre-

Service teachers

8.5 ICT used to Facilitate Professional Development and Network

Reference Material:

Cherry, K. (2011). Hierarchy of Needs: The Five Levels of Maslow's Hierarchy of Needs. About.com. URL: http:// psychology. about.com/ od/ theoriesofpersonality /a/ hierarchyneeds.htm

Schulman, Lee. 1987. "Knowledge and Teaching: Foundations of the New Reform." Harvard

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Tomei, Lawrence A. (2011). Advancing Education with Information Communication Technologies: Facilitating New Trends. Robert Morris University, USA

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Title: Instrumentation in Educational Research

Credit Hrs: 3

Course Code: EDU-8102

Course Description:

The course will allow the researcher to get through command on the instrumentation which is a key to the educational research. The course will cover all the major and minor descriptive statistics, probability, inference, correlation and test construction.

Learning Outcomes

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

- Understand the concepts of descriptive statistics
- Apply the concepts of Inference and Prediction in their research topics
- Use different techniques of test construction maintaining the validity and reliability of research.
- Develop a research project with informed choices about instrumentation.

Part-1. Descriptive Statistics

Unit-1 The frequency distribution.

Unit-2 Measures of central tendency

Unit-3 Measures of variability

Unit-4 Cumulative Distributions, Graphics Methods, Percentiles.

Unit-5 The Normal Distribution

Unit-6 Contents

Unit-7 Linear Correlation

Part-2. Inference and Prediction

Unit-8 Regression and Prediction

Unit-9 The significance of mean and other Statistics

Unit-10 The significance of difference between means and other

Unit-11 Testing Experimental Hypothesis

Unit-12 Analysis of Variance

Part-3 Correlation and test Construction

Unit-13 The scaling of mental tests

Unit-14 The reliability and validity of test scores

Unit-15 Methods of correlations

Unit-16 Partial and multiple correlations

Unit-17 Multiple correlation in test selection

Unit-18 Derivations of key formulas and same additional techniques

Reference Material:

- Haladyna, T. M. (1994). Developing and validating multiple-choice test items. Hillsdale: Lawrence Erlbaum.

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- Grounlund, N. E. and Linn, R. L. (1990). Measurement and evaluation. Alaska: Peacock Publishers Inc.

- Kubiszyn, T. & Borich, G. (2004). Educational testing and measurement. Willy: Singapore.

- Linn, R. (Ed.), Educational measurement, (3rd ed.). Washington, D.C.: American Council on Education.

- Linn, R. L., & Gronlund, N. E. (2000). Measurement and assessment in teaching. Pearson: Singapore.

- McDaniel, E. (1994). Understanding educational measurement. WCB: USA.

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- Wiggins, G. (1998). Educative assessment. Jossey Bass: USA.

- Worthen, B. R., White, K. R., Fan, X., & Sudweeks, K. R. (n.d). Measurement and assessment in schools. Longman: London.

- Journal of Technology, Learning, and Assessment http://ejournals.bc.edu/ojs/index.php/jtla/

- Practical Assessment, Research and Evaluation http://pareonline.net/ Pakistan Journal of Education http://www.aiou.edu.pk/PakistanJournals.asp

Title: Human Resource Management in Distance Education

Credit Hrs: 3

Course Code EDU-8005

Course Description:

This course examines how to manage human resources effectively in distance learning impacting educational achievement. Among the topics included are: the concept and system of distance learning; formulation and implementation of human resource strategy for distance learning; contemporary themes and practices; quality assurance in distance learning; and the evaluation of the effectiveness of human resource management frameworks and practices.

Learning outcomes:

After studying the course students will be able to:-

1. describe conceptual framework of distance education.
2. demonstrate an understanding of the human resource management in education
3. provide an integrative understanding of functions of HRM in managing distance learning
4. provide an understanding of the roles and responsibilities of HR professionals from a systemic, strategic perspective.
5. Understand the contemporary practices in distance education.
6. appreciate the need for equal opportunity and apply principles learned to the implementation of equal opportunity in the distance lerarning organization.
7. elaborate distance education technologies.
8. analyze quality assurance procedures in distance learning.

CONTENTS

Unit –1 Introduction: Distance Education

1.1 Concept of Distance Education

1.2 Historical Development of Distance Education

1.3 Conceptual Frame Work

1.4 Different Theories of Distance Education

1.5 Difference among Flexi-Study and Distance Education
1.6 HRM in Distance Education

Unit -2 Modes of Distance Education

2.1 Correspondence Study

2.2 Pre Recorded Media

2.3 Two Way Audio

2.4 Two Way Audio with Graphics

2.5 Two Way Audio / Video, Desktop Two Way Audio / Video

Unit-3: Managing a Learning Organization

3.1 The Concept of Learning Organization

3.2 Managing Equal opportunities

3.3 Managing Stress

3.4 Managing Motivation

3.5 Managing a Team Based Approach

3.6 Managing Recruitment and Selection

Unit -4Instructional Techniques in Distance Education

4.1 Foundations of Instructional Design

4.2 Systems and Sub Systems

4.3 Systems Theory

   a. Application of Systems in Distance Education

   b. Application of Systems in Instructional Design

4.4 Instructional Design Models

4.5 Media in Distance Education

Unit -5 Techniques of Analysis in Distance Education

5.1 Systems Analysis

5.2 Situation Analysis

5.3 Selection of Tasks

5.4   Need Analysis

5.5 Media Selection

   a. Cognitive, Affective, Psychomotor Domain

b. Internet Possibilities

c. Estimating Cost

Unit -6   Design and its Development in Distance Education

6.1   Entry Behavior, Formulation of Objectives

6.2   Development Tasks: Selection of Content

6.3   Selection and Sequence of Instructional Strategies

6.4   Learning Styles

6.5   Validation of Instructional Design

Unit -7 Quality Assurance in Distance Learning

7.1   Quality Concept, Quality Assurance: Concept

7.2   Quality Audit: Quality Assessment

7.3   Quality Control

7.4   Application of ISO 9000 in Instructional Design

7.5   Basic Quality Tools

a. Check Lists

b.   Flow Charts

c.   Graphs Histograms

d. Pareto Charts

f. Scatter Diagram

g. Control Charts

Unit-8: Contemporary Practice in HRM

8.1 Selecting and Developing Professionals

8.2 Remodelling: New Learning and Teaching Team

8.3 School and College Culture

8.4 Performance Review and Appraisal

Reference Material:

- Anglin, G. (Ed.) (1995). Instructional Technology; Past, Present, Future, Englewood, CO: Libraries Unlimited.
- Clerchan, R., Tuenbull, RiVance, S; Brown, A. (1999). Language and Learning Online: Web – based Dilivery of Core Communication Skills and Language Support, paper presented at HERDSA Conference, Melbourne, 12 – 15 July.
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<p align="center">**Title: Emerging Trends in Pedagogy**</p>

<p align="center">**Credit Hrs: 3**</p>

<p align="center">**Course Code: EDU-8002**</p>

Course Description:

The course focuses to get students acquaint with the paradigm shift in pedagogy from conventional classroom teaching to the use of ICT, internal disciplinary learning, self-regulated learning, metacognition. The course aims to equip the students with the ability to carry out research in any of the emerging trends in pedagogy.

Learning outcomes:

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

- identify current advancements in pedagogical practices
- explore emerging trends in pedagogical practices
- replicate in their practice and to inform such critical reflection by extending their knowledge of professional studies and practices, both on the discipline and in the classroom

CONTENTS

Unit-1 Introduction

1.1 Introduction

1.2 Learning and role of circumstances in Meaningful Learning

1.3 Fundamental Principles of Meaningful Learning

1.4 Contribution of Technology for Learning and Development

Unit-2   Pedagogy and Andragogy

2.1 Introduction: Pedagogy and Andragogy

2.2 Relationship of Pedagogy and Andragogy

2.3 Pedagogical and Andragogical Models

2.4 Moving from Pedagogy to Andragogy: A Critical anylysis

2.5 Philosophical Implications of Adragogical Assumptions

Unit-3   Instructional Designs and Instructional Technology

3.1 Instructional Designs

3.2 Instructional Design and Learning Theory

3.3 Constructivism and Instructional Design

3.4 Constructivism and Technology

3.5 Teacher's Role in Constructivist Environment

Unit-4   Self-Regulated Learning

4.1 Self-Regulated Learning

4.2 Principles and Practices of Self-Regulated Learning

4.3 Self-Regulated Learning, Contextual Teaching and Teacher Preparation

4.4 Importance of Self-Regulated Learning for Teachers

4.5 Principles and Guidelines for Enhancing Self-Regulation

4.6 Motivating Students for Self- Regulated Learning

Unit-5   Interdisciplinary Learning

5.1 Integrative Learning

5.2 Concept of Interdisciplinary Studies

5.3 significance of Integrative Learning

5.4 Pedagogies and Strategies for Integrative Interdisciplinary Learning

5.5 Emerging Trends in Integrative Learning

5.6 Integrative learning and appraisal

Unit-6   Metacognition

6.1 Concept of Metacognition

6.2 Phases of Metacognition

6.3 Metacognitive Knowledge and Metacognitive Skills

6.4 Metacognitive Strategies for appropriate Learning

6.5 Metacognition and Its Implications on Pedagogy

Unit-7   Emotional Intelligence

7.1 Emotional Intelligence

7.2 Emotional Intelligence and other types of Intelligence

7.3 Models of Emotional Intelligence

7.4 Emotional Intelligence and Teaching Situation

7.5 Emotional Intelligence and classroom practices

Unit-8   ICT and Teacher Training

8.1 Teacher Training Approaches

8.2 Use of ICT in Teacher Training

8.3 Use of ICT: as a Part of Teaching Methods

8.4 Teachers and Technology: Enhancing technology competencies for pre-

Service teachers

8.5 ICT used to Facilitate Professional Development and Network

Reference Material:

•   Cherry, K. (2011). Hierarchy of Needs: The Five Levels of Maslow's Hierarchy of Needs. About.com. URL: http:// psychology. about.com/ od/ theoriesofpersonality /a/ hierarchyneeds.htm

•   Schulman, Lee. 1987. "Knowledge and Teaching: Foundations of the New Reform." Harvard

•   Sikula (ed.), Handbook of Research on Teacher Education, Second Edition. New York:

•   Smith, B.O. 1980. Design for a School of Pedagogy. Washington, DC: U.S. Department of

•   Swarts, P. 2008. ICT as Core and Elective Subject: Issues to Consider. Accra: GeSCI Teachers College Press

•   Teun A Van Dijk (2011) Discourse Studies: A Multidisciplinary Introduction, Publishers: SAGE Publications Ltd. ISBN-10: 1848606486

•   Tomei, Lawrence A. (2011). Advancing Education with Information Communication Technologies: Facilitating New Trends. Robert Morris University, USA

•   UNESCO "ICT Competency Standards for Teachers" [Online]. Available from:

•   UNESCO Open Training Platform: http://opentraining.unesco-ci.org/cgibin/ http://portal.unesco.org/ci/en/ev.php-URL_ID=22997&URL_DO=DO_TOPIC&URL_SECTION=201.html [Accessed 28 September 2010]

Title: Discourse Analysis

Course Code: EDU-8001

Credit Hrs: 03

Course Description:

The primary aim of this introductory course to Discourse Analysis (DA) is to familiarise the researchers with the most prevailing theories and practices of research in the field. The topics covered in the course involve a summary of the basic concepts and main issues in DA, a brief history of DA, the analysis of texts and the study of textual features (the components of the 'science' of text, larger patterns in text, text typologies, genres, text cohesion and coherence, etc.), interaction and conversation analysis, discourse intonation, institutional discourse and critical DA. In addition, the course covers the discussion of possible research methodological problems related to research in DA (choice of data, means of data collection, methods of analysis, principal focuses of research, etc.)

Learning Outcomes:

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

1. develop your capacity for language analysis.

2. learn to apply academic knowledge and analysis to real world issues and problems.

3. develop a critical stance towards your social environment in its language aspects.

4. question and challenge social and intellectual authority and knowledge, including what is taught on the course.

5. be familiar with classical and contemporary approaches to analysing text and discourse.

6. know about, and be able to apply, a range of methods to describe and interpret texts.

7. have an understanding about the links between text, interaction and social context.

Unit-1 What is discourse?

1.1 Discourse and the sentence

1.2 Grammar within and beyond the sentence

1.3 Language in and out of context

1.4 Spoken vs. written discourse

Unit-2 Approaches to Discourse Analysis

2.1 Realist Analysis

2.2 Content analysis

2.3 Foucauldian Discourse analysis

2.4 Interpretive Repertoire Analysis

2.5 Conversational Analysis

2.6 Narrative Analysis

Unit-3 Discourse and Society

3.1 Discourse Communities and Speech

3.2 Speech Communities and Spoken and Written Discourse

3.3 Discourse and Language Choice

3.4 Discourse Social Class and Social Networks

3.5 Discourse and Gender

3.6 Discourse and Sexuality

3.7 Discourse and Identity

3.8 Discourse and Ideology

Unit-4 Discourse and Pragmatics

4.1 What is Pragmatics?

4.2 Language, Context and Discourse

4.3 Speech Act and Discourse

4.4 Cross cultural Pragmatics and Discourse

4.5 Conversational Implicature and Discourse

4.6 Politeness, Face and discourse

4.7 Politeness and Gender

Unit-5 Discourse and Genre

5.1 What is Genre?

5.2 Relationship between Genres

5.3 Written Genres across Cultures

5.4 Spoken Genres across Cultures

5.5 Steps in Genre Analysis

5.6 The Social and Cultural Content of Genre

5.7 Application of Genre Analysis

Unit-6 Critical Discourse Analysis (CDA)

 6.1 Discourse as a social and political enterprise

6.2 Different Approaches to CDA.

6.3 Common Features of CDA

 6.4 Fairclough's critical Discourse Analysis

Unit-7 Conducting Discourse Analysis

7.1 Developing a Discourse Analysis Project

7.2 Choosing a Research Topic

7.3 Developing Research questions

7.4 Kinds of Discourse Analysis Projects

7.5 Combining Discourse Analysis and other Research Perspectives

7.6 Evaluating a Discourse Analysis Project

Reference Material:

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Title: Adult and Lifelong Education

Course Code: EDU-8004

Credit Hrs: 03

Course Description:

Course in Lifelong Learning engages students in an exploration of lifelong learning processes in a wide range of social, institutional and cultural contexts. Students involved with or interested in adult basic education, adult literacy, community development, citizenship, cross-cultural learning, women's learning, environmental education, workplace learning and continuing professional development will all benefit from these programs. Course uses a critical analytical approach to prepare those concerned with lifelong learning to work and learn in a variety of lifelong learning contexts and to address a range of contemporary learning challenges.

