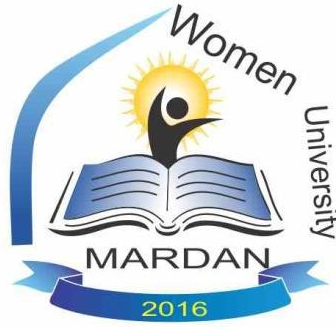


**B.Ed (Hons.) 4 year Degree Program
(Elementary)**



**Institute of Education & Research (IER)
Women University Mardan**

All Codes for complete program are classified as:

S.No	General Education Course	Course Code	Level of Study/Year	Semester
1	Everyday science	MIC-313	3	1
2	Introduction to sociology	PSY-301	3	1
3	Functional English	Eng-301	3	1
4	Islamic Study	ISI 301	3	1
5	Civics and Community Engagement	PSC-301	3	1
6	History of Islamic civilization	ISI-301	3	2
7	Expository Writing	Eng-301	3	2
8	Entrepreneurship	BBA-322	3	2
9	Ideology and Constitution of Pakistan	PSC-302	3	2
10	Qualitative reasoning I	QR-I	3	2
11	Qualitative reasoning II	QR-II	4	3
12	Applications of Information and Communication Technologies (ICT)	ICT-301	4	3
S. No	Major Courses	Course Code	Level of Study/Year	Semester
1.	Child development	EDU-311	3	1
2.	General method of teaching	EDU-312	3	1
3.	Classroom Management	EDU-321	3	2
4.	Teaching Practice (short term) (Observation)	EDU-431	3	4
5.	Curriculum Development	EDU-441	4	4
6.	School, Community & Teacher	EDU-442	5	5
7.	Teaching Practice	EDU-443	4	5
8.	Contemporary Issues and Trends in Education	EDU-561	5	5
9.	Comparative Education	EDU-562	5	5
10.	Teaching Literacy Skills (Pedagogy I)	EDU-563	5	5
11.	Foundation of Education	EDU-564	5	6
12.	Classroom Assessment	EDU-565	5	6
13.	Teaching of Urdu (Pedagogy II)	EDU-561	5	6
14.	Education for Sustainable Development	EDU-562	5	6
15.	Research Methods in Education	EDU-563	5	6
16.	Educational Psychology	EDU-564	6	7
17.	Introduction to Guidance and	EDU-565	6	7

	Counseling			
18.	Educational Management and Leadership	EDU-671	6	7
19.	Inclusive Education	EDU-672	6	7
20.	Teaching Practice (Short Term)	EDU-673	6	8
21.	Critical Thinking and Reflective Practices	EDU-675	6	8
22.	School Management	EDU-681	6	8
23.	Teaching Practice (Long Term) 6	EDU-682	6	8
24.	Test Development and Evaluation	EDU-683	6	8
25.	Research Project (Capstone Project)	EDU-699	6	8
S. No	Interdisciplinary Courses	Course Code	Level of Study/Year	Semester
1	Biology/Urdu	BOT-301/ URD--302	4	3
2	Chemistry/ English	CHEM - 311/ENG-304	4	3
	Biology/Urdu	BOT-302	4	4
	Chemistry/ English	CHEM- 321/ENG-305	4	4
S. No	Field Experiences	Course Code	Level of Study/Year	Semester
1	Field Experiences (Internship)	EDU-675	6	7

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

Eligibility Criteria

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

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

Structure of the Scheme

Courses	Credit Hours
General Education Course	30
Major Disciplinary Specific	75
Interdisciplinary	12
Field Experiences	3
Research Project (Capstone Project)	3
Total Credit Hours:	123

Year / Semester wise Scheme of Studies of B.Ed (Elementary)

1st Year

SEMESTER I

S.NO	CODES	COURSES	CREDIT HRS
1	MIC-313	Everyday Science	2
2	PSY-301	Introduction to Sociology	2
3	Eng-301	Functional English	3
4	ISI 301	Islamic Study	2
5	PSC-301	Civics and Community Engagement	2
6	EDU-311	Child Development	3
7	EDU-312	General Methods of Teaching	3
		Total Credit Hours	17

SEMESTER II

S.NO	CODES	COURSES	CREDIT HRS
1	ISL-302	History of Islamic civilization	2+1=3
2	ENG-302	Expository Writing	3
3	BBA-322	Entrepreneurship	2
4	PSC-303	Ideology and Constitution of Pakistan	2
5	QR-I	Qualitative Reasoning-I	3
6	EDU-321	Classroom Management	3
		Total Credit Hours	16

2nd Year

SEMESTER III

S.NO	CODES	COURSES	CREDIT HRS
1	QR-II	Qualitative Reasoning -II	3
2	ICT-301	Applications of Information and Communication Technologies (ICT)	3
3	BOT-301/ URD-302	Biology/Urdu	3
4	EDU-432	Teaching practice (short term)	3
5	CHEM 311/ENG-304	Chemistry/ English	3
		Total Credit Hours	15

SEMESTER –IV

S.NO	CODES	COURSES	CREDIT HRS
1	BOT-302/ URD--303	Biology/Urdu	3
2	CHEM 321/ENG-305	Chemistry/ English	3
3	EDU-441	Curriculum Development	3
4	EDU-442	School Community and Teacher	3
5	EDU-443	Teaching practice (short term)	3
		Total Credit Hours	15

3rd Year**SEMESTER –V**

S.NO	CODES	COURSES	CREDIT HRS
1	EDU-551	Contemporary Issues and Trends in Education	3
2	EDU-552	Comparative Education	3
3	EDU-553	Teaching Literacy Skills (pedagogy I)	3
4	EDU-554	Foundation of Education	3
5	EDU-545	Classroom Assessment	3
		Total Credit Hours	15

SEMESTER –VI

S.N O	CODES	COURSES	CREDIT HRS
1	EDU-561	Teaching of Urdu (pedagogy II)	3
2	EDU-562	Education for sustainable development	3
3	EDU-563	Research Methods in Education	3
4	EDU-564	Educational Psychology	3
5	EDU-565	Introduction to Guidance and Counseling	3
		Total Credit Hours	15

4th Year**SEMESTER VII**

S.NO	CODES	COURSES	CREDIT HRS
1	EDU-671	Educational management and leadership	3
2	EDU-672	Inclusive Education	3
3	EDU-663	Teaching practice (short term)	3
4	EDU-674	Field Experiences (Internship)	
5	EDU-675	Critical Thinking and Reflective Practices	3
		Total Credit Hours	15

SEMESTER VIII

S.NO		COURSES	CREDIT HRS
1	EDU-681	School Management	3
2	EDU-682	Teaching practice (long term)	6
3	EDU-683	Test Development and Evaluation	3
5	EDU-699	Research Project (Capstone Project)	3
		Total Credit Hours	15
		Grand Total Credit Hours	123

CONTENTS

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COURSE SYLLABI For B.Ed. (Hons.) Elementary Programs

Note:

The primary audience for course syllabi is student teachers although teaching faculty will also find them useful.

Course guides for faculty are also available for most of the courses in the first two years of the B.Ed. (Hons). The course guides provide ideas and resources for teaching the courses.

Semester 1

SYLLABUS: Everyday Science

Course Code: SCI-121

YEAR/SEMESTER: Year 1/Semester 1

DURATION: 2 credits, 48 class hours

Objectives:

The aims of the teaching and study of sciences are to encourage and enable students to: develop inquiring minds and curiosity about science and the natural world.

Course Outline

Biological Sciences

The Basis of Life: Cell Structures and Functions (Subcellular Organelles such as Nucleus, Mitochondria and Ribosomes).

Biomolecules: Proteins, Lipids, Carbohydrates, Fats and Enzymes.

Common diseases and Epidemics: Polio, Diarrhoea, Malaria, Hepatitis, Dengue their Causes and Prevention.

Environment and Pollution: The Atmosphere (Layered Structure and Composition), Hydrosphere (Water Cycle, Major Water Compartments), Biosphere (Major Biomes) and Lithosphere (Minerals and Rocks, Rock Types, Plate Tectonics).

Concept of Balance Diet: Vitamins, Carbohydrates, Protein, Fats and oil, Minerals, Fiber.

Quality of Food: Bioavailability of Nutrients, Appearance, Texture, Flavor, Quality of Packed and Frozen Food, Food Additives, Preservatives and Antioxidants

1. Physical Science:

Constituents and Structure: Universe, Galaxy, Light, Year, Solar System, Sun, Earth, Astronomical System of Units

Process of Nature: Solar and Lunar Eclipses, Rotation and Revolution, Weather Variables (Global Temperature, Pressure, Circulation, Precipitation, Humidity) and Weather Variations.

Nature Hazards and Disasters: Earthquake, Volcanic Eruption, Tsunami, Floods, Avalanche, Travelling Cyclone (Tropical Cyclone, Middle Latitude Cyclone and Tornadoes), Drought, Wildfire, Urban Fire. Disaster Risk Management.

2. Chemistry:

Atomic Structure: Chemical Bonding, Electromagnetic Radiations.

Modern Materials /Chemicals: Ceramics, Plastics, Semiconductors. Antibiotics, Vaccines, Fertilizers, Pesticides.

Communication: Basics of Wireless Communication (Mobile, Satellite, Surveillance and GPS and Fiber Optic etc.

Recommended Books:

- Exploring Life Science 1975 Walter A. Thurber, Robert E. Kilburn, Peter S. Howell.
- Food Science 1998 Norman N. Potter, Joseph H. Hotchkiss.
- Environmental Science: Systems and Solutions. 5th ed. 2013 Michael L. McKinney, Robert Schoch and Logan Yonavjak.
- Environmental Science: A Global Concern 2012 William P. Cunningham, Barbara Woodworth Saigo.
- Fundamentals of Telecommunications 2005 Roger L. Freeman.
- Exploring Life Science 1975 Walter A. Thurber, Robert E. Kilburn, Peter S. Howell
- Principles of Animal Biology 2011 Lancelot Hogben.
- Forensic Science Fundamentals & Investigation 2008 Anthony J. Bertino.
- Basics of Environmental Science 2002 Michael Allaby.
- Food Science 1998 Norman N. Potter, Joseph H. Hotchkiss.
- Environmental Science: Systems and Solutions. 5th ed. 2013 Michael L. McKinney, Robert Schoch and Logan Yonavjak.
- Environmental Science: A Global Concern 2012. William P. Cunningham, Barbara Woodworth Saigo.

SYLLABUS: INTRODUCTION TO SOCIOLOGY

Course Code: SOC-101

YEAR/SEMESTER: Year 1/Semester 1

DURATION: 2 credits, 48 class hours

AIMS AND OBJECTIVES

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes.

Introduction to Sociology

- Definition
- Scope of Sociology,
- Sociology as Science,
- Relationship of Sociology with other Social Sciences

Society

- Meaning and Definition of Society
- Characteristics of Society
- Types of Society
- Basis of Society

The Culture

- Definition of Culture
- Types of Culture
- Culture and Society

- Social and Cultural Change Characteristics of Culture

Social Stratification

- Definition of Social Stratification
- Types of Social Stratification
- Theories of Stratification

Social Groups

- Definition and Functions,
- Types of Groups
- Formal and Informal Groups and Pressure Groups

Social Mobility

- Definition of Mobility
- Types of Mobility
- Horizontal Mobility
- Vertical Mobility
- Zero Mobility
- Territorial Mobility/ Geographical
- Social Mobility
- Different Factor Favorable to Social Mobility

Family Institution

- Definition of Family
- Characteristics of Family
- Types/Classification of Families
- Functions of Family Institution

Religious Institutions

- Definition, Components of Religion, Beliefs, Symbols, Rituals,
- Sacred Objects, Functions of Religion,
- Religion of the World, Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam

Educational and Political institutions

- Social Functions of Education
- Education and Social Change
- Democracy & Dictatorship
- The welfare state

Recommended Books

1. Rao, C.N.S., SOCIOLOGY: Principles of Sociology with an Introduction to Social Thought, 7th revised edition
2. Paul B. Horton. and Chester L. Hunt. SOCIOLOGY-. 6th Edition

3. DOWN TO EARTH SOCIOLOGY- James Henslin

Semester 1**SYLLABUS: FUNCTIONAL ENGLISH****Course Code: ENG-101****YEAR/SEMESTER: Year 1/Semester 1****DURATION: 3 credits, 48 class hours****Course Description:**

This course introduces the students with the basic grammatical / structural rules of English Language. It will help the students in improving their basic Language Skills to an optimum level so as to enable them to communicate effectively in English language through proper usage of vocabulary & knowledge of English grammar.

Outcomes:

1. Students will be familiarized with the technical methods of reading / comprehension.
2. They will be exposed to different reading materials, which will help them in improving their vocabulary, grammar and sentence structure etc.
3. The experience of this course will also help them to overcome those problems due to which they are unable to express themselves properly Parts of Speech

Course Contents:

- Vocabulary (Frequently confused / misused words,
- Phrases,
- synonyms,
- antonyms,
- idioms & General vocabulary),
- Practical Use of Grammar (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Articles, Interjections & Tenses),
- Sentences (Types of sentences, Parts of sentences),
- Direct and Indirect Speech,
- Active & Passive Voice & Conditional Sentences),

Recommended Reading:

1. High School English Grammar & Composition by Wren and Martin.
2. Practical English Grammar by A.J. Thomson & A.V. Martinet. Exercises 1 & 2. 3rd edition. Oxford University Press.
3. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand & Françoise Grellet. Oxford Supplementary Skills. 4th Impression 1993. 4. Reading. Upper Intermediate. Brian Tomilson & Rod Ellis. Oxford Supplementary Skills. 3rd Impression 1992.
4. Précis writing by R. Dhillon.
5. Systems Student Companion English for lower secondary schools by Magdalene Chew & Surinder Kaur.

GRADING 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.

SEMESTER 1

SYLLABUS

ISLAMIC STUDIES

TITLE COURSE: ISLAMIC STUDIES

COURSE CODE: ISL-101

Credit Hours:3

Program	BS (04 Years) Islamic Studies		
Course Title	Islamic Studies/ Ethics اخلاقيات / اسلاميات		
Semester	1 st	Course Code	ISL-301
Pre-Requisite	--	Nature of Course	General Education Course
No. of Credit Hours	02 C.H	Total Teaching Weeks	18
Objectives of the Course			
This course is aimed at:			
<ol style="list-style-type: none"> 1. To provide Basic information about Islamic Studies 2. To enhance understanding of the students regarding Islamic Civilization 3. To improve Students skill to perform prayers and other worships 4. To enhance the skill of the students for understanding of issues related to faith and religious life 			
Course Contents			
Introduction to Qur'anic Studies			
<ol style="list-style-type: none"> 1) Basic Concepts of Quran 2) History of Quran 3) Uloom-ul-Quran 			
Study of Selected Text of Holy Quran			
<ol style="list-style-type: none"> 1) Verses of Surah Al-Baqara 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 Ahkam (Verse No-152-154) 			
Study of Selected Text of Holy Quran			
<ol style="list-style-type: none"> 1) Verses of Surah Al-Ahzab 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 Tafakkur, Tadabbur (Verse No-1,14) 			
Seerat of Holy Prophet (S.A.W)-I			
<ol style="list-style-type: none"> 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

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

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

Selected Study from Text of Hadith

First Twenty Ahadith (Narrations of the Holy Prophet Muhammad peace be upon him) from the book "Al-Arbaeen Nawawi" by Imam Abu Zakaria Yahya bin Sharf Al-Deen Al-Nawawi

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

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

Islam & Science

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

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

Political System of Islam

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

Islamic History

- 1) Period of Khilaft-e-Rashida
- 2) Period of Umayyad's
- 3) Period of Abbasids

Social System of Islam

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

Reference Books:

1. Hameedullah Muhammad, "Emergence of Islam" , IRI, Islamabad
2. Hameedullah Muhammad, "Muslim Conduct of State"
3. Hameedullah Muhammad, 'Introduction to Islam
4. Maulana Muhammad Yousaf Islahi,"
5. Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
6. Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
7. Mir Waliullah, "Muslim Jurisprudence and the Qur'anic Law of Crimes" Islamic Book Service (1982)
8. H. S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
9. Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)
10. Imam Yahya bin Sharf Al-Deen Al-Nawawi, "Arbaeen Nawawi" Maktaba Khuddam Al-Quran, 36-K, Model Town, Lahore (2nd Edition: 2008)

SEMESTER 1

SYALLABUS

Citizenship Education and Community Engagement

TITLE COURSE: Citizenship Education and Community Engagement

COURSE CODE: PSC-301

Credit Hours:3

Introduction to Course:

The course emphasizes how to experience social contact with the community, and how to mobilize community for the development of the school. The course includes wider issues including culture, gender, special needs, equity and equality and collaborative working conditions within the school and community. This course will provide an orientation for the process of socialization and social development. It also emphasize on social factors which may affect education. This course has not only a theoretical perspective but some practical aspects as well, like community work, improving social interaction activities, and promotion of a healthy environment.