Learning Outcomes:

After studying the course students will be able to:
1. Understand the concept and importance of adult education.
2. Analyze the need and rationale for the provision of learning opportunities for adults.
3. Interpret and compare different theories of lifelong learning.

4. Develop skills in instructional design for adult and lifelong learners.
5. Design a research project in the field of adult and lifelong education.
6. Examine the impact of lifelong and adult education in higher education setting.

Content

Unit-1: Concepts and Terminologies

1.1 Andragogy and pedagogy

1.2 Literacy and its types – traditional, functional, mass, legal, technological

1.3 Adult education, adult learning, continuing education

1.4 Lifelong learning

1.5 Development concept, meaning and its indicators, population education, social justice with respect to quality of life

1.6 Extension education, field outreach, community participation:

      1.6.1 Meaning and Importance,

      1.6.2 Approaches to enlist Community participation,

      1.6.3 Organizational base for community participation.

      1.6.4 Formal education, non-formal education, informal education, incidental learning

1.7 Towards a rationale for the provision of learning opportunities for adults

      1.7.1 The nature of contemporary society

      1.7.2 The social nature of the individual

      1.7.3 Individuals as lifelong learners

      1.7.4 The human being and the need to learn

Unit-2: From adult education to lifelong learning: a conceptual framework

2.1 The changing concept of education

2.2 Teaching, learning and education

2.3 Adult education and the education of adults

2.4 Continuing education

2.5 Recurrent education

2.6 Human resource development

2.7 Community education

2.8 Lifelong education

2.9 Lifelong learning

Unit-3: Theory of Lifelong Learning

3.1 Social Learning

3.2 Action Learning

3.3 Cognitive Learning

3.4 Experiential Learning

3.5 Non formal, formal education and Informal education

3.6 Adults learning – some theorists' perspectives

    3.6.1 Paulo Freire

    3.6.2 Robert M. Gagné

    3.6.3 Malcolm S. Knowles

    3.6.4 Jack Mezirow

    3.6.5 Carl Rogers

Unit-4: Methods, Tools, techniques and learning material for lifelong learning

4.1 Skills, values, attitudes and knowledge in the curriculum

4.2 Different instructional models/ methods

4.3 Learning materials for adults

4.4 Teaching aids – conventional, non-conventional, modern

4.5 Socialization and popular education as learning tools / strategies

4.6 The skill based curriculum

Unit-5: Higher education and lifelong learning

5.1 Strategies for bringing extension, as the third dimension of higher education system.

5.2 Models for extension work – monitoring, evaluation and the award of an academic credit for the extension work in the postgraduate departments and in the colleges.

5.3 Design, type, methods and implementation of extension projects.

5.4 Impact of globalization and liberalization on lifelong learning, characteristics/ indicator of LLL.

5.5 Open learning systems –Open University, extension and lifelong learning.

5.6 Perspectives in Adult Education

Unit-6: Teaching adults

6.1 Conditions of learning and approaches to teaching

6.2 The processes of teaching

6.3 Teaching methods

6.4 Teaching aids

Unit-7: Research Design in Adult and Lifelong Education

7.1 Descriptive research

7.2 Exploratory research

7.3 Experimental research

7.4 Field research

7.5 Evaluation research

7.6 Archival research

Unit-8: Methods, Tools and Techniques in Adult and Lifelong Education

8.1 Action research – concept and methods

8.2 Methods of research; qualitative & quantitative

8.3 Participatory research techniques

8.4 Preparation of research proposal/outline

8.5 Methods of data collection, interpretation

8.6 Programme evaluation techniques – concurrent, summative formative

8.7 The research report

Reference Material:

- Aspin, David N. & Chapman, Judith D. (2007) "Lifelong Learning Concepts and Conceptions" in: David N. Aspin, ed.: *Philosophical Perspectives on Lifelong Learning*, Springer. ISBN 1-4020-6192-7

- *Beyond the American Dream: Lifelong Learning and the Search for Meaning in a Postmodern World* by Charles D. Hayes ISBN 0-9621979-2-0
- BLAIR, T. (1998) In Department for Education and Employment, The Learning Age: a renaissance for a new Britain (London: Stationary Office).
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- The Adult's Learning Projects, A Fresh Approach to Theory and Practice in Adult Learning p.1
- *The Rapture of Maturity: A Legacy of Lifelong Learning* by Charles D. Hayes ISBN 0-9621979-4-7
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- Whyte, Cassandra B/ (2002). "Great Expectations for Higher Education". Speech at Higher Education Round Table Event. Oxford, England.

Title: Human Resource Management

Course Code: EDU-8006

Credit Hrs: 03

Course Description:

This course examines how to manage human resources effectively in a dynamic, social, and economic environment currently impacting educational institutions. Among the topics included are: formulation and implementation of human resource strategy; job analysis; methods of recruitment and selection; techniques for training and development; performance appraisal; contemporary themes and practices; and the evaluation of the effectiveness of human resource management frameworks and practices.

Learning Outcomes:

As a result of successful participation in this course, students will be able to:

1. demonstrate an understanding of the human resource management in education.
2. appreciate the need for equal opportunity in employment and apply principles learned to the implementation of equal employment opportunity in the organization.
3. provide an understanding of the roles and responsibilities of HR professionals from a systemic, strategic perspective.
4. provide an integrative understanding of functions of HRM in managing an educational organization.
5. understand the contemporary themes in education.
6. develop skills in evaluating the value and appropriateness of HRM functions and programs within specific organizational settings.
7. understand important issues related to contemporary practices in education.

Content:

Unit-1: Introduction to Human Resource Management (HRM)

1.1 HRM in Management World
1.2 HRM in Education
1.3 A Model for HRM in Education
1.4 People and Performance
1.5 The Individual and the Organization

Unit-2: The Current Context of HRM

2.1 Globalization, Capital Theory and Management

2.2 Government Legislation and Societal Values

2.3 Teacher Culture and the Crisis of Confidence

Unit-3: Contemporary Themes in HRM

3.1 Leading School and College Improvement
3.2 Empowering Groups and Teams
3.3 Designing Learning Organizations
3.4 Greedy Organizations

Unit-4: Managing a Learning Organization

4.1 The Concept of Learning Organization

4.2 Managing Equal opportunities

4.3 Managing Stress

4.4 Managing Motivation

4.5 Managing a Team Based Approach

4.6 Managing Recruitment and Selection

Unit-5: Contemporary Practice in HRM

5.1 Selecting and Developing Professionals

5.2 Remodelling: New Learning and Teaching Team

5.3 School and College Culture

5.4 Performance Review and Appraisal

Reference Material:

- Berman, E., Bowman, J., West, J., & Van Wart, M. (2005). Human resource management in public service: Paradoxes, processes, and problems (2nd ed.). Thousand Oaks, CA: Sage.
- Bratton, J. & Gold, J. (2001). Human resource management: Theory and practice (2nd Ed.).
- Fisher, R., Ury, W., & Patton, B. (1992). Getting to yes: Negotiating agreement without giving in (2nd ed.). New York: Penguin USA.
- Fournies, F. (2000). Coaching for improved work performance (rev. ed.). New York: McGraw-Hill. Hartline, M. D. & Bejou (2004). Internal relationship management: Linking human resources to marketing. Haworth Press.
- Jackson, S. E. & Schuler, R. S. (1999). Strategic human resource management. Blackwell Publishing.
- Mathis, R. L., & Jackson, J. H. (2006). Human resource management (11th ed.). Thomson/Southwestern.

- Lawrence Erlbaum Bryson, J. (2004). Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement (3rd ed.). San Francisco: Jossey-Bass.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2005). Applications in human resource management: Cases, Exercises, and Skill Builders (5th ed.).
- Ulrich, D., & W. Brockbank. (2005). The HR value proposition. Boston: Harvard Business School Press.
- Webb, L.D. & Norton, M.S. (2008). Human resources administration: Personnel issues and needs in education (5th Ed.). Upper Saddle River, NJ: Merrill. ISBN: 978-0-13-239771-1
- Young, I.P. & Castetter, W.B. (2004). The human resource function in educational administration (8th ed.), Columbus: Merrill Prentice Hall. Thomson/Southwestern.

Title: Educational Leadership and Management

Credit hrs: 3

Course Code: EDU-8003

Course description:

This accelerated program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven educational organizations. This unique program in executive educational leadership and management provides an attractive and viable alternative to "traditional" doctoral programs in educational leadership.

Learning outcomes:

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

- describe Educational Leadership and Management
- elaborate theories and models of educational leaders
- analyse leadership and managerial behaviors
- use decision making strategies
- obtain accurate information from upward and downward communication flows

CONTENTS

Unit-1 The Nature of Leadership

1.1 What is educational leadership
1.2 What is management
1.3 Distinguishing between leadership and management
1.4 The chronology of leadership and management
1.5 Sources of leader influence
1.6 The significance of educational context

Unit-2 Theories of Management and Leader Traits

2.1 Traits of leaders compared with non-leaders
2.2 Theories of educational Management
2.3 Functions of Educational Management
2.4 Traits of effective leaders
2.5 Leadership Behavior(Authoritarian, Democratic, Laissez-Faire)
2.6 Leadership Behavior theories (Fielder's Contingency Theory, House's Path-Goal Theory)
2.7 Gender and leadership
2.8 Emotional Intelligence and leadership

Unit-3 Models of Educational Leadership

3.1 The theory/practice divide
3.2 The relevance of theory to good practice
3.3 The characteristics of a good theory
3.4 Gender and Leadership and Management
3.5 Models of educational leadership: an introduction

Unit-4 Formal Models

4.1 Central features of formal models
4.2 Formal models: goals, structure, environment and leadership
4.3 Structural model
4.4 Bureaucratic model
4.5 Rationale model
4.6 The limitations of formal models
4.7 Are formal models still valid?

Unit-5 Collegial Models

5.1 Central features of collegial models
5.2 Collegial models in Higher Education
5.3 Collegial models in Secondary Education
5.4 Collegial models in Primary Education
5.5 Collegial models: goals, structure, environment and leadership
5.6 Transformational leadership
5.7 Participative leadership
5.8 Interpersonal leadership
5.9 Limitations of collegial models
5.10   Is collegiality an unattainable ideal?

Unit-6 Political Models

6.1 Central features of collegial models
6.2 Baldridge's political model
6.3 Sources of power in education
6.4 Transactional model
6.5 Political strategies in education
6.6 Political models: goals, structure, environment and leadership

Unit-7 Cultural Models

7.1 What do we mean by culture
7.2 Central features of organizational culture
7.3 Handy's four cultural model
7.4 Organizational culture: goals, structure, environment and leadership
7.5 Moral leadership

Unit-8 Decision Making

8.1 The nature of decision making
8.2 Models of decision making
8.3 The classical decision- making model
8.4 The behavioral decision- making model
8.5 Vroom-Yetton Normative model
8.6 Benefits of shared decision making
8.7 Problems of shared decision making
8.8 Group think
8.9 Risky shift

Unit-9 Decision Making Techniques

9.1 Shared decision making techniques
9.2 Nominal group technique
9.3 Delphi technique
9.4 Devil's advocacy
9.5 Dialectical inquiry

Unit-10 Communication and Management

10.1 The importance of good communication
10.2 The role of perception in communication
10.3 The dangers of ineffective communication
10.4 Direction of communication
10.5 Diagonal communication
10.6 The grapevine
10.7 Communication networks
10.8 Barrier to communication

REFERENCES

- Bass, Bernard and Bruce,J. Avolio. (1993) Improving Organizational Effectiveness Through Transformational Leadership. Thousands Oak. Sage

- Bush, T.(2003). Theories of Educational Leadership and Management. (3rd, ed.). London: Sage Publication.
- Bush. T and Glover. D. (2002) School Leadership: Concept and Evidence, Nottingham: NTSL
- Coleman, M., & Briggs, A. (2002). Research methods in educational leadership and management. Thousand Oaks, CA: Sage.
- Cunningham, William G. and Donn, W. Gresso. (1994) Cultural Leadership: The Culture of Excellence in Education. Needham Heights, Allyn and Bacon
- Deal, Terrence E. and Kentt D. Petterson(1994) The Leadership Paradox: Balancing Logic and Artistry in Schools. San Francisco: Jossey- Bass
- Donaldson, G. (2006). Cultivating leadership in schools: Connecting people, purpose, and practice (2nd ed.). New York: Teachers College Press.

- Gareth, R. J. & Jennifer, M. G. (2011).Contemporary Management. 7th Ed. New York: McGraw- Hill
- Griffiths. D. (1997) The case for Theoretical Pluralism, Educational Management and Administration. 25 (4): 371-80
- Leithwood, K. Jentzi. D. and Steinbach, R. (1999) Changing Leadership for Changing Times,
- Buckingham: Open University Press
- Lunenburg, F.C. & Ornstein, A.C. (1996) Educational Administration: Concepts and Practices. 2nded. Wadsworth; Detroit
- Murno, H.J. (2008). Educational Leadership. Boston: McGraw-Hill
- Rosenbach, William E. & Robert L. Taylor (1993) Contemporary Issues in Leadership. 3rded. Boulder CO: Westview Press.