This course covers the nature, characteristics, and functions of society and culture and cultural diversity. It highlights the nature, role and dynamics of group. It describes the concept, aims, factors and responsible agencies of socialization. It focuses on social institutions. Unit-5 addresses the concept, methods and role of school and teacher in social control. It highlights the relationship of school, society and teacher. It covers the effective role of teacher. It highlights the technological change and its impact on society. And it describes collaboration between school and community while covering the community development theory, objectives for collaboration, collaboration plans, involvement of parents and effective communication mechanism."

Course Objectives:

The overall objectives of this course are to:

- Teach students the importance and role of active citizenship in promoting a productive, harmonious and developed society/ world

- Educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society
- Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/ world
- Provide an opportunity to the students to develop their relationship with the community

Learning Outcomes:

The primary outcome is inclusive development through active citizenship locally and globally. Moreover, the following are the detailed outcomes of the course based on the three domains of Bloom's Taxonomy i.e Affective, Psychomotor and Cognitive. The students will be able to:

- Understand the overall organization of the society
- Recognize and exercise their rights, responsibilities and the significance of active citizenship in positive societal development
- Identify and critically evaluate social issues and implement practicable community based solutions
- Understand the concept of human rights and its significance
- Appreciate diverse viewpoints and inter-cultural harmony

Course Outline:

1. Introduction to Citizenship Education and Community Engagement

- a. Orientation (Course outline, learning outcomes etc.)
- b. Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills '
- c. Approaches and Methodology for Active Citizenship

2. Identity, Culture, and Social Harmony

- a. Concept and Development of Identity
- b. Components of Culture and Social Harmony
- c. Cultural & Religious Diversity (Understanding and affirmation of similarities & differences)
- d. Social Structure and Social Hierarchy (stake holders, decision makers, implementers and others)

3. Multi-cultural society and inter-cultural dialogue

- a. Inter-cultural dialogue (bridging the differences, promoting harmony)
- b. Significance of diversity and its impact
- c. Importance and domains of Inter-cultural dialogue
- d. Role of civil society in promoting Inter-cultural harmony

4. Active Citizen: Locally Active, Globally Connected

- a. Importance of active citizenship at national and global level
- b. Understanding community
- c. Identification of resources (human, natural and others)
- d. Utilization of resources for development (community participation)
- e. Strategic planning, for development (community linkages and mobilization)

5. Human rights, constitutionalism and citizens' responsibilities

- a. Introduction to Human Rights
- b. Universalism vs relativism
- c. Human rights in constitution of Pakistan
- d. Public duties and responsibilities
- e. Constitutionalism and democratic process
- f. Current Human Rights issues in Pakistan

6. Social issues in Pakistan

- a. Introduction to the concept of social problem
- b. Causes and solutions: critical thinking and evaluation
- c. Social issues in Pakistan (poverty, equal and equitable access of resources, unemployment, agricultural problems, terrorism & militancy, governance issues, corruption, ethnic & sectarian issues, illiteracy, dowry, child labour, gender discrimination, substance abuse and others)

Text and Reference Books:

Core Readings:

- Anne Karin Larsen, Participation in Community Work: International Perspectives (Vishanthie Sewpaul, Grete Oline Hole, 2013)
- Alan Twelvetrees, Community Work (London: Palgrave Macmillan, 2008)
- British Council, Active Citizen's Social Action Projects Guide (Scotland: British Council, 2017)
- Cathryn Berger Kaye, The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Minneapolis: Free Spirit Publishing Inc., 2004)
- **SEMESTER 1**

SYLLABUS:CHILD

DEVELOPT

COURSE CODE: EDU-312

YEAR/SEMESTER: Year 1/Semester 1

DURATION: 03 credits, 48 class hours

COURSE DESCRIPTION

The primary focus of this course is learning about children in order to become an effective teacher. It provides prospective teachers with an overview of child development and growth as an holistic process. The latest research and thinking with regard to the conditions that affect children's learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Students will form their own child development theory. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn, individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The course will enable students to create learning environments that suit the needs of an individual child as well as children ingeneral.

COURSE OUTCOMES

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

- describe major theories and big themes in how childrendevelop

- 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.

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 course links learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

Semester Outline

Unit 1 – Course Introduction (2 weeks/6 hours)	
Unit one gives an overview of the course and the key models, theorists, and debates in child development. Development is seen as an holistic process.	
Week 1:	Overview of Growth and Development as a Holistic Process Psycho-social Models Behaviourism and Socio-cultural Models
Week 2:	Cognitive Models Factors That Affect the Child: Key Issues and Controversies (3 Big Debates) Approaches to Classroom Development
Unit 2 – Early Childhood Development (2 weeks/6 hours)	
This unit looks at the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for elementary and middle school teachers about how children grow and how this knowledge can inform intelligent practice in children's later years.	
Week 3:	Unit Introduction and Infant Development 3 Domains of Toddler Development Developmentally Appropriate Practices for Toddlers
Week 4:	3 Domains of Preschool Child Development Developmentally Appropriate Practices for Preschool Child Development Unit Review
Unit 3 – Elementary School-Age Child Development (3 weeks/9 hours)	
The physical, cognitive, emotional, and social development of elementary school-age children (6- 12 years old) are explored. Emphasis is on understanding the whole child. Students will analyse stages of development during this critical period of growth. They will have opportunity to consider how early childhood development can inform their study of primary child development.	
Week 5:	Introduction to Elementary Child Development Aspects of Physical Development Encouraging Healthy Physical Development

Week 6:	Cognitive Development: Overview and Piaget's Concrete Operational Theory Cognitive Development: Industriousness and Intelligences Emotional Development
Week 7:	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 (3 weeks/9 hours)	
Children undergo complex changes as they reach adolescence. The impact these changes have upon adolescent cognitive development, social development and behaviours such as motivation and identity- formation is examined. Critiques of adolescent developmental theory are considered.	
Week 8:	Intro and overview of physical development Physical dev. II: Individual/group differences Social/emotional dev. I: Erikson, self and identity
Week 9:	Social/emotional dev. II: Adolescent peer group Social/emotional dev. III: Motivation/self-regulation Cognitive/linguistic dev. I: Piaget
Week 10:	Cognitive/linguistic dev. II: Vygotsky Cognitive/linguistic dev. III: Appropriate assessment Critics of adolescent developmental theory Conclusion/review

Unit 5 – Differences in Development and Special Needs (3 weeks/9 hours)	
Focus is on learning differences. The role of the school and the instructor in managing and accommodating learning difference in classroom practice is considered. Perspectives on national educational policy in Pakistan on accommodating diverse developmental needs are explored.	
Week 11:	Differences in student learning styles <u>Alternative sessions:</u> Understanding differences in light of Child development across the elementary and middle school years or Gardner's multiple intelligences theory and special needs students Critique of Gardner's theory Scaffolding different learning styles
Week 12:	Recognizing disability and learning disorders I - emotional and behavioural Recognizing disability and learning disorders II - language, physical and sensory Cognitive differences: Delays and giftedness
Week 13:	Addressing special needs in the classroom The perspective of national policy Unit reflection and review
Unit 6 – The Influence of Society and Culture on Child Development (3 weeks/9 hours)	
Child development is influenced by families, society, schools, and teachers influence child development. Students will reflect on major concepts of child development and their implications for teaching and learning. The role of the teacher will be considered.	
Week 14:	The family in child socialization Partnering with families Role of community and society
Week 15:	Inclusion and gender balance The school and learning environment Role of the teacher in child development

Week 16:	Teacher's influence on student motivation Schools, families and communities as partners in child development Reflection and review
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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.

ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will contribute to your learning and count toward your final grade.

GRADING POLICY

A variety of assessments will be used in the course, including mid-term and final examinations.

SEMESTER 1

Course Name: GENERAL METHODS OF TEACHING

Year /Semester: Year 1/Semester 1

CREDIT HOURS : 03credits

COURSE CODE:EDU-312

COURSE DESCRIPTION

This course is an introduction to teaching methods used in elementary schools. Since you have been an elementary school student, you will recognize some of the methods but you know them from a student's perspective rather than a teacher's perspective.

Teaching methods are often divided into two broad categories: teacher-centred methods (also called Direct Instruction) and learner-centred methods (also called Indirect Instruction or

Inquiry Learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. He or she would choose, from among these, the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students.

Because teaching and learning interact, a course about teaching must also be about learning. The content and structure of the course is based on two strong claims about learning. First, learning results from what the student already knows, thinks, and does and *only* from these actions of the student's mind. A teacher enables students to learn by influencing what the student *does to learn* but the student has to *do* it. Second, as students progress through school they should learn to become their own teachers. That is, students should learn *how to learn* using their teachers as models.

COURSE OUTCOMES

- 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.
- An argument paper that presents the pros and cons of teacher-centred and learner-centred teaching methods and states your position as a teacher
- Records of structured, reliable classroom observations and conclusions drawn from reflection on these.
- Participation in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates
- An elementary school lesson plan
- A reflective journal

Learning and teaching Approaches

This is your first opportunity to study teaching and, to a lesser extent, learning in school. You will soon learn that there are several sources of knowledge about teaching and learning and you will be introduced to these sources. Because you have years of experience as a student but are a beginner to the study of teaching, this course provides you with the opportunity to experience school with a focus on the teacher. You will observe teachers at work in classrooms and interview two students in each classroom. You will start your student interviews with two elementary school students whom you interview about their teachers away from the classroom. You will have a conversation with at least two experienced teachers. You will participate in planning and teaching a lesson to your college/university classmates and you will write a plan for a lesson appropriate for students in an elementary school. Experiences of all types have more meaning when you *reflect* on

context, *reflection* means turning your attention inward to your mind and searching for connections between the experience you have just had and past experiences. You turn to your own thoughts, experienced as mental images and words, to discover what you learned through the new experience. Reflection is aided by writing about your thoughts and by talking about them with other people. The course is organized so that you complete many of your assignments in collaboration with two or more of your classmates and you write 3 to 5 times a week in your journal.

You are expected to be a self-directed student in this course. This means that you will act to arrange school visits and to find teachers and students to talk with away from school. You also will take an active interest in your journal and use it for the purposes for which it is intended.

Finally, you will be a responsible member of any group of classmates with whom you work. It is probable that the value of this course to your study of teaching will be proportional to the energy and time you invest in the course assignments.

Semester Outline

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

You have been in school for at least 12 years. If you are like other prospective teachers, you probably have a personal theory about teaching and learning that was formed by your experience in school as a student. You may not be aware of all of these thoughts and beliefs but some of them may interfere with learning to teach. In this unit you will examine and write in your journal about your existing theory about teaching and learning so you become fully aware of it. Then you will compare your personal theory about teaching with other perspectives on effective teaching. You may want to modify your theories. You will also learn how to observe teachers and students at work in classrooms.

Week	Topics	Sub Topics
1	Sources of Information about Effective Teachers	<ul style="list-style-type: none"> • 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
2	Sources of Information about Learning in School	<ul style="list-style-type: none"> • Your experience as a student • Current students' self-descriptions • 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)

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other.

These examples of teaching usually involve a few students at the most and occur in the setting where the learning is used. (For example, young children learn about collecting water with

their mother at a stream or well, or a child learns a new game from a group of friends in a playground.)

Classroom teaching is a special instance of teaching. First, the group is large and diverse creating management challenges for the teacher. Second, learning takes place in an unnatural environment creating motivation and attention problems for the students. People who have not been responsible for teaching in a classroom have difficulty appreciating the complexity of the work. The purpose of this unit is to introduce you, a prospective classroom teacher, to the complex environment in school classrooms.

Week	Topics	Sub Topics
3	Sources of Complexity in the Classroom	<ul style="list-style-type: none"> • 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

Unit 3: Teacher-centred and Student-centred methods (2 Weeks/6 Hours)

These two methods are a good place to start your study of teaching methods because they are usually seen in opposition to each other when they may be seen as complementary. Teacher-centred, Direct Instruction is used to help students acquire knowledge and skills. Student-centred, Indirect Instruction (Inquiry/Problem Solving) is used to help students understand the physical, social, and psychological world in which they live. In addition to different goals, the methods derive from different theories about learning and employ different practices. The Unit is organized around the view that both methods belong in schools. *Knowing* and *understanding* are different but related mental processes; each is a legitimate goal of schooling for all students.

Week	Topics	Sub Topics
5	Key Concepts	<ul style="list-style-type: none"> • Distinction between lower and higher order learning • Outcomes from lower order learning • Outcomes from higher order learning
		<ul style="list-style-type: none"> • 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
6	Model Lessons	<ul style="list-style-type: none"> • 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 4: Lecture, Demonstration, Discussion, Questions and Cooperative Learning (3 Weeks/9 Hours)

As the previous unit illustrates, the method or practice that a teacher chooses depends on the goal s/he intends to achieve with a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction: wholeclass;

small groups; pairs; or as individuals. A teacher's decision about grouping is usually determined by a lesson's goal or objective. For example, if a lesson requires that every student in the class have information that is not easily accessible and requires interpretation, the teacher will probably decide to construct a lecture followed by discussion, including questions, for the whole class.

This Unit has ambitious goals and complicated logistics. Each of you will be assigned to one of six cooperative learning groups. Each group's task is to create a 15 minute lesson using one of the methods in the Unit title (lecture, demonstration, or discussion) for a total of six lessons (two for each method). All six lessons will include questions. One person from each of the six groups will teach the lesson to the rest of the class during the third week of the Unit (week nine of the course). Three class sessions will be devoted to the lessons the (2 lessons per day) leaving 15 minutes day for discussion of the lessons and 15 minutes for continued study of questioning strategies. There are handouts for this unit that facilitate the work of the Cooperative Learning groups. Persons who will teach the lesson from each group will be selected by drawing one name from an envelope that contains names of everyone in the group at the beginning of class on the day of the lesson.

Week	Topics	Sub Topics
7	Cooperative Learning	<ul style="list-style-type: none"> • 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
8	Lecture, Demonstration, and Discussion	<ul style="list-style-type: none"> • Reasons to lecture • Structure of a lecture • Active lectures • Structure of a demonstration • Characteristics of good discussion • Purposes of questions • Questions in lecture, demonstration and discussion <input type="checkbox"/> Waittime
9	Asking questions	<input type="checkbox"/> Open and closed questions <input type="checkbox"/> Lessons taught in class

Unit 5: Teacher- Student and Student-Teacher Interaction that Support Learning in the Classroom (2 Weeks/6 Hours)

While studying Unit 2 in this course, you had the chance to watch a teacher and students at work in 2 different classrooms and discuss the observations with your colleagues. Hopefully, you could see that classrooms are unusual social environments. One adult is expected to allocate limited resources (space, time, learning tools, and attention) equitably among 40 (more or less) students.

Students are expected to sit for long periods of time and pay continuous attention to their lessons. Each student's competence is on public display all the time. The teacher is supposed to have eyes that rotate 360 degrees so that s/he knows what each student in the class is doing most of the time. In this unit you will learn that a teacher and students can turn an unusual social environment into an environment that supports learning.

You and your partners will observe in two more classrooms during the next two weeks. In each classroom you will observe a teacher interacting with two students and those students interacting with each other. In each classroom the teacher will choose the students whom you will observe.

Week	Topics	Sub Topics
10	Constructive Interactions Between Teacher and Students	<ul style="list-style-type: none"> • Respect • Credibility • Fairness(justice) • Trust • Interest • Enthusiasm • Adaptive teaching
11	Constructive Interactions Between Students	<ul style="list-style-type: none"> • Cooperative working relationships are central • Examples of cooperative working relationships • Feelings are the foundation of thought • Importance of trust and confidence

Unit 6: Designing Instruction, Goals and Objectives, Assessment Plans and Material (4 Weeks/12 Hours)

Teachers started using learning objectives (also called learning outcomes) to design lessons about 50 years ago. Previously, lessons were named by the topic rather than a learning outcome.

For example, 'Addition of two-digit numbers' rather than 'All students will correctly solve at least 8 out of 10 problems involving the addition of two-digit numbers'. Teachers have more than one way to write learning objectives.