B.ED Elementary (2.5 years)

Scheme of Studies

Entry Requirement:

- B.A. /B.Sc or equivalent with at least second division with no 3rd div in the academic career.
- Entry Test conducted by the university.
- The admission will be subjected to the provision of the character certificate from the last degree institution

Scheme of Studies:

Duration	04-06 Semesters
Thesis/Research Project	06 Credit Hrs
Teaching Practice	03 Credit Hrs
Total Courses	66+18= 84 Credit Hrs
Oral comprehension examination	S/U Basis

Bridging Semester (Zero)

Course Code	Name of Subject	Credit Hours
EDU-0001	English(Communication Skills)	03
EDU-0002	Mathematics	03
EDU-0003	Computer Education	03
EDU-0004	Management in Classroom	03
EDU-0005	Community, School and Teacher	03
EDU-0006	Development in Children	03
	Total	**18**

Semester-I

Course Code	Name of Subject	Credit Hours
EDU-5101	Philosophical Foundation of Education	03
EDU-5102	ICT in Education	03
EDU-5103	Education in Pakistan	03
EDU-5104	Educational Leadership & Management	03
EDU-5105	Contemporary Trends & Issues in Education	03
	Total	**15**

Semester-II

Course Code	Name of Subject	Credit Hours
EDU-5201	Introduction to Educational Psychology	03
EDU-5202	Islamic System of Education	03
EDU-5203	Introduction to Curriculum Development	03
EDU-5204	Guidance & Counseling	03
EDU-5205	Educational Technologies	03
EDU-5206	Teaching Methods and Strategies	03
	Total	**18**

Semester-III

Course Code	Name of Subject	Credit Hours
EDU-6301	Research Methods in Education	03

Course Code	Name of Subject	Credit Hours
EDU-6302/EDU-6303	Teaching of English/Urdu	03
EDU-6304	Comparative Education	03
EDU-6305/EDU-6306/EDU-6307	Teaching of Social Studies/ General Science/Islamic Studies	03
EDU-6308	Teaching Practice	03
	Total	**15**

Semester-IV

Course Code	Name of Subject	Credit Hours
EDU-6401	Elementary &Secondary Education	03
EDU-6402	Higher Education	03
EDU-6403	Teacher Education	03
EDU-6404	Thesis /Research Project	06
EDU-6405	Educational Measurement and Evaluation	03
	Total	**18**
	Total Credit Hours	**66**

Assessment Policy:

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

Midterm	Quiz	Assignment	Terminal	Total
45	15	15	75	150

Assessment Policy for Practicum. (Short Term)

Professional Portfolio = 50

Model Lesson No 1 = 25

Model Lesson No 2 = 25

Paper Setting

There shall be no choice on question paper. The TE paper shall cover whole course and at least 20-30% questions shall be given from the course taught up to ME. The teacher who has taught the subject shall act as paper setter and shall also mark the paper.

c) **Paper setting**

The answer scripts of each examination shall be marked and shown to the students by concerned teachers, taken back immediately in accordance with announced schedule.

In case a student is not satisfied with his/her award even after checking his/her answer books and other answer books for comparative marking, or justified by the teacher, he/she may file a written request to Director/Chairman who shall constitute a re-evaluation Committee consisting of two experts relevant to the subject. The decision of the committee shall be final. Committee can examine all/any script for the sake of comparative marking.

The Mid Examination shall be held during the 9th week of the semester and terminal examination shall be held at the end of the semester (17-18 Week) according to the schedule provided by the respective Dean of the faculty. The concerned teacher shall keep answer books in custody for one academic year. Thereafter the answer books forwarded to examination committee who will be responsible to keep them in custody till the award of degree subject to the maximum of semester allowed under rules, for that degree program.

d) **Duration of Examinations**

Mid Term	**1.0-1.5 hours**
Terminal Examinations	**2.5-3.0 hours**

Examination shall be held on consecutive days excluding public holidays. The schedule of examination as well as Result (paper showing) shall be displayed along with the examinations schedule. The students' shall be encouraged to see the answer books of other students of the class for satisfaction of unbiased/neutral/fair and relative marking.

Learning and Teaching Approaches

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The instructors can use an integrated approach to teaching which enables holistic development as all the courses link learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

TITLE: ENGLISH (COMMUNICATION SKILLS)

Course Code: EDU-0001

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: MATHEMATICS

Course code: EDU-0002

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	● Counting
	● Models for Addition & Subtraction with
	natural numbers
	● Addition and Subtraction as inverse
	Operations
	● Word problems involving addition and
	Subtraction
Place Value	● 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
Ratios and Proportion	decimals
Rates	● Ratio and Proportion
	● Rates
Integers	● Integers, Operations with integers
	● Venn Diagrams

Unit 2: Algebra

Themes	**Sub themes**

Algebra as Generalized Arithmetic	● Repeating patterns and growing patterns
Patterns Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	● Generalizing a pattern and finding a rule
	● Creating coordinate graphs
	● Continuous, discontinuous, and discrete graphs
Linear functions	● Equivalent expressions
	● Interpreting tables, graphs and equations of linear functions
Order of Operations	● The concept of slope
	● Order of Operations
Square expressions and equations	● Interpreting tables, graphs and equations of quadratic functions
Symbol manipulation	● 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	☐ Models of angles
Angles	☐ Benchmark angles
	☐ Classifying angles by measurement
Geometric Measurement: Area and	☐ Perimeter and Area formulas
Perimeter of polygons	

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	● 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	● Range
	● Mean
	● Median
	● Mode

Reference Material:

- NCTM *Illuminations*: http://illuminations.nctm.org/

- Maths Currriculum: 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?:*

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

COURSE TITLE: COMPUTER EDUCATION

Course Code: EDU-0003

Credit Hrs: 03

Learning Outcomes:

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

9. use computer technology as a tool for communication & collaboration, problem solving
10. create productivity materials related to teaching profession (lesson plans, result sheets etc)
11. use computers technology for personal & professional growth, for research and generating new knowledge
12. 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: MANAGEMENT IN CLASSROOM

Course Code: EDU-0004

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_Introducti ontoProactiveClassroomManagement.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: COMMIUNITY, SCHOOL, AND TEACHER

Course Code: EDU-0005

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: DEVELOPMENT in CHILDREN

Course Code: EDU-0006

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 dv. 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: Philosophical Foundation of Education

Course Code: EDU-5101

Credit Hrs: 03

Learning Outcomes:

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

- Explain, describe and use correctly the significant terms/concepts of philosophy.

- Identify and describe the essential differences between general philosophies.

- Explain the implications and applications of general philosophies in terms of the concepts of reality, theory of knowledge and theories of values on society and particularly Education.

- Explain the application of each type of philosophy of education to educational issues such as aims, curriculum, teaching methods etc.

- Apply philosophical methods to the examination of educational problems/issues.

Course Contents:

Unit 1: Introduction to Foundation of Education

c) What is philosophy?

- Meaning of Philosophy
- Definitions of Philosophy
- Features of Philosophy
- Origin and development

d) Branches of Philosophy
  - Metaphysics
  - Metaphysics & Education
  - Epistemology
  - Epistemology & Education
  - Axiology

- Axiology & Education

c) Styles of Philosophy

- Speculation

- Analytical

d) Philosophy of Education

- Definition and explanation

- Functions of Educational Philosophy

e) Education

- Meaning of Education
- Narrower meaning
- Wider meaning
- Definitions of Education
- Nature of education
- Focus of education in 21st century
- Relation between Philosophy & Education
- Dependence of education on philosophy
- Dependence of philosophy on education
- Objectives of studying Educational Philosophy
- Scope of Educational Philosophy
- Function of Educational Philosophy

Unit 2: General Philosophies

a) Idealism

b) Realism

c) Pragmatism

d) Existentialism

Unit 3: Contemporary philosophies of Education

a) Perennialism

b) Essentialism

c) Progressivism

d) Reconstructionism

Unit 4: Conceptual analysis of Education in Pakistan

d. Professionalism in Education
e. Teacher Education

f. Quality Education (in Teaching Learning Process & Evaluation Mechanism)

Reference Material:

- Aggarwal, J.C (2003) <u>Theory & Principles of Education,</u> and Delhi: Vikas Publishing house PVT.
- Trewartha, R. (2008). Innovations in bridging and foundation education in a tertiary institution. *Australian Journal of Adult Learning*, *48*(1), 30-49.
- Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2014). The Degree Qualifications Profile: A Learning-Centered Framework for What College Graduates Should Know and Be Able to Do to Earn the Associate, Bachelor's or Master's Degree. *Lumina Foundation for Education*.
- Peters, R. S. (2015). *Ethics and Education (Routledge Revivals)*. Routledge.

Course Title: ICT in Education

Course code EDU-5102

Credit hrs: 3

Learning Outcomes:

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

- Define & apply the following terms: computer hardware, computer software, spread sheet, MS power point, MS access

- Use the computer in Education. This course will cover the following

topics.

Course Contents:

Unit 1: Fundamentals of Computer

    a) Types of computer

    b) Hardware configuration

    c) Central processing unit

    d) Computer soft ware

Unit 2: Spreadsheet

    a) Uses of MS excel

    b) Maintaining & entering the data in spread sheet

    c) Graphic presentation of data

    d) Preparing & presenting reports

Unit 3: Designing the presentation

    a) Introduction to MS power point

    b) Preparing presentation

    c) Audio& visual effects

Unit 4: Computer in Education

    a) Using different types of computer programs for delivering lessons in class

b) Lesson planning

c) Preparing result cards & reports

Unit 5: Searching for information

a) Introduction to internet

b) Searching & browsing

c) Sending & receiving mails

Reference Material:

- Atul Jain (2005) Computer in Education, Delhi:Asha books.
- Black U (1999) Advance Internet technologies. Prentice Hall New Jersey.
- Bott e.d (2000) Special Edition Using Microsoft office 2000. Prentice hall of India Pvt. Ltd. New Delhi
- Capron, H.I. (1998) Computers Tools for an Information Age. Addison weley.
- Sing.y.k, Ruchiak Nath (2005) Teaching of Computers, New Delhi: A P H Publishing Corporation.

Course Title: Education in Pakistan

Course code EDU-5103

CourseCredits:03

Learning Outcomes:

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

- Study the education in Pakistan in historical perspective

- Link the education system with that of prevalent during the British Period

- Understand the salient features of different educational policies after independence

- Analyze the critical aspects of education systems in Pakistan

- Understand the administrative structures of different educational institutions in Pakistan

- Understand the major problems/ issues faced by educational institutions in Pakistan

Course Contents:

Unit 1:   Historical Background of Education in Pakistan

       1.1 Educational system during Muslim Period

       1.2 British Period of Education

       1.3 Educational movements before 1947

       1.4 Development of Educational system during British Rule

Unit 2: Development of Education in Pakistan

       2.1 Educational Policies up to 1998

       2.2 Educational Policy 1998—2010

       2.3 Education Sector Reforms (ESR) 2002-2006

2.4 Public Private Partnership in the Education Sector

Unit 3:   Structure of Education in Pakistan

3.1 Education system at federal, provincial and district level

3.2 Decentralization agenda and implementation

3.3 Major public sector organizations in Education

Unit 4:   Situational analysis of Pakistani Education

4.1 Current policies and reforms

4.2 Standards and structures

4.3 Administrative Processes

4.4 Quantity projections and Quality challenges

4.5 Planning & Financing issues

Unit 5:   Critical perspectives on Pakistani system of Education

5.1 Religious Education and institutions

5.2 Basic Education & literacy

5.3 Secondary & Higher Education

5.4 Technical & Vocational Education

5.5 Teacher Education

Reference Material:

- Farooq, R.A. (1994) *Education System in Pakistan. Islamabad : Asia society for promotion of Annotation and Reforms in Education*
- Malik, S.A. (1999) *the system of Education in Pakistan*. Islamabad: National Book Foundation
- Saigol, R. (1993) Education: Critical perspectives. Lahore: Progressive Publishers
- http://www.moe.gov.pk/policies.htm.

Course Title: Educational Leadership and Management

Course Code: EDU-5104

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.
- Different sheet 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.

        1.4   Difference between leadership and management
        1.5   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

6.3   Trait Theories
6.4   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.

Course Title: Contemporary Trends and Issues in Education
Course code: EDU-5105
Credit Hrs. 03

Learning Outcomes:

After completing the course the students will be able to:

- Understand the different levels of education and existing examination system in Pakistan

- Understand the curriculum development process in Pakistan

- Understand the impact of science and technology on education

- Understand the formation of human brain and its educational implications

- Know about accelerated learning methods

- Understand mind mapping and its different techniques

- Know the innovative programs, Monitoring and evaluation system

Course Outline:

Unit 1. Education System of Pakistan

1.2 Primary Education

1.2 Secondary Education

1.3 Higher Education

1.4 Examination System

Unit 2. Teacher Education

Unit 3. Curriculum Development in Pakistan

Unit 4. Literacy Trends in Pakistan

4.1 Rationale, Need and Significance

4.2 Literacy Defined in Some Other Countries

4.3 International Context of Definitions Changing

4.4 Definitions of Literacy in Pakistan

4.5 Functional Literacy

Unit 5. Impact of Science and Technology on Education

5.1 Definition of Science and Technology

5.2 Role of Science in Life

5.3 Challenges of Science and Technology

5.4 Role of Information Technology in Education

Unit 6. Human Brain and Its Educational Implications

6.1 Brain Development

6.2 Brain Structure

6.3 Left and Right Brain: Functions

6.4 Capacity of Human Brain

6.5 Brain Waves

6.6 Memory Processing Model

Unit 7. Accelerated Learning

7.1 Methods Introduction and Significance

7.2 Suggestopedia

7.3 Role of Teacher in Suggestopedia

7.4 Super-Learning

7.5 Introduction to Super-learning

7.6 Evolution of Super learning Brain Hemispheres and Waves

7.7 Key Elements of Super-learning

7.8 Super-learning in Pakistan

7.9 Designing a Super-learning Programme

Unit 8. Cooperative Learning

8.1 Elements of Cooperative Learning

8.2 Issues in Cooperative Learning

Unit 9. Mind Mapping

9.1 Introduction and Significance

9.2 Mind Mapping Techniques

Unit 10. Innovative Programme

10.1 Incentive Scheme for Primary School Teachers

10.2 Education Card

10.3 National Education Testing Service

10.4 Utilization of Pakistani Talent Abroad

Unit 11. Monitoring and Evaluation

11.1 National Council for Educational Development

11.2Provincial Council on Educational Development

11.3 Provincial Policy Implementation Committee

11.4 District Education Authority

11.5 School Management Committee

Suggested Readings:

- Buzan, Tony, The Power of Creative intelligence, Martins the printers Ltd., UK, 2001.
- Coombs, Philip, H. The World Crises in Education, Oxford University press, New *York, 1985.*
- Farooq, R.A. Education System in Pakistan, Asia Society for Promotion of Innovation and Reforms in Pakistan, Islamabad.
- Mukerjea, Dilip, Super Brain Singapore Oxford University Press1996
- UNESCO, Literacy Trends in Pakistan, Islamabad, 2004.
- Pakistan, Government of, National education Policy 1998-2010, Islamabad.
- Rose, Colin and Malcolm J. Nicholl, Accelerated Learning for the 21st Century, Dlacoste Press, USA,1997.