You have seen different formats for lesson plans: some plans have more parts than others. Though there are differences in the number of parts a plan may have, all lesson plans have objectives, a sequence of activities for obtaining the objectives including materials that will

be used; and means for collecting evidence that students achieved the learning outcomes. In this unit, you will learn how to write learning outcomes and choose or create assessments. You will use knowledge you have acquired about methods to create and write a teaching plan. You will learn to find or create the materials that you need to use your plan. You will do some work on the lesson plan in class with the two people with whom you have visited schools. During the last week of the Unit (week 15 of the course) you will review what you have learned about teaching methods and learning and instructional principles in the course and compare that knowledge with your current personal theories of teaching and learning.

Week	Topics	Sub Topics
12	Sources of Knowledge for Designing Lessons	<ul style="list-style-type: none"> • 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
13	Assessment	<ul style="list-style-type: none"> • 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
14	Instructional Materials	<ul style="list-style-type: none"> • Sources of instructional materials, including textbooks, in Pakistan • School budgets for instructional materials • Lo/no cost materials as a supplement to or substitute for materials provided by the government • Examples of materials created from local resources by teachers for mathematics, science, and literacy
15	Review and Synthesis	<ul style="list-style-type: none"> • 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 7: Self-Regulated Learning (1 Weeks/3 Hours)

You know that learning is not confined to school. Children learn to walk and talk before they go to school. People continue to learn after they go to work. When you think about it for a little while, you will probably conclude that people learn throughout their lives. When you think about your own experience in school, you will probably also conclude that as you progressed from grade 1 through grade 12 the work in school got harder and you had more

responsibility for learning. (Learning in school can also be called studying.) The fact that learning is continuous in people's lives is partly responsible for the claim that children should

learn how to learn' while they are in school.

The purpose of this Unit is to introduce you to the process of learning how to learn.

You will probably become aware of mental actions that you do without thinking about it (For example, checking with yourself to be sure you understand when you are reading in preparation for a test.) As you study the unit, try to think of yourself both as a student (which you are) and as a teacher (which you are becoming) because you are learning about mental actions that you will teach your students.

Week	Topics	Sub Topics
16	Self-Regulated Learning	<ul style="list-style-type: none"> • 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

SUGGESTED REFERENCES

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/educationalpractices.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/educationalpractices.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->

UNESCO(1973). New UNESCO sourcebook for science teaching. Retrieved on January 20, 2012. <http://unesdoc.unesco.org/images/0000/000056/00564le.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/educationalpractices.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>

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

COURSE ASSIGNMENTS

Reflective Journal

Each student will purchase a spiral bound notebook to be used as a Reflective Journal. This journal will be used for specific assignments (e.g.) the development and continuous revision of a personal theory of teaching and of learning) and also for classroom observations. In sum, the journal will function simultaneously as a repository for certain assignments and as a diary for recording experiences connected with the course (e. g. classroom observations). When you talk with students about journal, tell them either to leave a wide margin when they write or to leave one side of each page blank so that you can record your reactions to their work and they can go back and record their own reactions to text they have written earlier (e.g. personal theory of teaching and of learning).

Classroom Observations

The course includes nine observations in classrooms. The course syllabus indicates that students may have to locate the schools in which they will observe. If the teachers approve, form triads among the students so three people observe in the same class at the same time. Each triad should remain together throughout the semester. Observing in triads has two purposes.

First, it allows a richer conversation about the observation and, second, it allows the students to practice talking and thinking together about teaching and learning with colleagues. Hopefully, they will bring this habit with them when they begin their teaching careers.

Explain that observing and recording what they see is necessary but not sufficient.

The value of the observations comes from talking and thinking together about what you have seen and then individually describing what you saw and your interpretations as a one page paper.

Observations are planned for Units 1, 2 & 5. Each set of observations has a different purpose. The first two observations are of teachers' actions during a lesson using a checklist created from the teacher effectiveness research. Two teachers are to be observed varying the age of the students (within grades 1 through 8) and the subject of the lesson (e.g. math, Urdu, etc.). The third observation is of a teacher's movement in the classroom during a lesson. The fourth and fifth observations are in the same classroom and are of a teacher interacting with two students in the class whom the teacher has identified as in the top quarter of the class and the bottom quarter of the class academically. The remaining four observations take place in two classes again varying students' age and subject matter. These observations are of two students in each class who have been identified by their teachers as popular and less popular. Here the observation is of the interaction of the two target students in each class with other students in the class. Each type of observation (teacher alone; teacher-student interactions and student-student interactions) has data collection forms that are among the handouts accompanying this guide.

Student Interviews

The course includes ten interviews with students. The first interviews are with two elementary school students who are to be asked their views about good teachers. Then each triad will interview four students (two high achievers and two low achievers) during lessons in classes the first observation is conducted. The student interviewers will create their own interview questions. The purpose of the interviews is to learn the students' opinions about school, the teacher and themselves as students. The other four interviews are with two popular students and two less popular students each pair in a different class. The student interviewers will determine the questions which can be the same as those used for the first set of interviews.

For each set of interviews, the interviewers might consider asking each student, "If you could change one thing about school and one thing about the teacher in the class we just visited, what would it be?" Summaries of these interviews, including the questions asked and interpretations, become journal entries. **Teaching a Lesson**

This assignment is described in the course syllabus. It is a group project the purpose of which is twofold: to plan and critique a lesson using a lecture, discussion, or demonstration and to work in a group using cooperative learning.

Divide the class into six groups. Prepare six slips of paper – two will say lecture, two will say discussion and two will say demonstration. Put them in a bag or envelope. Have one member from each group draw a slip from the envelope. The name on the paper is the method the group will build into a lesson appropriate in content for their college/university classmates. Each member of the group will participate in planning the lesson as a cooperative learning experience. At the beginning of the class session in which the lesson is to be taught, names of the people in the group that planned the lesson will be put in an envelope and one name will be drawn. That person is the one who will teach the lesson to the class. In other words in each of the six groups every person has to be prepared to teach, though only one of them will actually give the lesson. Class members will be given rubrics to be used to judge the lesson.

A critique will follow each lesson and will include the members of the group who

Will participated equally in preparing the lesson.

Designing a Lesson

It may seem strange to plan and teach a lesson before learning how to design a lesson. This is a more detailed plan than the one used to teach using a lecture, demonstration or discussion. Hopefully, using a simpler plan just utilizing one method will make the more comprehensive plan easier to create.

This is also a group experience with three persons in a group. There may be some advantage in keeping the people who observed in classrooms together for this project. (There are also advantages to working with a new group.) The topic for the lesson is nutrition. The lesson is for students in Class IV. It will be helpful if you can find 4th grade textbooks containing chapters on nutrition and put them on reserve for this course in the library. Students should be encouraged to collect teaching materials for this assignment.

SEMESTER 2

Course Name: HISTORY OF ISLAMIC CIVILIZATION

Year /Semester: Year 1/Semester 2

CREDIT HOURS : 03credits

COURSE CODE:ISL-302

تاریخ تہذیب اسلامی

Title	Description
Semester	5 th
Nature of Course	(GEAH)
No. of C.Hrs	02
Total Teaching Weeks	16
Course code	AH 102
Objectives of the Course	1. Definition of Islamic Culture & Civilization 2. Analysis of the Rise and Fall of Islamic Culture in various parts of the World 3. A Critical Study of the Effect and benefits of Islamic Civilization on other Cultures

Course Description

	Title	Description
1	Introduction to civilization- 1	<ul style="list-style-type: none"> • Introduction of Civilization • Foundation of Civilization • Elements of Civilization

2	Important Civilization in the Pre-Islamic Era	<ul style="list-style-type: none"> • Greek Civilization • Roman Civilization
3	Important Civilization in the Pre-Islamic Era	<ul style="list-style-type: none"> • Egypt Civilization • Hindu Civilization
4	Principles of Islamic Civilization	<ul style="list-style-type: none"> • Pillars of Culture & Civilization
5	Foundations of Islamic Civilization in the Era of the Prophet (SAW) and the Caliphates	<ul style="list-style-type: none"> • Reasons for the evolution of Islamic Civilization in the Era of the Prophet (SAW)
6		<ul style="list-style-type: none"> • Islamic Civilization in the Era of the Caliphates •
7		<ul style="list-style-type: none"> • Elements of Islamic Civilization in the era of Caliphates
8	Islamic Civilization in the era of Banu Ummayads- 1	<ul style="list-style-type: none"> • Introduction of Banu Ummayads • Intellectual development among the Banu Ummayads • Educational Centers for the Banu Ummayads
MID TERM		
9	Islamic Civilization in the era of Banu Ummayads- 2	<ul style="list-style-type: none"> • Social developments of the Banu Ummayads • Causes of the civilization development of the Banu Ummayads • Results of the civilization development of the Banu Ummayads
10	Islamic Civilization in the era of Banu Ummayads- 3	<ul style="list-style-type: none"> • Religious Movements in the era of Ummayads • Internal Disputes in Ummayads era • Reasons for the decline of the Ummayads
11	Islamic Civilization in the era of Abbasids- 1	<ul style="list-style-type: none"> • Beginning of Abbasid civilization • Educational movements of the Abbasid period
12	Islamic Civilization in the era of Abbasids- 2	<ul style="list-style-type: none"> • Cultural development in the Abbasid period • Social development in the Abbasid period • A Comparative study of the Islamic Culture of Abbasids with other Civilization
13	Islamic Civilization in the era of Abbasids- 3	<ul style="list-style-type: none"> • Battles of Crusades • Battlers of Tartarians