- Traverso, Adriano, <u>Buzzati, The Scientific Revolution</u>: *Today and Tomorrow,,* Unesco, Paris 1977.

Course Title: Introduction to Educational Psychology

Course code EDU-5201

Credit Hrs: 3

Learning Outcomes:

The purpose of this course is to enable the students to

- Understand what educational psychology is really meant for

- Apply the learning theories & principles in instruction and help the students in showing maximum learning output

- Understand various concepts of intelligence and use this understanding in monitoring the students' class performance

- Explore the individual differences among their students

- Understand different phases of human development and apply that understanding in handling the individuals

Course Outline:

Unit 1: Introduction to Educational psychology

        a) Objectives of Educational psychology

        b) Scope & importance of Educational psychology

        c) Methods & techniques of Educational psychology

        d) Recent developments in Educational psychology

Unit 2: Learning

        a) Thorndike's connectionism

        b) Classical conditioning

        c) Operant conditioning

        d) Cognitive perspectives of learning

        e) Social learning theory

        f) Conditions of learning

        g) Factors affecting the learning process

h) Gestalt theory of learning

Unit 3: Personality

    a) Origin of personality development

    b) Kinds of personality (by Jung & Springer)

    c) Characteristics of personality

    d) Personality theories

    e) Moral aspects of personality

    f) Complexities of personality patterns

Unit 4: Intelligence

    a) Modern concept of intelligence

    b) Theories of intelligence

        i) Two factors theory

        ii) Group factors theory

        iii) Multi factors theory

    c) Tests of intelligence

    d) Intelligence & school performance

Unit 5: Individual Differences

    a) Types of individual differences

    b) Effects & importance of individual differences

    c) Grouping of students in school according to individual differences

Unit 6: Growth & development

    a) Principles of growth & development

    b) Characteristics of growth & development

    c) Physical development

    d) Cognitive development

    e) Emotional development

    f) Psychosocial development

    g) Moral development

    h) Educational implication

Reference Material:

- Michael Presley (1995) Advance Educational psychology New York, Harper & Collins college publications.

- Salvin R. E. (1991) Educational Psychology theory Into Practice

- Skinner E. Charles, (1996) Educational Psychology. Prentice Hall of India Pvt

Course Title: Islamic System of Education

Course code EDU-5202

Credit Hrs: 3

Learning Outcomes:

After studying this course the students will be able to:

- Understand concept of Islamic education.

- Plead the case of effective Islamic way of teaching.

- Analyze the system of Islamic education .

8. **Islamic Concept of Religion**
    8.1. Concept of God
    8.2. Concept of Man
    8.3. Concept of Universe
    8.4. Concept of Prayer
9. **Feature of Islamic Education**
    9.1. Function
    9.2. Unity of God
    9.3. Prophet Hood
    9.4. Day of Judgment
10. **Islamic Concept and its Sources**
    10.1.   Revelation
    10.2.   Imperial Knowledge
    10.3.   Coordination of Source of Knowledge
11. **Islamic Society and its Components**
    11.1.   Service of Mankind
    11.2.   Justice as Accountability
    11.3.   Brotherhood Fraternity and Equality
12. **Importance of Teaching of Islamiat**
    12.1.   Aim and Objective of Teaching of Islamiat
    12.2.   Different Methods of Teaching
13. **Islamic System of Education**
    13.1.   Islamic System in the Light of Quran
    13.2.   Islamic System in the light of Hadith
14. **Islamic Institutions**

References

- ABDULLAH, ABDUL-RAHMAN SALIH. 1982. *Educational Theory: A Qur'anic Outlook.* Makkah, Saudi Arabia: Umm al-Qura University Press.
- Ahmad, K. (1992). Principles of Islamic Education. Lahore: Islamic Publication Ltd
- AL-ALAWNI, TAHA J. 1991. "*TaqlÅīd* and the Stagnation of the Muslim Mind." *American Journal of Islamic Social Sciences*8:513–524.
- AL-ATTAS, SYED MUHAMMAD AL-NAQUIB. 1979. *Aims and Objectives of Islamic Education.* Jeddah, Saudi Arabia: Hodder and Stoughton.
- AL-ATTAS, SYED MUHAMMAD AL-NAQUIB. 1985. *Islam, Secularism, and the Philosophy of the Future.* London: Mansell.
- ALI, SYED AUSEF. 1987. "Islam and Modern Education." *Muslim Education Quarterly* 4 (2):36–44.
- AL-ZARNÜJI, BURHÄN AL-DIN. 1947. *Ta'alim al-Muta'allim: Tariq al-Ta'allum* (Instruction of the student: The method of learning), trans. Gustave Edmund von Grunebaum and Theodora M. Abel. New York: Kings Crown Press.
- COOK, BRADLEY J. 1999. "Islamic versus Western Conceptions of Education: Reflections on Egypt." *International Review of Education* 45:339–357.
- DODGE, BAYARD. 1962. *Muslim Education in Medieval Times.* Washington, DC: Middle East Institute.
- HUSAIN, SYED SAJJAD, and ASHRAF, SYED ALI. 1979. *Crisis in Muslim Education.* Jeddah, Saudi Arabia: Hodder and Stoughton.
- LANDAU, JACOB M. 1986. "*Kutta Åb.*" In *Encyclopedia of Islam.* Leiden, Netherlands: E.J. Brill.
- MAKDISI, GEORGE. 1981. *The Rise of Colleges: Institutions of Learning in Islam and the West.* Edinburgh: Edinburgh University Press.
- NASR, SEYYED HOSSEIN. 1984. "The Islamic Philosophers' Views on Education." *Muslim Education Quarterly* 2 (4):5–16.
- Rizwi, S. S. (1986). Islamic Philosophy of Education. Lahore: Institute of Islamic Culture
- SHALABY, AHMED. 1954. *History of Muslim Education.* Beirut, Lebanon: Dar al-Kashaf.
- TALBANI, AZIZ. 1996. "Pedagogy, Power, and Discourse: Transformation of Islamic Education." *Comparative Education Review* 40 (1):66–82.
- TIBAWI, ABDUL LATIF. 1972. *Islamic Education.* London: Luzac.

Course Title: Introduction to Curriculum Development

Course code: EDU-5203

Credit Hrs: 3

Learning Outcomes:

After completion of the course, the learners will be able to:

- Understand the concept of curriculum & process of curriculum development and its implication for improving the quality of education in Pakistan.

- Apply skills and knowledge to translate intended curriculum into practice and further enrich it for achieving goals.

- Analyze critically the existing practices of curriculum reforms and explore alternatives for improving the curriculum reforms in Pakistan.

- Perform role as curriculum planners and developers to meet the challenges and demands of the 21st century.

Course Outline:

Unit 1:   Concept and Elements of Curriculum

1.1.   How curriculum differs from:

e)	Subject
f)	Course
g)	Syllabus
h)	Educational Program

1.4.   Elements of curriculum

1.5.   Need & importance of curriculum

1.6.   Characteristics of Curriculum

Unit 2:   The Process of Curriculum Development

2.1.   What is Curriculum Development?

2.2.   Elements of curriculum development process

f)   Situation Analysis
g)   Formulation and Classification of Curriculum Objectives (Bloom's Taxonomy)
h)   Selection of Content
i)   Selection of Instructional Strategies
j)   Evaluation

2.3.   Factors influencing Curriculum Development

Unit 3: Foundations of curriculum

3.1.   Philosophical foundations

3.2.   Psychological foundations

3.3.   Socio- cultural foundations

3.4.   Economic foundations

Unit 4: Curriculum Designs

4.1.   Meaning and Steps in Curriculum Design

4.2 Steps in Curriculum Design

4.3 Types of Designs

    a. Subject matter design

    b. Specific Competencies Design

    c. Human Traits Design

    d. Social Functions Design

    e. Individual Needs and interest Designs

Unit 5: Curriculum Evaluation

5.1.   Objectives of Curriculum Evaluation

5.2.   Functions of curriculum evaluation

5.3.   Models of Curriculum Evaluation

    a. CIPP model

    b. Michael Scriven's Goal free model

    c. Cronbach's Model

    d. Saran's Model

Unit 6: Types of Curriculum

6.1.   Introduction

6.2.   Horizontal vs Vertical

6.3   Subject Centered vs Child Centered

6.4   Core Curriculum Vs Elective Curriculum

6.5   General vs Vocational Curriculum

6.6   Subject Area Vs Board-fields Curriculum

6.7   Hidden vs Planned Curriculum

Unit 7: Issues in Curriculum Development

7.1   Challenges in Curriculum Development

  a. Out-dated Curriculum

  b. Technological Aspect

  c. Bilingual and Multilingual Approach

  d. Traditional Progressive

  e. National or Individual Curriculum

Reference Material:

- Allied Material on Curriculum Development and Instruction (2003) Islamabad, Allama   Iqbal Open University Press

- Government of Pakistan: All Reports of the Curriculum Committee for Secondary   Education Ministry of Education.

- Murray, Print (1993) Curriculum Development and Design 2nd edition, Malaysia Allen and Unwin.

- Saylor, Alexander, Lewis (19981) Curriculum Planning for Better Teaching and Learning 4th edition New York, Rinehart and Winston.

- Taba, Hilda (1962) C u r r i c u l u m Development: Theory and Practice New York, Harcourt, Brace & World Inc

- Khan, Sharif (2014) School Curriculum . APH Publishing Corporation.

Course Title: Guidance & Counseling in Education

Course Code: EDU-5204

Credits Hrs: 03

Learning Outcomes:

The objective of the course is to enable the students to:

- acquire basic concept of guidance
- understand the origin and historical development of guidance
- organize effective guidance programme for schools
- understand nature, scope and importance of counseling
- evaluate guidance and counseling programme

Course Outline:

Unit 1: Introduction to Guidance

1.1 Historical Development of Guidance

1.2 Nature of guidance

1.3 Aims & Scope of guidance

1.4 Role of Guidance in Education

Unit 2: Guidance in the Schools

2.1 Guidance & Personality Development at Elementary Level

2.2 Organizing Guidance Programme at Elementary Level

2.3 Problems of Secondary Schools Students

2.4 Attitude of Pupils, Parents and Teachers Organizing Guidance Programme at Secondary Level

Unit 3: Strategies for Guidance

3.1 Individual Assessment Individual Guidance

3.2 Group Guidance

3.3 Tools of Guidance

Unit 4: Introduction to Counseling

 4.1 Definitions and Scope of Counseling

 4.2 Purpose of Student Counseling

 4.3 Theories of counseling

Unit 5: Vocational Guidance

 Approaches to Vocational Guidance Career Corner

 5.1 Career Talk

 5.2 Career Conference

 5.3 Vocational Counseling

 5.4 Factors Effecting Vocational Development

Unit 6: Guidance & Counseling Personnel

Unit 7: Evaluation of Guidance Program

 7.1 The Process of Evaluation

 7.2 Evaluation of Guidance and Counseling in Elementary Schools

 7.3 Evaluation of Guidance and Counseling in Secondary Schools

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: Merril, 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

Course Title: Educational Technologies

Course Code: EDU-5205

Credit Hrs: 03

Learning Outcomes:

This course will enable the students to:

• Pinpoint the role of educational technology in educational development in national & international perspective in developing countries.

• Enable the students to make instruction effective by using hardware &software approach in order to achieve the desired objectives

• Use appropriate methods & materials for successful teaching

Course Outline:

Unit 1: Nature of Educational Technology

    a) Definition of educational technology

    b) Scope of educational technology

    c) Characteristics of educational technology

    d) Types of educational technology

Unit 2: Educational technology & learning

    a) Role of educational technology in learning

    b) Maxims of learning

    c) System approach

    d) Programmed learning

    e) Purposeful& lasting conditions of learning

Unit 3: Aims & Objectives

    a) Educational & instructional objectives

    b) Bloom's taxonomy of educational objectives

    c) Writing objectives in behavioral terms

Unit 4: Teaching strategies

      a) Effective & efficient teaching

      b) Simulation, team teaching& brainstorming

Unit 5: Projected & non- projected aids

      a) Projectors, TV, VCR, computer, fieldtrips, boards, models, charts, radio, tape recorder.

Unit 6: New trends in educational technology

Reference Material:

•   Aggarwal, J.C (1995) <u>Essentials Of Educational Technology</u>**,** Teaching Learning

      Innovations In Education. New Delhi

•   Rai, B.C. (1994) <u>Techniques& Methods Of Teaching</u>. Lukhnow paraksha

      Kendra

•   Sampath, K. (1981) <u>Introduction To Educational Technology</u>**.** New Delhi

      Sterling publishers.

•   Sharma, R.A. (1993) <u>Advanced Educational Technology</u>**.** Meerut loyal book

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Title of Course: Teaching Methods and Strategies

Course code: EDU-5206

Credit Hrs. 3

Learning Outcomes:

By the completion of this course, Student Teachers will be able to do the following:

• Describe and discuss their personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers.

• Summarize and debate the pros and cons of teacher-centred and learner-centred teaching methods and state their position as a teacher.

• Make records of structured, reliable classroom observations and draw conclusions based on these observations.

• Participate in a cooperative learning group that plans, teaches, and critiques a lesson.

• Create and critique plans for teaching and learning in primary school classes.

Course outline:

UNIT 1: Teaching and learning in school

UNIT 2: Classrooms are busy places

UNIT 3: Teacher-centred and student-centred methods

UNIT 4: Lecture, demonstration, discussion, questions, and cooperative learning

UNIT 5: Teacher-student and student-student interactions that support learning in the classroom

UNIT 6: Designing instruction: goals and objectives, assessment, plans, and materials UNIT 7: Self-regulated learning

References

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

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

- M. A. Dasgupta, Low-Cost, No-Cost Teaching Aids (New Delhi: National Book Trust, New Delhi). Ø <http://www.arvindguptatoys.com/arvindgupta/lowcostnocost.pdf>

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

- W. Harlan and J. Elstgeest, UNESCO Sourcebook for Science in the Primary School (Paris: UNESCO, 1973). Ø <http://www.arvindguptatoys.com/arvindgupta/unescoprimary.pdf >

- B. Rosenshine, Principles of Instruction (Educational Practice Series No. 21) (Geneva: International Bureau of Education, 2010). Available at: Ø

http://www.ibe.unesco.org/en/services/online-

materials/publications/educational-practices.html

- UNICEF, 'What Makes a Good Teacher? Opinions from Around the World' (1996) <http:// www.unicef.org/teachers/teacher/teacher.htm>, accessed on 23 February 2013.

- S. Vosniadou, How Children Learn. (Educational Practice Series No. 7) (Geneva: International Bureau of Education, 2001). Ø http://www.ibe.unesco.org/en/services/online-

materials/publications/educational-practices.html

- West Virginia Department of Education, 'Examples of Formative Assessment', <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>, accessed 5 March 2013.

Title of Course: Research Methods in Education
Course Code: EDU-6301
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**
         2.7.   Qualities of a researcher
         2.8.   Teacher as researcher
         2.9.   Research ethics

Unit 3:   **Types of Educational Research**
         3.9.   Descriptive Research
         3.10.   Experimental Research
         3.11.   Historical Research
         3.12.   Action Research

Unit 4:   **Techniques of Reviewing Literature**
         4.5.   Primary sources
         4.6.   Secondary sources

Unit 5:   **Methodology**
         5.9.   Population
         5.10.   Sampling
         5.11.   Instrument
         5.12.   Data collection procedure

Unit 6:   **Data Analysis**
         6.5.   Descriptive
         6.6.   Inferential

Unit 7:   **Report Writing**
         7.5.   Writing formats & Presentation
         7.6.   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*.

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Title of Course: Teaching of English
Course Code: EDU-6302
Credit Hrs: 03

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Learning Outcomes:

At the end of the course, the prospective teachers are expected to be:
- Familiar with the four language skills - Listening, Speaking reading and writing
- Identify and prepare activities for developing four skills
- Apply modern methods and approaches in teaching of English
- Prepare lesson plans of Prose, Poetry, Composition and
- Grammar
- Effective use of audio visual aids.
- Measure and evaluate the students‟ progress during teaching of English as a foreign *I* second language

Course Outline

Unit 01: Four skills of language learning
1.2. Listening Comprehension Skills
Techniques of developing listening ability
Careful listening habits
Use of Cassette-player for developing listening ability
Using Video-Cassettes for effective listening
Methods of teaching listening
Sub Skills
1.4 Speaking Skills
Favourable classroom environment for speaking
Value of pronunciation and intonation in speaking
Conversation and dialogue
Language games for oral expression
Vocabulary building
1.5 Reading Skills
Importance of silent and loud reading
Methods of teaching Reading
Sub skills
1.5 Writing Skills
Techniques of good handwriting
Importance of spelling in Writing
Creative writing (essays/paragraphs)
Writing letters and invitations to friends
Writing applications
Unit 02: Teaching of English
2.6. Teaching of prose
2.7. Teaching of poems
2.8. Teaching of composition
2.9. Teaching of vocabulary

2.10.   Teaching of pronunciation

Unit 03: Methods of teaching English
3.7.   Grammar – Translation method
3.8.   Direct method
3.9.   Audio-lingual approach
3.10.   Structural approach
3.11.   Communicative approach
3.12.   Word building

Unit 04: Teaching of Grammar
4.1. Functional approach towards grammar teaching.

Unit 05: Lesson Planning
5.2.   Importance of activities in all kinds of lessons
5.2.   Value of different steps in lesson planning.
5.4   New teaching approaches; activity based.
5.8.   Planning Structural lessons
5.9.   Planning a Prose and Poetry lesson
5.10.   Planning a Paragraph, a Story and an Essay
5.11.   Planning a Grammar lesson

Unit 06: A.V. Aids in Teaching of English
6.2.   Need and importance
6.3.   Charts, Models, Pictures, role plays, Flash Cards, Toys and Real Objects
6.3.   Radio, Cassette player, Language Laboratory
6.4.   Television, VCR, Movies
6.5.   Slides, Filmstrip, OHP, multimedia Projector

Unit 07: Assessment
7.2.   Construction of Objective type test.
7.3   Construction of subject type test.

Reference Material:

Cook V. (1991). *Second Language Learning and Language Teaching, 2nd ed. London, Arnold*
Mohammad. T. (1998). *Modern Appraoches to the Teaching of English as Second Language*, Lahore: Majeed Book Depot.
Murcia, M.C. (1991), *Teaching English as a Second Foreign Language,* 2nd Ed. New Bury House: A Division of Harper Collins Publishers.

Rob Nohand (1993). *Conversation,* London: Oxford University Press.

Sheikh. N. A. (1998). *Teaching* of *English* as a S*econd Language*. Lahore: Carvan book House.

Title of Course: Teaching of Urdu
Course Code: EDU-6303
Credit Hrs: 03

Learning Outcome:

At the end of the course the learners will be able to teach Urdu effectively at elementary level in an innovative and creative manner the course will provide the knowledge;

- To appreciate Urdu as a language
- To make learner aware of how to teach Urdu in an interesting and interactive manners
- To make the content of Urdu language acquisition skills vocabulary, and grammar easily comprehendible for students
- To analyse the Urdu teaching skills through micro teaching

تدریس اردو
کورس کوڈ EDU-6303

یونٹ نمبر 1- زبان اور اردو زبان
1.1- زبان کی اہمیت
1.2- زبان کے وجود میں آنے کے سبب
1.3- اردو کی ساخت اور مزاج
1.4- پاکستان میں اردو کی اہمیت

یونٹ نمبر 2- تدریس اردو کے عناصر
2.1- مدرسے میں اردو کی فضا
2.2- اردو کے معلم کا منصب اور کردار
2.3- اردو نصاب کی ترتیب و تدوین
2.4- طریقہ تدریس سے واقفیت

یونٹ نمبر 3- اردو تدریس سے واقفیت
3.1- بولنے کی اہمیت
3.2- بولنا سکھانے کے مقاصد و طریقہ کار
3.3- پڑھنے کی اہمیت
3.4- پڑھنے کے مقاصد و طریقہ کار
3.5- لکھنے کے مقاصد و طریقہ کار

یونٹ نمبر 4- انشاء اور اس کی تدریس
4.1- انشاء کا مفہوم و اقسام
4.2- خطوطی نویسی، مضمون نویسی، خلاصہ نویسی اور مطلب نگاری کا طریقہ کار

یونٹ نمبر 5- قواعد اور اس کی تدریس مسائل
5.1- قواعد کا مفہوم
5.2- تدریس قواعد کی اہمیت
5.3- قواعد کی تدریس کا طریقہ کار

یونٹ نمبر 6- تدریس نظم و نثر کے اہم اقدامات
6.1- تمہید کا مفہوم و مقصد
6.2- اعلان سبق کی نوعیت
6.3- مثالی قرات کا مفہوم
6.4- طلبہ کی قرات کا معیار

Reference Material

فرمان فتح پوری 2005 تدریس اردو، قطار پبلشر لاہور

سلیم فارانی 1990 اردو زبان اور اسکی تعلیم ادارہ مطبوعات فارانی لاہور

سید ساجد حسین 1987 اردو اور اسکے تدریسی طریقے کفایت اکیڈمی کراچی

Course Title: Comparative Education

Course Code: EDU- 6304

Credit Hrs: 03

Learning Outcomes:

This course is designed to

- Acquaint the students with the educational systems of different countries
- Enable them to make comparisons of those systems.
- Enable the students to look into our educational system critically.

Course Outline:

Unit 1: What is comparative education?

a) Introduction& definition

b) Factors affecting system of education

c) Purposes in comparative

d) History & development

e) Methods of comparative education

f) The problems of comparability

Unit 2: Education & development

a) Education as an investment

b) Education & social change

c) Problems of educational planning

Unit 3: Internationalism in education

a) Education, dependency & neo-colonialism

b) International aid & assistance

c) Internationalism of education

d) Trends & future

Unit 4: Comparative studies in south Asia

a) Educational profile

b) Teacher education

c) Gender disparities

   d) Non- formal education

   e) Key challenges

Unit 5: Comparative studies of classroom behavior

   a) Techniques for measuring students' achievements

   b) Per student expenditure

   c) Teacher efficiency & effectiveness

Unit 6: Cross- sectional studies

   a) Primary education

   b) Higher education

   c) NFE programs

   d) Adult education

   e) Woman education

   f) Environmental education

Reference Material:

Chakravarti , B.K. (2005). A Textbook of Comparative Education

Chaube, S.P & Chaube, A. (1998) Comparative education

Taneja, V.R. (2003) Socio-Philosophical Approach to Education

Course Title: Educational Measurement & Evaluation

Course Code: EDU-6405

Credit Hrs: 03

Learning outcomes:

This course wills enable the student to:

- Understand the concept of measurement & assessment
- Apply the measuring & assessment techniques in the classroom in order to assess the student's academic performance.

Course Outline:

Unit 1: Introduction

    1.1   Definition of Measurement, Assessment and Evaluation

    1.2   Difference between Measurement, Assessment and Evaluation

    1.3   Types of Assessment Procedures

    1.4   Criterion and Norm Referenced Test

Unit 2: Instructional Goals and Objectives

    2.1   What Are Instructional Objectives

    2.2   Taxonomy Instructional Objectives

    2.3   Criteria for Selecting Appropriate Instructional Objectives

    2.4   Method of Selecting Instructional Objectives

Unit 3: What Is Test?

    3.1   Class Room Test

    3.2   Standardize Test

    3.3   Validity of the Test

    3.4   Reliability of the Test

Unit 4: Test Construction

    4.1   Developing a Specification of Test

4.2   Selecting Appropriate Type of Test Items

4.3   Construction of Objective Test Item

4.4   Construction of subjective test items

4.5   Item analysis

Unit 5: Continues Assessment

5.1   What Is Continuous Assessment

5.2   Need for Continuous Assessment

5.3   Techniques of Continuous Assessment

5.4   International Assessment

5.5   National Assessment

5.6   National Assessment in Pakistan

Unit 6: Interpretation of Test Scores and Norms

6.1   Grade Norms

6.2   Percentile Rank

6.3   Standard Scores

6.4   Profiles

6.5   Skill Analysis

6.6   Cautions in Interpreting Test Scores

Unit 7: Grading and Reporting

7.1   Functions of Grading and Reporting System

7.2   Types of Grading and Reporting System

7.3   Record Keeping and Grading Software

7.4   Reporting Test Results to Parents

Reference Material:

• Gay, L.R. (1985) Educational Evaluation & Measurement.London: Column

    Charles publishing company.

- Gronlund, Norman E (2005) <u>Measurement assessment in Teaching</u> New York:

  mc millan publishing   company

- Gronlund N.E. (1998) <u>Assessment of Student's Achievements</u>**.** Boston: allyn &bacon.

- Wiersma William& jors stepheng. (1990) <u>Educational Measurement & Testing</u> Boston: allyn &   bacon.