		<ul style="list-style-type: none"> • The Causes of the Fall of the Abbasids and its Effects on Islamic Civilization
14	Islamic Civilization in Spain	<ul style="list-style-type: none"> • Causes of the spread of Islamic civilization in Spain • Manifestations of Islamic civilization in Spain • Influence of Islamic civilization in Spain on European civilization
15	Islamic Culture and Civilization in the Sub-Continent	<ul style="list-style-type: none"> • Islamic civilization achievements in the Sub-Continent • Reasons for the spread of Islamic cultural in Sub-Content
16.		<ul style="list-style-type: none"> • The effects of the publication of Islamic civilization in the Sub-content on other civilization

Recommended Books

1. Muslim History and Civilization by Ehsan ul Karim
2. Islamic Religion History and Civilization, Seyyed Hossein Nasr
3. Tareekh-e-Islam Shah Nadvu Moin-ud-din
4. Islamic History by Dr. Kabeer Ali
5. An Atlas of Islamic History, H.W.Hazard
6. A Short History of Islam, S.F.Mehmood

7. تاریخ تمدن اسلامی، شاه معین الدین ندوی
8. تاریخ اسلام، اکبر شاه نجیب آبادی

SEMESTER 2

Course Name: Expository Writing

Year /Semester: Year 1/Semester 2

CREDIT HOURS : 03credits

COURSE CODE: ENG-302

Course Description:

This course will introduce students to the basic principles of effective / skillful writing and will develop the understanding of the students on academic and technical writing skills. Students will understand and know how to follow the stages of writing process and will apply these to technical and workplace writing tasks. Students will learn how to incorporate clarity and utility in their writing, learn stylistic methods for effective writing and to be aware of ethical issues in technical writing. Also, Students will read, analyze, and interpret material from technical fields, and will practice research and writing skills appropriate for technical topics.

Outcomes:

1. Students will be familiarized with basic sources and methods of research and documentation on topics including on-line research.
2. They will be able to synthesize and integrate material from primary and secondary sources wedded to their own ideas in research papers.

Course Contents:

- Topic sentence
- Paragraph writing:
- Essay writing:
 - Introduction and Practice: Essay types: descriptive, narrative, discursive, argumentative.
- CV and job application
- Letter and memo writing
- Minutes of meetings
- Summary and précis writing
- Comprehension

Recommended Reading:

1. Boutin, M., & Brinand, S., & Grellet, F. (1993). Oxford Supplementary Skills. Fourth Impression. Pages 45-53.
2. Nolasco, R. (1992). Oxford Supplementary Skills (3rd ed.). Fourth Impression.
3. Langan, J. (2004). *College Writing Skills*. Mc-Graw-Hill Higher Education.

SEMESTER 2**Course Name: Entrepreneurship****Year /Semester: Year 1/Semester 2****CREDIT HOURS : 02credits****COURSE CODE: BBA-322****COURSE OBJECTIVE**

With more than half of the new jobs being created in the world economy by small businesses, the particular problems and experiences encountered in starting and developing new enterprises are clearly worth studying. This course of Entrepreneurship has been designed to provide the participants with an overall understanding of the concept of entrepreneurship and small business management. Participants will be prepared to start, survive, and succeed in their own businesses.

COURSE CONTENT

Week 1	Entrepreneurship: an evolving concept Entrepreneurship – a perspective
Week 2	The Role of Entrepreneurship Kinds of Entrepreneurs Role and Functions of Entrepreneurs

Week 3	Understanding strategic issues in business plan development
Week 4	Pitfalls in selecting new ventures
Week 5	Innovation: the creative pursuit of ideas Opportunity identification: the search for new ideas
Week 6	Reason for failures of new ventures
Week 7	Legal challenges for entrepreneurial ventures
Week 8	Sources of capital for entrepreneurial ventures
Week 9	Mid-Term Examination
Week 10	Assessment of entrepreneurial plan
Week 11	Marketing challenges for entrepreneurial ventures
Week 12	Developing an effective business plan
Week 13	Strategic entrepreneurial growth
Week 14	Problems Faced by Newly Established Company Post and Field Problems Faced by a New Enterprise
Week 15	Franchising and the Entrepreneur
Week 16	Final-Term Examination

Reference Books:

- Small Business Management: Entrepreneurship and Beyond, Timothy S. Hatten. South-Western, Cengage Learning
- Norman M. Scarborough., Essentials of Entrepreneurship and Small Business Management. Pearson Education
- Donald F. Koratko , Entrepreneurship –Theory Process Practice (10th Edition), South Western -Cengage Learning.
- David L. Kurtz & Louis E. Boone, Contemporary Business (latest edition).
- Philip Kotler & Gary Armstrong, Principles of marketing (latest edition).
- Any Other Resources such as: Internet and Resource Notes and Modules
- Local and international newspapers and financial journals

SEMESTER 2

Course Name: Ideology and Constitutional Development of Pakistan

Year /Semester: Year 1/Semester 2

CREDIT HOURS : 02credits

COURSE CODE:

COURSE DESCRIPTION

Learning Objectives

- To develop critical thinking for understanding Constitutional development in Pakistan;
- To develop understanding of the legal and constitutional structure of the state;

- To develop comprehension of the interconnectivity between the Constitutional provisions and political practice;
- To develop the understanding of students regarding ideological basis of Pakistan as well as role of ideology in building national character.

Contents of the Course

Course is divided into two sections to cover the maximum portion of the course.

Section A: Ideological understanding and development of Pakistan

1. **Basis of Ideology of Pakistan and Two Nations Theory**
2. **Ideology of Pakistan: Vision of Quaide e Azam and Allama Iqbal**
3. **Role of ideology in building national character**
4. **Democratic system of Pakistan (Issues)**
5. **Major causes of the Imposition of martial Law (1958, 1969, 1977&1999).**

Section B: Constitutional Development of Pakistan

6. **Pakistan's Constitutional Development from 1947 onward.**
7. **An Overview of the Constitution of Pakistan (Features of 1973 Constitution).**
8. **Basic Concepts—Federalism and the 1973 Constitution.**
9. **Islam and the Constitution of Pakistan -1973.**
10. **Constitutional Amendments and Reforms- 1973.**

Recommended Books:

Students are advised to take notes during lectures. Certain books have been recommended for reference and quality of analysis.

- Constitution of Pakistan
- The Constitutional History of Pakistan—1947-2012, Malik Muhammad Owais Khalid, 2012
- Constitutional History and Political Development, Hamid Khan, 2005
- Constitutional Development in Pakistan, G.W. Chaudhary
- Constitution Making in Pakistan 1947-85, Dr. Baz Muhammad
- Allen Gledhill, Pakistan: The Development of its Laws and Constitution
- “Military, State and Society in Pakistan” by Hasan Askari Rizvi, 2000.
- Kazmi, Raza, Pakistan Studies, Karachi Oxford University Press.
- Qureshi, I. H., A Short History of Pakistan, University of Karachi Press.
- Qureshi, I. H., Struggle for Pakistan, University of Karachi Press.
- Sayeed, K. B., Pakistan Formative Phase, National Book Service
- Ziring, Lawrance, Pakistan in Twentieth Century: A Political History, London; Oxford University Press
- Government and politics in Pakistan by Mushtaq Ahmad
- Ideology and Dynamics of Politics in Pakistan by Muhammad Asif Malik

SEMESTER 2**Course Name: INTRODUCTION TO STATISTICS****Year /Semester: Year 1/Semester 2****CREDIT HOURS : 03 credits****COURSE CODE:****COURSE DESCRIPTION/OBJECTIVE**

The main objectives of the course are to enhance students' competency in application of statistics to solve business management problems and to improve their level of quantitative sophistication for further advanced business analysis.