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Course Title: Higher Education

Course Code: EDU-6402

Credit Hrs: 03

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Learning outcomes:

An extensive Exposure of students to a wide spectrum of HIGHER EDUCATION is assumed to enable them to:

- Delineate nature and extent of higher education.
- Identify significant changes, which have taken place in the fields of Higher Education and the manner in which they are influencing the systems of education.
- Identify crucial problems and issues confronting Higher Education.
- Establish relationship between the process of Higher Education and development and analyze the emerging role which Higher Education is assigned to play in the socio-economic development of the country.
- Work out implications of the political process for Higher Education and find out their impact on each other.
- Identify relevant innovation in Higher Education

Course outline:

Unit 01: Introduction to Higher Education

1.3   Nature, Need And Scope Of Higher Education
1.4   Higher Education In Pakistan, (Perspective – Planning)

Unit 02: Role of the University

2.1   Philosophy of Higher Education

2.2   Need of University

2.3   Mode of University

2.4   Functions of the University

Unit 03: Growth and Development of Higher Education

3.1   Policies and Plans for Higher Education

3.2   Roles of Various Organizations in Higher Education

3.3   Role of HEC

Unit 04: Higher Education in Developed Countries

    4.1   Higher Education in USA

    4.2   Higher Education in United Kingdom

    4.3   Higher Education in Japan

    4.4   Higher Education in Germany

    4.5   Higher Education in Australia

Unit 05: Higher Education in Developing Countries

    5.1   Higher Education in India

    5.2   Higher Education in Egypt

    5.3   Higher Education in Malaysia

    5.4   Higher Education in Thailand

    5.5   Higher Education in China

Unit-6: Economics of Higher Education

    6.1   Investment in University

    6.2   Wastage in Higher Education

    6.3   Cost Effectiveness Analysis

    6.4   Financing Higher Education

Unit 07: Assessment in Higher Education

    7.1   Assessment

    7.2   Examination System

    7.3   Teacher Role in Assessment

    7.4   Learner Role in Assessment

    7.5   Entrance Test

Unit 08: Problems and Issues in Higher System

    8.1   Problems in Higher Education

    8.1.1   Examination

    8.1.2   Quality and Access to Higher Education

    8.1.3   Teacher Training

8.1.4   Discipline (Politics)

Unit 09: Innovations in Higher Education

9.1   Distance and Non Formal Education

9.2   Learning Styles at Higher Education

9.3   Technology in Higher Education

9.4   Continuing Education / Life Long Education

Reference Material:

- Shami, P.A, Higher Education in Pakistan- A case for change, Higher Education Review, Vol. (v) No. , 1995.
- Rehman, T, Pakistan Universities: Actual Ideal Possible, 1995.
- Coombs, Philips H, World Crisis in Education, Bury St: Edmunds, Suffold, U.K, 1989.
- Thomson K W, Higher Education And Social Change: Promising Experiment in Developing Countries Volume 1: Reports, Praeger Publishers, London, U.K. 1976.
- Malaysia, The Second Outline Perspective Plan: (OPPS), 1990-200, Kaula Lumpur, National Printing Department, 1991.
- Harris D and Bellec, Evaluating and assessing for learning, Kogan Page, London, 1990.
- Knight P, (edt), Assessment for Learning in Higher Education, Staff and Educational Development Series, Kogan Page, Birmingham, U.K, 1995.
- Knapper C and Jeroplay A, Life Long Learning and Higher Education Kogan Page, London, 1991.

Course Title: Elementary and Secondary Education

Course Code: EDU-6401

Credit Hrs:03

Learning Outcomes:

After the completion of the course students will be able to

- Explain the concept and scope of elementary and secondary education.
- Discuss and compare different stages of child development.
- Explore the different methods and strategies for elementary and secondary education.
- Explain class room management skills related to teaching.
- Explore the testing and evaluation at elementary and secondary education.
- Explain the role of private sector in elementary and secondary level in Pakistan.
- Identify the issues related to elementary and secondary education in Pakistan.
- Evaluate the curriculum development process in Pakistan.

Course Outline

Unit 01: Scope and Concept of Elementary and Secondary Education.

      2.1 Importance and Practice in Comparative Prospective.
            1.1.5   Pakistan.
            1.1.6   India.
            1.1.7   Bangladesh.
            1.1.8   Japan.
     1.3. Compulsory Elementary and Secondary Education.
       Role of Private and Public Sector.

Unit 02: Child Development

      2.1 The Primary Years.
            2.1.1. Physical Motor Development.
            2.1.2. Cognitive and Intellectual Development.
            2.1.3. Personality and Social Development.
      2.2 Middle Childhood.
            2.2.1   Physical Motor Development.
            2.2.2   The Cognitive and Intellectual Development.
            2.2.3   Personality and Social Development in Childhood.
      2.3 Adjustment and Hearing Problem.
            2.3.1   Sources of Adjustment Difficulties

              2.3.1.1   Parents.

              2.3.1.2   Social Relationship.

              2.3.1.3   School.

2.4 Types of Adjustment Problems.

    2.4.1   Aggression

    2.4.2   Regression

    2.4.3   Fears

    2.4.4   Physical Problems

    2.4.5   The Family and Child Attraction

Unit 03: Curriculum Development

3.1 Process of Curriculum Development.

3.2 Language and Language Skills.

3.3 The Language Art Component.

3.4 Sciences.

3.5 Mathematics.

3.6 Social Studies.

3.7 Physical and Health Education.

Unit 04: Teachings and Strategies for Elementary and Secondary Education.

4.1 Lecture Method.

4.2 Demonstration Method.

4.3 Drill Method.

4.4 Project Method.

4.5 Problem Solving Approach.

4.6 Role Playing Games and Simulations.

4.7 Programmed Instruction.

4.8 Instructional Technology.

    4.8.1 Purpose of Instructional School.

    4.8.2 Projected Aids And Skills.

4.8.3 Non Projected Aids and Skills.

4.8.4 A.V Aids.

4.8.5 Activity Aids.

Unit 05: Classrooms Management Skills.

5.1 Basic Concept Related To Classroom Management.

5.1.1 Management.

5.1.2 Control.

5.1.3 Discipline.

5.2 Types of Classroom Problems.

5.3 Punishment

5.4 Classroom Climate

5.5 Organizational Aspect of Management.

5.6 Personal Dimensions of Managements.

Unit 06: Classroom Related Problem

6.1 Student Groups.

6.2 Behaviour Problems.

6.3 Social Problems.

6.4 Criminal Behaviour.

6.5 Drug Use

6.6 Physical and Secondary Disabilities.

6.7 Learning Deficits

6.8 Visual Impairment Learning Disabilities.

6.9 Hearing Impairment Gifted Children.

Unit 07: Measurement and Education.

7.1 Concepts of Measurement and Education.

7.2 Types of Tests.

7.3 Planning, Constructing The Teacher Made Test.

7.4 Characteristics Of Good Test.

7.5 Measuring Achievement in Elementary and Secondary Level.

7.6 Grading Report.

7.7 Statistical Computation.

Unit 08: Problems and Issues of Elementary and Secondary Education.

8.1 Female Education.

8.2 Dropout.

8.3 Curriculum.

8.3.1 Programmatic Curriculum A Dilemma.

8.3.2 Integrated Curriculum.

8.4 Health and Family Education.

8.5 Examination System.

8.6 Private Schools.

8.7 Teacher Trainings

Reference Material:

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- Callahan, Joseph F, & Clark Leonard H. (n.d), Teaching in the Middle and Secondary Schools, New York: Macmillan Publishing Company.
- Lemleach, Johanna Kasin (1984), Curriculum and Instructional Methods for the Elementary Schools New York: Macmillan Publishing Company.
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- Berliner, Gage (1984), Educational Psychology (Third Edition) Boston: Houghton Mifflin Company.
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- Farooq R.A. (1994), Orientation of Educationists, Islamabad: Asia Society for Promotion of Innovation and Reform in Education.
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- Govt. of Pakistan. (1992-2002), National Education Policy, Planning Commission.
- Govt. of Pakistan. (1998-2010), National Education Policy, Planning Commission.

Course Title: Teacher Education

Course Code: EDU-6403

Credit Hrs: 03

Learning Outcomes:

After reading this course the students will be able to:

- Understand the nature and process of teacher education.
- Understand and analyse the curriculum of teacher education in Pakistan.
- Know diverse systems of teacher education around the globe
- Comprehend the role of the teacher in implementing the state policy of education

Course Outline:

10. Teacher Education: An Introduction

    10.1.   Aims and objectives of Teacher Education

    10.2.   Application of old and new methods of instruction

    10.3.   Ideological basis of Education in Pakistan

    10.4.   The role of guidance and counseling

    10.5.   Community and Education

    10.6.   Research and Education

11. Teacher and Teaching: Islamic Perspective

    11.1.   Teacher in Islamic Education

    11.2.   Responsibilities of Teacher in Islamic Education

    11.3.   Quranic concept of Teacher Education

    11.4.   Prophet, Education and Teacher

    11.5.   Methods of teaching from Islamic Perspective

12. Development of Teacher Education in Pakistan

    12.1.   Teacher Education System in Pakistan

    12.2.   In-service and pre service training

    12.3.   AIOU

    12.4.   Comparison of Anglo-Indian and schools of Bengal

    12.5.   Developments and problems of Teacher Education

13. Teacher Education Problems, Prospects and Future

13.1.   Structure of teacher education and its future

13.2.   National Education Policy 1998 – 2010

13.3.   Problems and prospects of teacher education

13.4.   Elementary and Secondary school teacher training

13.5.   Primary teacher in Pakistan

14. Structure and Curriculum of Teacher Education

14.1.   Structure of Teacher Education

14.2.   Curriculum

14.3.   Gaps in the existing structure and curriculum

14.4.   Proposed structure and curriculum of Teacher Education

15. Instructional Strategies and Techniques

15.1.   Computer Assisted Instruction

15.2.   Non graded class or mixed ability groups

15.3.   Formal and non-formal education

15.4.   Distance Education

15.5.   Open University

15.6.   Correspondence Education

15.7.   Package Instruction

15.8.   Team Teaching

15.9.   Discussion Method

16. Teaching Competencies and Educational Technology

16.1.   Teacher Competence

16.2.   Teaching Skill

16.3.   Micro Teaching

16.4.   Role of Technology in Teacher Education

17. Teacher Education: A Comparative Perspective Development and Developing Countries

17.1.   Teacher Education programme of UK

17.2.   Teacher Education programme of USA

17.3.   Teacher Education programme of China

17.4.   Teacher Education programme of India

17.5.   Teacher Education programme of Malaysia

17.6.   Teacher Education programme of Sri Lanka

17.7.   Teacher Education programme of Pakistan

18. Teacher Education and challenges of 21st Century

18.1.   A teacher's toolkit

18.2.   New Professional profiles of the teaching staff

18.3.   Cooperative teaching

Reference Material:

Andrabi et. Al. (2002) Test Feasibility Survey, PAKISTAN: Education Sector, World Bank, Washington D.C

Chaudhary M.A (1995). Teacher Education in Pakistan : New Challenges. Paper presented at the International Conference on Teacher Education : Innovative Alternatives for the 21st Century. Thailand.

Craig, H : (1998)Teacher Supply, Training And Professional Development: Teacher Development: Making An Impact, From the Executive Summary of CRAIG, H. J., KRAFT, R. J. and DU PLESSIS, J. (1998). Teacher Development: Making an Impact. Washington DC: USAID/World Bank.

Chanana, K. (ed.) 2004. Transformation Links between Higher and Basic Education : Mapping the field. Sage. New Delhi.

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ITA (2004) : Survey Report on World Teachers Day 2004. Lahore

Ministry of Education. National Education Policy 1998-2010. Islamabad

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Reimers-V.E (2004) Teacher Professional Development, IIEP, UNESCO, Paris

Strategic Policy Unit (2004) Strategic Operational Plan 2004-2009, Education Department, Government of Faisalabad. www.spu.com

UNESCO (2003) Status of Teachers in Pakistan. Islamabad

Zafar, F. (2004) First Report Policy Research and Training "Strengthening Decentralized Local Government in Faisalabad District Project". (DfID funded)

Title of Course: Teaching of Social Studies
Course code: EDU-6305
Credit Hrs. 3

Learning Outcomes:
After completing this course, Student Teachers will be able to:
• promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment)
• apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography
• apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom
• apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world
• assess and evaluate students' learning in history and geography through varied assessment techniques.

UNIT 1: Introduction to social studies

1.9   Course introduction and setting the context
1.10   The concept, nature, and scope of teaching social studies Social studies in the present era
1.11   Significance of history in teaching social studies
1.12   Significance of geography in teaching social studies
1.13   Scope of social studies in elementary grade
1.14   Key concepts of history (change, continuity, and chronology)
1.15   Key concepts of geography (regions, location, human–environmental interactions, movements, and places)
1.16   Relationships between history and geography
UNIT 2: Pedagogies for the teaching of social studies (history and geography)

2.1   Pedagogies for the teaching of history Teaching history through timelines Using artefacts to teach history
2.2   Debate/hot-seating (i.e. a technique in which a group questions/interviews a subject to get more information) Pedagogies for the teaching of geography Storytelling
2.3   Teaching controversial issues Role play, games, simulations, and decision-making Field work
2.4   Reading maps Observation and integration of media (National Geographic) Discussion based on diagrams and newspapers
2.5   Lesson planning in history and geography (2 sessions) Classroom management in the teaching of history and geography
UNIT 3: Inquiry-based teaching in history and geography
3.1   Introduction to inquiry-based approaches to teaching
3.2   Inquiry-based approaches to teaching history and geography
3.3   Forming questions for inquiry projects
3.4   Framing questions to respond to inquiry
3.5   Planning projects
3.6   Field work
3.7   Data management

3.8 Data analyses
3.9 Report writing
UNIT 4: Teaching social action through history and geography

4.1 Contemporary geographical and historical issues in Pakistan
4.2 Analysing problems and separating facts from opinions
4.3 Prioritizing a problem to study cause and effect
4.4 Researching steps to inform actions to be taken
4.5 Planning the action
4.6 Doing the action
4.7 Critical reading and social action
4.8 Making friends across provinces through networking Report writing
UNIT 5: Assessments in teaching social studies (history and geography)
5.1 History and geography assessments:
5.2 What and how?
5.3 Key issues in history and geography assessments
5.4 Comprehensive assessment techniques (teacher observations, teacher-designed tasks and tests, work samples and portfolios, and projects)
5.5 Establishing criteria to assess students' learning
5.6 Providing feedback
5.7 Course review

References
- Dean, B. L., Joldoshalieva, R., & Sayani. F. (2006). Creating a better world. Karachi: Aga Khan University for Educational Development.
- Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space. In R. Gilbert & B. Hoepper. Teaching society and environment (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.
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- How to assess student performance in history: Going beyond multiple-choice tests by Julie Edmunds Ø

http://www.serve.org/uploads/publications/AssessHistory.pdf

Title of Course: Teaching of General Science
Course Code: EDU-6306
Credit Hrs: 03

Learning Outcomes:
The course will enable learners to;
- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principle of science education
- Apply appropriate methods and techniques for effective learning in Science

Course Outline:

Unit 01: Nature of Science
    1.4 Definition of science
    1.5 Science as a process: Scientific Method
    1.6 Science as a product: Scientific Knowledge

Unit 02: **Aims / Objectives Teaching General Sciences**
    2.3 History of Science Education
    2.4 Aims / Objectives of teaching General Science at Elementary level

Unit 03: **Methods of Teaching General Science**
    3.5 Demonstration cum-lecture method
    3.6 Discovery method
    3.7 Project method
    3.8 Other innovative method

Unit 04: **Approaches of Teaching General Science**
    4.2 Teaching approach
        d) Problem solving
        e) Inquiry techniques
        f) Exploration
        g) Observation
        h) Experiment
    4.3 Teaching Strategies
        a) Scope & propose of practical activities
        b) Science laboratory
        c) Safety measure in laboratory

Unit 05: Teaching Aids
    5.3 Need & importance of teaching aids
    5.4 Types of teaching aids
    5.3   Principles of using teaching aids
    5.4   Using low cost teaching aids

Unit 06:   **Characteristics of effective Science Teaching**
    6.1   Characteristics of lesson planning
    6.2   Characteristic qualities of science teacher
    6.3   Effective questioning

Unit 07:   **Evaluation**
     7.1   Designing a test
     7.2   Administering & scoring a test
     7.3   Interpreting test results

Reference Material:

Lawson, Anton. E. (1995). "*Science teaching and development of Thinking*". California: Wadsworth publishing company

Rehman Mehmooda (1999). "*Teaching of science and mathematics*". Peshawar: Ijaz printer, Pakistan

Title of Course: Teaching of Islamic Studies
Course Code: EDU-6307
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 Appro0priate 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 in Elementary Education*. London: Macmillan

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

Wilma R. Melendex, V. B. & Melba Fletcher. (2000). *Teaching Social Studies 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 PRACTICE (Long)

Course Code: EDU-6308

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

B.ED Secondary (1.5 years)

Scheme of Studies

Entry Requirement:

- M.A/M.Sc or equivalent with at least second division with no 3rd div in the academic career.
- Entry Test conducted by the university.
- The admission will be subjected to the provision of the character certificate from the last degree institution

Scheme of Studies:

Duration	03- Semesters
Thesis/Research Project	06 Credit Hrs
Teaching Practice	06 Credit Hrs
Courses	36 Credit Hrs
Total	54 Credits Hrs
Oral comprehension examination	S/U Basis

Semester 1

Course Code	Name of Subject	Credit Hours
EDU-3106	General Methods of Teaching	03
EDU-4401	Classroom Assessment	03
EDU-4404	School, Community and Teacher	03

Course Code	Name of Subject	Credit Hours
EDU-5502	Foundations of Education	03
EDU-5505	Curriculum Development	03
EDU-5506	Educational Psychology	03
	Total	**18**

Semester 2

Course Code	Name of Subject	Credit Hours
EDU-6301	Research Methods in Education	03
	Discipline II	03
EDU-6309	Teaching of Biology	03
EDU-6311	Teaching of Chemistry	03
EDU-6312	Teaching of Mathematics(Sec)	03
EDU-6310	Teaching of Physics	
	Discipline II	03
EDU-6302/ EDU-6303	Teaching of English / Teaching of Urdu	
EDU-6305		03
EDU-6306	Teaching of Social Studies	03
EDU-6307	Teaching of General Science	03
	Teaching of Islamic Studies	

EDU-4306	Teaching Practice	03
	Total	**18**

Semester 3

Course Code	Name of Subject	Credit Hours
EDU-5604	Comparative Education	03
EDU-5605	Introduction to Guidance and Counseling	03
EDU-6802	Test Development and Evaluation	03
EDU-6804	Research Project	06
EDU-4306	Teaching Practice	03
	Total	**18**

Assessment Policy:

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

midterm	Quiz	Assignment	Terminal	Total
45	15	15	75	150

Assessment Policy for Practicum. (Short Term)

Professional Portfolio = 50

Model Lesson No 1 = 25

Model Lesson No 2 = 25

Paper Setting

There shall be no choice on question paper. The TE paper shall cover whole course and at least 20-30% questions shall be given from the course taught up to ME. The teacher who has taught the subject shall act as paper setter and shall also mark the paper.

c) **Paper setting**

The answer scripts of each examination shall be marked and shown to the students by concerned teachers, taken back immediately in accordance with announced schedule.

In case a student is not satisfied with his/her award even after checking his/her answer books and other answer books for comparative marking, or justified by the teacher, he/she may file a written request to Director/Chairman who shall constitute a re-evaluation Committee consisting of two experts relevant to the subject. The decision of the committee shall be final. Committee can examine all/any script for the sake of comparative marking.

The Mid Examination shall be held during the 9th week of the semester and terminal examination shall be held at the end of the semester (17-18 Week) according to the schedule provided by the respective Dean of the faculty. The concerned teacher shall keep answer books in custody for one academic year. Thereafter the answer books forwarded to examination committee who will be responsible to keep them in custody till the award of degree subject to the maximum of semester allowed under rules, for that degree program.

d) **Duration of Examinations**

Mid Term	**1.0-1.5 hours**
Terminal Examinations	**2.5-3.0 hours**

Examination shall be held on consecutive days excluding public holidays. The schedule of examination as well as Result (paper showing) shall be displayed along with the examinations schedule. The students' shall be encouraged to see the answer books of other students of the class for satisfaction of unbiased/neutral/fair and relative marking.

Learning and Teaching Approaches

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The instructors can use an integrated approach to teaching which enables holistic development as all the courses link learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

Title of Course: General Methods of Teaching
Course code: EDU-3106
Credit Hrs. 3

Learning Outcomes:
After completion of this course students will be able to:
- Explain the basic concepts of teaching.
- Demonstrate the essential attributes of the effective teacher.
- Describe the importance and types of teacher planning...
- Practice different teaching methods in classroom.
- Organize classroom discussion and demonstrate its appropriate use.
- Apply various techniques to motivate students.
- Select appropriate audio visual aids in classroom teaching.
- Prepare lesson plans.

Course outline:

Unit 1: Introduction
      1.1. Definitions of Teaching
      1.2. The concept of Effective Teaching
      1.3. Role of teacher for conducive learning environment
      1.4. Personal Characteristics of an Effective Teacher
      1.5. Professional Characteristics of an Effective Teacher
      1.6. The concepts of Teaching Methods, Strategies and Techniques

Unit 2: Lesson Planning in Teaching
      2.1. The Need for lesson Planning
      2.2. Approaches to lesson Planning
      2.3. Weekly Planning
      2.4. Daily Planning
      2.5. Unit Planning
      2.6. Course Planning

Unit 3: Steps in Lesson Planning
      3.1. Introduction
   3.2. Presentation

3.3.Generalization
3.4.Application
3.5.Recapitulation
3.6.The Lesson Plan Format

Unit 4: Pedagogy by Level
    4.1. Pedagogy of early childhood education
    4.2. Pedagogy of elementary education

Unit 5: Inquiry Method
    5.1. The Inductive Method
    5.2. Deductive Method of inquiry
    5.3. Scientific Method
    5.4. The Problem Solving Approach
    5.5. Advantages and Limitations of Inquiry Method

Unit 6: Activity Methods & Cooperative learning
    6.1. Individual Project
    6.2. Group Project
    6.3. Research Projects
    6.4. Cooperative learning
    6.5. Techniques of cooperative learning
    6.6. Advantages and Limitations of activity and cooperative Method

Unit 7: Demonstration Method
    7.1. What is Classroom Discussion
    7.2. Planning the Discussion
    7.3. Organizing the Discussion
    7.4. Practicing in asking questions
    7.5. Practicing in answering the questions
    7.6. Assessing the discussion
    7.7. Advantages and Limitations of Discussion Method

Unit 8: Student Motivation
    8.1. Concept of Motivation
    8.2. Intrinsic Motivation
    8.3. Extrinsic Motivation
    8.4. Theories of Motivations
    8.5. Strategies to Motivate Students

Unit 9: Teaching Skills
    9.1. Set induction
    9.2. Presentation
    9.3. Identify learning difficulties of students
    9.4. Prepare lesson according to individual needs
    9.5. Students Evaluation

Unit 10: Teaching Tools

      10.1 Selecting the Audio Visual Material

      10.2 Planning To Use the Materials

P   10.3 Preparing For the Audio Visual Activity

      10.4 Kinds of AV Materials

            a. White Board / Marker

            b. Charts, Posters, Maps, Graphs & Models

            c. Text Books

            d. Hand Outs

            e. Projectors

            f. Multimedia

Reference Material:

Allen, Mendler, (2009).”*Motivating Students Who Don't Care”*: Successful Techniques for Educators. Amazon.com

Arends, R.I. (2007) “*Learning to Teach”* (7th Edition, McGraw Hill International Edition). Boston: McGraw Hill.

Ellington, H et al. (2005) “*Handbook of Educational Technology”* (3rd Edition). London: Kogan Page Limited.

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., & Wiliam, 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.

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
    1.7   Definition, Structure and function.
    1.8   Individual Status and his/her role in the society
    1.9   Social interaction
    1.11   Cultural diversity
    1.12   Culture and Cultural elements of Pakistani community.
    1.13   Role of education in strengthening Pakistani community.

Unit 02: Group and Group Dynamics.
    2.11   Meaning of group
    2.12   Group dynamics
    2.13   Types of social groups
    2.14   Individual behavior and group behavior
    2.15   Role of school and teacher in molding individual and group behavior

Unit 03: Socialization
    3.11   Meaning and aims of socialization
    3.12   Agencies of socialization
    3.13   Stages of social development
    3.14   Role of school in socialization
    3.15   Teacher as role model as participating in community and health activities.

Unit 04: Social Institutions
    4.5   Definition of social institutions
    4.6   Types of social institutions
        4.2.1   The family
        4.2.2   Economic institutions

        4.2.3   Religious institutions
        4.2.4   Educational institutions
        4.2.7   Play and recreational institutions

Unit 05: School and Community
        5.9.   Relationship between school and community
        5.10.   Effects of school on community
        5.11.   Effects of community on school
        5.12.   A critical analysis of effective role of school and teachers in Pakistani community

Unit 06: Social Control
        6.9.   Definition
        6.10.   Social deviation, peace, harmony and tolerance
        6.11.   Methods of social control
        6.12.   Role of community, school and teacher in developing peace, harmony and tolerance

Unit 07: Teacher School and Students
        7.9   Are teacher born or made?
        7.10   Effective and reflective teaching
        7.11   Creative and critical teaching
        7.12   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
        8.11   Technological change and its impact
        8.12   Sources/forces of technological change
        8.13   Technology and jobs
        8.14   Technology and ethical values
        8.15   Utilitarian view of technology

Recommended Books:

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

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

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

School and Society. (6th Ed) McGraw Hill Book Company New York USA.

Tagga, Abdul Hamid, School, Maashra Owar Ustad. Sarwar, Ghulam Rana, School, Maadrsha owar Ustad.

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
  1.5.   Islamic Foundations
  1.6.   Islamic concept of Peace
  1.7.   Other religions and Islam
  1.8.   Ideology and teachers

Unit 2: Philosophical Foundations of Education
  2.3.   Philosophy and Education
  2.4.   Main Philosophical Thoughts
  2.7.   Idealism
  2.8.   Realism
  2.9.   `Pragmatism
  2.10.   Re-constructionism

Unit 3: Psychological Foundations of Education
  3.6.   Learning and Maturation
  3.7.   Individual Differences
  3.8.   Self-Concept
  3.9.   Academic Aptitude
  3.10.   Instructional Strategies and Psychology

Unit 4: Socio-Economic Foundations of Education
  4.5.   Concept of Society and Culture
  4.6.   Social Conditions and Education
  4.7.   Economic Conditions and Education
  4.8.   Politics and Education

Unit 5: Historical Foundations of Education in Pakistan
  5.7.   Pre-Pakistan Period (712 A.D. to onward)
  5.8.   Period from 1947-1958
  5.9.   Period From 1959-1971
  5.10.   Period from 1972-1979
  5.11.   Period from 1980 -1991
  5.12.   Period from 1992 – to date

Unit 6: Aims of Education

6.4.   Aims, Goals and Objectives
6.5.   Taxonomies of Objectives
6.6.   Aims and Objectives of Education in Pakistan

Unit 7: Problems and Issues in Education in Pakistan
7.11.   Universalization of Primary Education
7.12.   Literacy
7.13.   Medium of Instruction
7.14.   Diversification of Education
7.15.   Environmental Education
7.16.   Gender and Education
7.17.   Islamiazation of Education
7.18.   Special Education
7.19.   Health Education / Drug Education
7.20.   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

1.5. The definition of Curriculum
1.6. Various forms of Curriculum
1.7. Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum.
1.8. Learning experiences and assessment of students learning

Unit 02: Foundations of Curriculum

2.4. Philosophical
2.5. Psychological
2.6. Sociological

Unit 03: Curriculum: Aims, Goals and Objectives

3.3. Distinction between aims, goals & objectives
3.4. 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. Rational models; Hilda Taba model, Tyler Model
4.2. Cyclic models; Wheeler , Nicholls and Nicholls
4.3 Dynamic model; Walker model , Skilbeck model

Unit 05: Designs of Curriculum

5.3. Subject-based
5.4. Activity-based

Unit 06: Process of Curriculum Development in Pakistan

6.3. Curriculum development at elementary and secondary level
6.4. Role of teacher in curriculum development process at various levels

Unit 07: Curriculum Change

7.3. Process of Curriculum Change
7.4. 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, (*5th ed), Sharma R.C (2002). *Modern Methods of Curriculum Organization*. New Delhi:

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

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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**
              1.7.   Schools of thoughts
              1.8.   Structuralism
              1.9.   Functionalism
              1.10.   Behaviorism
              1.11.   Nature and function of educational Psychology
              1.12.   Four way teaching agenda of educational Psychology

Unit 2   **Fundamentals of Human Development**
              2.3.   Overview of Growth and Development
              2.4.   General nature of growth and Development
              2.4.   Factors influencing Child Development

Unit 3   **Learning**
              3.4.   Definition of learning
              3.5.   Learning theories
              3.6.   Learning Process

Unit 4   **Information Processing**
              4.5.   What is Memory
              4.6.   Parts of memory
              4.7.   What is Forgetting
              4.8.   Methods to improve memory

Unit 5   **Intelligence**
              5.5.   Concept of intelligence
              5.6.   Theories of intelligence
              5.7.   Individual difference
              5.8.   Intelligence Testing

Unit 6   **Measurement and evaluation in educational Psychology**
              6.6.   Test
              6.7.   Characteristics of Test
              6.8.   Reliability
              6.9.   Validity

6.10. 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.