COURSE CONTENT**INTRODUCTION**

- Definition
- Descriptive Statistics & Inferential Statistics
- Statistics Applications in Business

DATA CONDENSATION AND PRESENTATION

- Data
- The Data Array and Frequency Distribution
- Relative Frequency Distribution
- Cumulative frequency distribution
- Graphical Representation

DATA CONDENSATION AND PRESENTATION

- Graphical Representation
 - Pie Chart
 - Frequency Bar Chart
 - Frequency Histogram
 - Frequency Polygon
 - Ogive

PROBABILITY DISTRIBUTION

- Basic concept
- Types of Probability Distribution.
- Random variables
- The Binomial distribution
-

- The Poisson Distribution
- The Normal Distribution
- Distribution of continuous Random variable.
- Sample regression and correlation

TEXT/REFERENCE BOOKS

1. David, S Moore et.al, Introduction to the Practice of Statistics, 6th Edition WH.Freema
2. Levin I. Richard., Statistics for Management, 4th ed; McGraw Hill.
3. Engle wood Cliffs, New Jersey, Prentice Hall International, 1987.
4. Michael J. Evans & Jeffrey S. Rosenthal, Probability and Statistics, WHFreeman
5. Starr K. Martian & Sobal Gross Marion, Statistics for Business and Economics, 1st Ed; 1
6. Walpole, R, Introduction to Statistics, Edition 3
7. Shaum and Seigel, Statistics for Business (Latest Edition)

SEMESTER 2

SYLLABUS: CLASSROOM MANAGEMENT

YEAR/SEMESTER: Year 1 Semester

CREDIT VALUE: 03 credits

PRE-REQUISITES: Successful completion of semester 1 courses

COURSE CODE: EDU-321 COURSE DESCRIPTION:

one of the for most reason cited for teacher burnout is the challenge of classroom management. This comes as little surprise since classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed and actively involved in learning. Many events need to occur simultaneously, the course of these events is often unpredictable and teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time and activity. A program of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for become effective managers of classrooms. In its narrowest sense, classroom management is defined in terms of ‘disciplining’ and ‘controlling’ students. This course, however, places the goal of ‘student learning’ at the heart of classroom management. That is, it views the best-managed classrooms as ones where each learner is effectively engaged in constructing knowledge. To this end, teachers must manage teaching content, plan lessons, develop responsive instructional strategies, differentiate instruction, create predictable structures and routines and connect learning to the real world outside the classroom. It also views the best- managed classrooms as learning communities with shared values of respect and caring.

In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places ‘learning’ as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of ‘what to teach’ and ‘how to teach it’ and view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures and community- building.

COURSE OBJECTIVES:

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

SEMESTER OUTLINE

Unit 1—	Learning Theories and Classroom Management (4 weeks/12 hours)
Week 1	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?
Week2	Classroom Observations and Data Collection (students spend 6 hours in a classroom including class and out-of-class hours)
Week 3	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?
Week 4	What do I need to think about in designing the effective classroom environment? <ul style="list-style-type: none"> ▪ Identifying resources for learning ▪ Using displays and visuals for enhancing the learning environment in the classroom ▪ Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment Building the social environment
Unit 2--	Unit 2-- Curriculum and Classroom Management (4 weeks/12 hours)
Weeks 5-8	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? <ul style="list-style-type: none"> ▪ Planning, motivation, teaching and assessing the curriculum ▪ Differentiation of instruction ▪ Multi-grade classrooms Over-crowded classrooms
Unit 3	Routines, Schedules and Time Management in Diverse Classrooms (3 weeks/9 hours)
Weeks 9	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?
10	How might routines and structures be used to teach specific subject content like Math, Science or Literacy?
11	How might routines and structures be used to teach specific subject content like Math, Science or Literacy?
12	How might routines and structures be used to promote cooperation and collaborative learning?
Unit 4	Unit 4—Creating Shared Values and Community (2 weeks/ 6 hours)

Week 12	What is community inside and outside the classroom and school? What is community participation and involvement? What are typical practices of community participation?
Week 13	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?
Week 14	How can I create an —ethic of care in my classroom? <ul style="list-style-type: none"> ▪ diverse classrooms as caring, democratic communities respectful relations between teacher and students, students and students
Week 15	How can a caring classroom help me build responsible actions and personal accountability? What happens when behavior breaks down? How do I deal with unexpected events?
Unit 5—	Unit 5—Planning the Classroom Environment I Would Like
Week 16	How can I use what I have learned to create the classroom I want? <ul style="list-style-type: none"> ▪ Peer critique and review of final projects Summary and closure

Learning and Teaching Approaches:

This course assumes that prospective teachers will develop their own plans for classroom management as a result of all they learn in the sixteen weeks that follow.

This course relies on peer discussions, independent reflections and class lectures. It also assumes that student teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

SUGGESTED RESOURCES

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

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

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

Chapter 1—Introduction to Proactive Classroom Management

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

The Multi-grade Classroom: A Resource handbook for Small Rural Schools-- Book 3: Classroom Management and Discipline by Susan Vincent, Northwest Regional Educational Laboratory, Portland, Oregon 97204. http://educationnorthwest.org/webfm_send/1152

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

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

Evertson, C., Poole, I., & the IRIS Center (n.d.) Norms and Expectations. [Retrieved on January, 20, 2011] from http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf

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

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

Alexandria, VA: Association for Supervision and Curriculum Development.

SEMESTER 3

SYLLABUS: Basic Mathematics

YEAR/SEMESTER: Year 2 Semester 3

CREDIT VALUE: 03 credits

PRE-REQUISITES: Successful completion of semester 1 courses

COURSE CODE: MTH-301

MTH-301 Basic Mathematics

Semester 3

Course Code: MTH-301	Pre-Calculus I	Credit Hours: 03
<p><u>Specific Objectives of the Course:</u> To prepare the students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.</p> <p><u>Course Outline:</u> <u>Preliminaries:</u> Real-number system, complex numbers, introduction to sets, set operations, functions, types of functions. <u>Matrices:</u> Introduction to matrices, types, matrix inverse, determinants, system of linear equations, Cramer's rule. <u>Quadratic Equations:</u> Solution of quadratic equations, qualitative analysis of roots of a quadratic equation, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of quadratic equations. <u>Sequences and Series:</u> Arithmetic progression, geometric progression, harmonic progression. <u>Binomial Theorem:</u> Introduction to mathematical induction, binomial theorem with rational and irrational indices. <u>Trigonometry:</u> Fundamentals of trigonometry, trigonometric identities.</p> <p><u>Recommended Books:</u></p> <ol style="list-style-type: none"> 1. Kolman, Bernard, and Shapiro, Arnold. Introduction to Algebra and Trigonometry. United Kingdom, Elsevier Science, 2014. 2. Flanders, Harley, and Price, Justin J.. Algebra and Trigonometry. United Kingdom, Elsevier Science, 2014. 3. Kaufmann J. E, College Algebra and Trigonometry, 1987, PWS-Kent Company, Boston. 4. Swokowski E. W., Fundamentals of Algebra and Trigonometry (6th edition), 1986, PWS-Kent Company, Boston. 		

SEMESTER 3**SYLLABUS: Application of Information and Communication Technology****YEAR/SEMESTER: Year 2 Semester 3****CREDIT VALUE: (2+1) 03 credits****COURSE CODE:**

Credit Hours:	3 (2,1)	Prerequisites:	
Course Learning Outcomes (CLOs):			
At the end of the course the students will be able to:		Domain	BT Level*
* BT= Bloom's Taxonomy, C=Cognitive domain, P=Psychomotor domain, A=Affective domain			

Course Content:

Principles of writing good English, understanding the composition process: writing clearly; words, sentence and paragraphs; Comprehension and expression; Use of grammar and punctuation. Process of writing, observing, audience collecting, composing, drafting and revising, persuasive writing, reading skills, listening skills and comprehension, skills for taking notes in class, skills for exams; Business communications; planning messages, writing concise but with impact. Letter formats, mechanics of business, letter writing, letters, memo and applications, summaries, proposals, writing resumes, styles and formats, oral communications, verbal and non-verbal communication, conducting meetings, small group communication, taking minutes. Presentation skills; presentation strategies, defining the objective, scope and audience of the presentation, material gathering material organization strategies, time management, opening and concluding, use of audio-visual aids, delivery and presentation.