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**
2.10. Qualities of a researcher
2.11. Teacher as researcher
2.12. Research ethics

Unit 3: **Types of Educational Research**
3.13. Descriptive Research
3.14. Experimental Research
3.15. Historical Research
3.16. Action Research

Unit 4: **Techniques of Reviewing Literature**
4.7. Primary sources
4.8. Secondary sources

Unit 5: **Methodology**
5.13. Population
5.14. Sampling
5.15. Instrument
5.16. Data collection procedure

Unit 6: **Data Analysis**
6.7. Descriptive
6.8. Inferential

Unit 7: **Report Writing**
7.7. Writing formats & Presentation
7.8. 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.*

Title of Course: Teaching of Physics

Course code: EDU-6310
Credit Hrs. 3

Learning Outcomes

After completion of the course, the students will:

- understand the general objectives of teaching Physics
- relate the principles of Physics to the experiences of daily life
- familiarize themselves with the fundamental principles, theories and concepts of **physics**

Contents

1 **Introduction to Teaching of Physics at Secondary Level**

1.1 Nature of teaching of Physics

1.2 Philosophy of teaching of Physics

1.3 History of teaching of Physics

1.4 Scientific method

2 Aims and Objectives of Teaching of Physics

2.1 Introduction

2.2 Aims of teaching Physics

2.3 Bloom's taxonomy of objective

2.4 Scientific attitude

2.5 Techniques for developing scientific attitude

2.6 Role of Physics teacher

3 Scope and Sequence of Physics Curriculum

3.1 Introduction

3.2 Content sequence of Physics curriculum at secondary level

3.3 Structuring of knowledge of Physics

4   Lesson Planning

4.1   Introduction

4.2   Advantages of lesson planning

4.3   Characteristics of a good lesson plan

4.4   Steps in lesson planning

5   Text Book of Physics Class IX

6   Text Book of Physics Class X

7   Preparing Lesson Plans and Presentation of Lesson Plans

8   Establishment and Maintenance of Physics Laboratory

Suggested Readings

Heimder, C. H. (1989). Focus on Physical Science. Ohio: Jack Price Merrill Publishing Company

Owen, C.B. (1964). Methods for Science Master. London: Macmillans Co. Ltd.

Punjab Text Book Board. (2017). Physics of Class IX. Lahore

Punjab Text Book Board. (2017). Physics of Class X. Lahore

<center>**Title of Course: Teaching of Mathematics(SEC)**</center>

<center>**Course code: EDU-6312**</center>

<center>**Credit Hrs. 3**</center>

Learning Outcomes

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

- understand the scope and sequence of mathematics in grades1-8
- solve mathematical problems which have a practical value in life situations
- use techniques for using manipulative materials as instruments for enhancing development and learning
- use appropriate inquiry strategies for teaching mathematics
- foster a positive attitude toward mathematics and learning
- assess students learning

Contents

Unit 1: Introduction:

1.1 What is Mathematics?

1.2 Nature, Scope, Need & importance of Math's.

1.3 History of Math's

1.4 Muslim contributions in the development of math's

Unit 2: Introduction to Teaching of Mathematics

2.1 Nature of teaching of mathematics

2.2 Philosophy of teaching of mathematics

2.3 History of teaching of mathematics

2.4 Nature of teaching of mathematics

Unit 3: Objectives of Teaching of mathematics

3.1 Mathematical Problem Solving

3.1.1 Mathematical problem solving

3.1.2 Criteria for successful problem solving in elementary mathematics

3.1.3 Role of the teachers to promote these criteria in elementary students

3.2 Mathematical Reasoning

3.2.1 Meanings of mathematical reasoning

3.2.2 Drawing logical conclusions about mathematics

3.2.3 Using models, facts, properties and relationships to explain thinking and justifying solutions

3.3 Mathematical Connections

3.3.1 Link conceptual and procedural understanding

3.3.2 Recognizing relationships among different topics in mathematics

3.3.3 Using mathematics in other subject areas and in real-world applications

3.4 Mathematical Communication

3.4.1 Relate physical materials, picture, mathematical language, and symbolic representation to mathematical ideas and situations

3.4.2 Representing discussing, reading, writing and listening to mathematics as vital part of learning and utilizing mathematics

Unit 4: Theoretical Foundations for Mathematics Education

4.1 Cognitive theories

4.2 Theories into practice

Unit 5: Writing Behavioral Objectives in Mathematics

Unit 6: Scope and Sequence of Elementary Mathematics Curriculum

6.1 Expectations from the elementary school children

6.2 Development of mathematics curriculum

Unit 7: Teaching of the content of Class VI-VIII Mathematics

Unit 8: Lesson Planning in Mathematics

Unit 9: Establishment and Maintenance of Mathematics Laboratory

Suggested Readings:

Billstein, R., Libeskind, S., Lott, W.J. (2000). A Problem Solving Approach to Mathematics for Elementary School Teachers. New York, Addison Wesley Longman.

Broomes, D. et. al. (1996). Teaching Primary School Mathematics. Jamica: Ian Randle.

Grouws A. D. (2007). Handbook of Research on Mathematics Teaching and Learning. New York: Information Age Publishing

Loudhi, S.M. (2004).Tadrees-E-Riazi. Lahore: Majeed Book Deport

Punjab Text Book Board. (2017). Mathematics VI. Lahore

Punjab Text Book Board. (2017). Mathematics of Class VII. Lahore

Punjab Text Book Board. (2017). Mathematics of Class VIII. Lahore

Punjab Text Book Board. (2017). Mathematics of Class IX. Lahore

Punjab Text Book Board. (2017). Mathematics of Class X. Lahore

Zevenbergen, R. and Wright, D. S. (2005). Teaching Mathematics in Primary Schools. Sydney: Allen and Unwin.

<p style="text-align:center">Title of Course: Teaching of Biology</p>

<p style="text-align:center">Course code: EDU-6309</p>

<p style="text-align:center">Credit Hrs. 3</p>

Learning Outcomes

After completion of the course, the students will:

• understand the general objectives of teaching biology at secondary level

• relate the principles of biology to the experiences of daily life

• develop teaching skills

• possess manipulate quality to organize practical classroom activities demonstrations and presentations

• develop effective communicative skills

Contents

Unit 1: Aims and Objectives of Teaching of Biology

1.1. Aims, goals and objectives

1.2. Objectives of teaching biology at secondary level

Unit 2: Scope and Sequence of biology Curriculum

2.1. Introduction

2.2. Content sequence of Biology curriculum at secondary level

2.3. Structuring of knowledge of Biology

Unit 3: Writing Behavioral Objectives in Biology

Unit 4: Text Book of Biology Class IX

Unit 5: Text Book of Biology Class X

Unit 6: Preparation and Presentation of Lesson Plan

Unit 7: Organization and Management of Laboratory

71. Maintenance of laboratory items

7.2 Maintenance of stock, perishable, permanent, consumable stock.

7.3 Annual checking of stock register

7.4 Safety Rules during working in science laboratory

Suggested Books

Owen, C.B. (1964). Methods for Science. Master-House London: Macmilan's Ltd.

Punjab Text Book Board. (2008). Biology of Class IX. Lahore

Punjab Text Book Board. (2008). Biology of Class X. Lahore

Zaidi S.M. (2004). Modern Teaching of Science. New Delhi: Anmol Publications Pvt. Ltd.

Title of Course: Teaching of Chemistry

Course code: EDU-6311

Credit Hrs. 3

Learning Outcomes

After completion of the course, the students will:

• understand the general objectives of teaching chemistry at secondary level

• relate the principles of chemistry to the experiences of daily life

• develop teaching skills

• possess manipulate quality to organize practical classroom activities demonstrations and presentations

• develop effective communicative skills

Unit 1: Introduction

1.1. Philosophy of Chemistry

1.2. Chemistry and its scope

1.3. Importance of chemistry in everyday life

1.4. Creativity and chemistry teaching

1.5. Scientific method and its steps (Statement of the problem, literature review, hypothesis, experimentation, data analysis, conclusions)

Unit 2: Aims and Objectives of Teaching Chemistry

2.1. Aims of teaching Chemistry

2.2. Objectives of teaching Chemistry

2.3. Bloom's Taxonomy of objectives

2.4. Scientific attitude

2.5. Techniques for developing scientific attitude

2.6. Role of Chemistry teacher

Unit 3: Correlation of Chemistry to Other Subjects

3.1. Correlation and its importance with other subjects:

3.1.1. Language

3.1.2. Mathematics

3.1.3. Social sciences

3.1.4. Biology

3.1.5. Physics

3.1.6. Work experience

Unit 4: Text Book of Chemistry Class IX

Unit 5: Text Book of Chemistry Class X

Unit 6: Preparing Lesson Plans and Presentation of Lesson Plans

Unit 7: Establishment and Maintenance of chemistry Laboratory

Suggested Books

Advanced Teaching Skills, Module -02, National Academy of Higher Education, Higher Education Commission, H -9, Islamabad.

Orlich, Harder, Callahan, Gibson (1998). Teaching Strategies, 5th Ed. New York: Houghton Mifflin Company.

Yadav M. S. (1993). Teaching of Chemistry. New Delhi: Anmol

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

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
    1.4   Concept of comparative education – meaning, need and scope
    1.5   Purpose of comparative education
    1.6   Methods & Comparative Education

Unit 02: Elements of Comparative Education (Both qualitative and quantitative dimensions)
    2.9   Objectives
    2.10   Curricula
    2.11   Teaching methodology
    2.12   Assessment and evaluation (student achievement, examination system)
    2.13   Facilities
    2.14   Educational structure
    2.15   Administrative and financial set up
    2.16   Teacher education

Unit 03: Comparative View of Systems of Education in Pakistan
    3.4   Private and public
    3.5   Madrassah and formal education
    3.6   Formal vs. Distance and non-formal education

Unit 04: Comparative Education in Developed Countries
    4.5   USA
    4.6   UK
    4.7   Japan
    4.8   Singapore

Unit 05: Comparative Education in Developing Countries
    5.5   India
    5.6   China
    5.7   Malaysia
    5.8   Pakistan

Unit 06: Global Issues in Comparative Perspective (focusing developing countries)
    6.5.   Quality education
    6.6.   Education For All
    6.7.   Recruitment of teachers at elementary and secondary levels
    6.8.   Admission procedure at higher education level.

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

<p style="text-align:center">Title of Course: Introduction to Guidance and Counselling
Course Code: EDU-5605
Credit Hrs: 03</p>

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
- 1.5. Define and differentiate Guidance and Counselling
- 1.6. Objectives of Guidance
- 1.7. Principles of Guidance
- 1.8. List the various members of a counselling team and explain their responsibilities

Unit 2: The role of guidance and counselling personnel
- 2.2. Teacher in guidance and counselling
- 2.3. Psychologist in student services
- 2.3. Administrator in guidance and counselling
- 2.5. Career counsellor
- 2.5. Librarian in guidance and counselling

Unit 3: Techniques of Guidance
- 3.2. How the teacher can assist the learner to make informed choices to guide their future
- 3.4. Assisting the learner in personal and social development
- 3.5. Developing guidance skills: questioning techniques, active listening

Unit 4: Basic skills of Counselling
- 4.4. Identifying elementary social problems the classroom teacher can resolve
- 4.5. Exercising basic counselling skills in a controlled situation
- 4.6. Evaluating basic counselling techniques among peers

Unit 5: Services of Guidance
- 5.8. Orientation service
- 5.9. Testing service
- 5.10. Educational and occupational services
- 5.11. Counselling services
- 5.12. Placement services
- 5.13. Follow up services

5.14.   Research & evaluation services

Unit 6: Evaluation of the guidance program
6.3.   Types of evaluation in guidance and counselling
6.4.   Program evaluation

Unit 7: Cumulative Record Card
7.4.   Nature and purpose of the Cumulative Record Card (CRC)
7.5.   Advantages of the CRC
7.6.   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: Merril, 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: 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**
1.4 Meaning of test, testing and evaluation.
1.5 Purpose, Principles and scope of test and evaluation.
1.6 School Evaluation program.

Unit 02:   **Types of Evaluation**
2.5 Placement Evaluation
2.6 Diagnostic Evaluation
2.7 Formative Evaluation
2.8 Summative Evaluation

Unit 03:   **Types of test**
3.4 Essay type test
3.5 Objective type test
3.2.1 Recognition type items
3.2.2 Recall type items
3.6 Verbal tests

Unit 04:   **Test Construction**
4.4 Planning the test
4.5 Preparing the test items
4.6 Assembling the test

Unit 05:   **Test Administration and analysis**
5.3 Administration/conducting the test
5.4 Item analysis and modification

Unit 06   **Qualities of a good test**
6.6 Reliability
6.7 Validity
6.8 Adequacy
6.9 Objectivity
6.10   Differentiability

Unit 07:   **Interpretation of test scores**
7.5 Percentage
7.6 Ordering and ranking
7.7 Frequency Distribution

7.8 Measure central tendency (Mean, Median and mode)
7.5 Pictorial forms (Graph, polygon, histogram)

Unit 08:   **Reporting the test results to:**
8.4 Students
8.5 Parents
8.6 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: Rout ledge 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.