Teaching Methodology:

Lecturing, Written Assignments, Project, Report Writing, Final Exam

Course Assessment:

Sessional Exam, Home Assignments, Quizzes, Presentation, Final Exam

Reference Materials:

1. Practical Business English, Collen Vawdrey, 1993, ISBN = 0256192740
2. Effective Communication Skills: The Foundations for Change, John Nielsen, 2008, ISBN = 1453506748

Content Course Urdu

Subject: شعری اصناف تعارف

URD--302

Credit Hours3

مقاصد:

- i. شعر کے مفہوم سے واقفیت پیدا کرنا
- ii. مختلف اصنافِ شعر کا تعارف پیش کرنا اور ان کی پہچان کرانا
- iii. نصاب میں شامل شعراء کا تعارف پیش کرنا
- iv. نظم کے مفہوم سے واقفیت پیدا کرنا
- v. نظم کی مختلف اقسام کا تعارف پیش کرنا اور ان کی پہچان کروانا
- vi. مختلف نظم نگاروں کو فنی و فکری حوالوں سے سمجھنے کی صلاحیت پیدا کرنا

سراج اورنگ آبادی (ایک حمد)	حمد (تعارف و تفہیم)
حفیظ ٹائب (ایک نعت)	نعت (تعارف و تفہیم)
میر تقی میر اور اسدا اللہ خان غالب خواجہ میر درد (ایک ایک غزل)	غزل (تعارف و تفہیم)
میر حسن (سحرالبیان سے اقتباس)	مثنوی (تعارف و تفہیم)
میر انیس (کسی ایک مرثیے سے اقتباس)	مرثیہ (تعارف و تفہیم)
مرزا رفیع سودا (کسی ایک قصیدے سے اقتباس)	قصیدہ (تعارف و تفہیم)
نظیر اکبر آبادی (ایک نظم)	پابند نظم (تعارف و تفہیم)
فیض احمد فیض (ایک نظم)	معری نظم (تعارف و تفہیم)
ن۔م راشد (ایک نظم)	آزاد نظم (تعارف و تفہیم)
کشور نابید (ایک نظم)	نثری نظم (تعارف و تفہیم)
(ایک گیت)	گیت : حفیظ جالندھری
(ایک قطعے)	قطعہ : اکبر الہ آبادی
(ایک رباعیات)	رباعی: جوش ملیح آبادی
(ایک ایک دوہا)	دوہا: پرتو روبیلہ / الیاس عشقی / سیدہ حنا
(ایک سانیٹ)	سانیٹ: اختر شیرانی
(دو دو ہائیکو)	ہائیکو: ڈاکٹر اظہار اللہ / محمد امین

(متن کا انتخاب شعبہ اردو، جامعہ ویمن یونیورسٹی مردان خود کرے گا)

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 سید عبداللہ، 'ولی سے اقبال تک'، لاہور: سنگ میل پبلی کیشنز، ۱۹۹۵ء
 شمیم احمد، 'اصناف سخن اور شعری بیہوشی'، بھوپال: انڈیا بک ایمپوریم، ۱۹۸۱ء
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 عطش درانی، 'اردو اصناف کی مختصر تاریخ'، لاہور: مکتبہ میری لائبریری، ۱۹۸۶ء
 فرمان فتح پوری، 'اردو شاعری کا فنی ارتقا'، لاہور: الوقار پبلی کیشنز، ۲۰۱۵ء (طبع دوم)
 کلیم الدین احمد، 'اردو شاعری پر ایک نظر'، پٹنہ: بک ایمپوریم، ۱۹۸۵ء
 گیان چند جین، 'اردو مثنوی شمالی ہند میں'، دہلی: انجمن ترقی اردو، ۱۹۸۷ء
 مسیح الزماں، 'اردو مرثیے کا ارتقا: ابتدا سے انیس تک'، دہلی: قومی کونسل برائے فروغ اردو زبان، ۲۰۰۲ء

منور رؤف (مدیر اعلیٰ)، 'خیابان (اصناف نثر نمبر)'، پشاور: شعبہ اردو جامعہ پشاور، ۱۹۹۴-۹۵
 منور رؤف، صابر کلوروی (مرتبین) 'خیابان (اصناف سخن نمبر)'، پشاور: شعبہ اردو جامعہ پشاور،

- یوسف حسین خان، 'اردو غزل' علی گڑھ: دارالمصنفین، (طبع چہارم)
 حنیف کیفی، 'اردو میں نظم معری اور آزاد نظم' دہلی: از مصنف، ۱۹۸۲ء
 خواجہ محمد زکریا، 'اردو میں قطعہ نگاری' لاہور: ضیائے ادب
 رفیع الدین ہاشمی، 'اصناف ادب' لاہور: سنگ میل پبلی کیشنز، ۱۹۸۳ء
 شمیم احمد، 'اصناف سخن اور شعری ہئیتیں' بھوپال: انڈیا بک ایمپوریم، ۱۹۸۱ء
 عرش صدیقی، 'تکوین' لاہور: مغربی پاکستان اردو اکیڈمی، ۱۹۹۷ء
 عقیل احمد صدیقی، 'جدید اردو نظم: نظریہ و عمل' ملتان: بیکن بکس، ۲۰۱۴ء
 فرمان فتح پوری، 'اردو شاعری کا ارتقا' لاہور: الوقار پبلی کیشنز، ۲۰۱۵ء (طبع دوم)
 فرمان فتح پوری، 'اردو رباعی' لاہور: مکتبہ عالیہ، ۱۹۸۲ء (طبع دوم)
 کنول ظہیر، 'پاکستان میں اردو دوہیے کی روایت' کراچی: انجمن ترقی اردو، ۲۰۰۵ء
 گیان چند جین، 'ادبی اصناف' گاندھی نگر: گجرات اردو اکادمی، ۱۹۸۹ء
 وزیر آغا، 'نظم جدید کی کروٹیں' لاہور: سنگ پبلشرز، ۲۰۰۷ء
 وزیر آغا، 'اردو شاعری کا مزاج' لاہور: مجلس ترقی ادب، ۲۰۰۸ء

SEMESTER 3

SYLLABUS: BIOLOGY-1

YEAR/SEMESTER: Year 2 Semester 3

CREDIT VALUE: 03 credits

COURSE CODE:

Learning outcomes:

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

- I. Differentiate Branches of Zoology
- II. Definition of Balance diet, Malnutrition
- III. Explain Basic units of classification.

Course content

Unit- 1 Introduction to zoology

- Branches
- Importance

Unit -2 Basic components of living organisms

- Carbohydrates
- Proteins
- Lipids

Unit-3 Food and Nutrition

- Balance diet
- Malnutrition

Unit-4 Cell and its organelles

- Composition
- Structure
- Function

Unit-5 Microorganisms

- Bacteria
- Viruses
- Diseases

Unit-6 Diversity of life

- Basic units of classification

Unit-7 Invertebrate Phyla

- Protozoa to Echinoderms

Recommended Books:

1. Campbell Biology, 2nd Canadian Edition (2017) Authors: Reece, J. B., L. A. Urry, M. L. Cain, S. A. Wasserman, P. V. Minorsky, R. B. Jackson, F. E. Rawle, D. G. Durnford, C. D. Moyes, K. Scott, and S. J. Walde. Pearson, Benjamin Cummings.
2. "Campbell Biology" 8th edition or newer, Reece, Urry, Cain, Wasserman, Minorsky, and Jackson. Pearson Benjamin Cummings.

SEMESTER 4**SYLLABUS: BIOLOGY-II****YEAR/SEMESTER: Year 2 Semester 4****CREDIT VALUE: 03 credits****COURSE CODE:****Learning Outcomes:**

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

- i. Differentiate between Stages of development and Regeneration
- ii. Definition of Natural Selection, Lamarckism, Darwinism
- iii. explain Concept of DNA/ RNA

Unit-1 Developmental Biology

- Stages of development
- Regeneration

Unit-2 Animal Behavior

- Behavior
- Learning and its types
- Communication
 - Social Organization
- Migration

Unit-3 Zoogeography

- Regions
- Distribution of Animals
- Barriers

Unit-4 Economic Zoology

- Cultures
- Zoonosis
- Animal products

Unit-5 Biotechnology

- Scope and Importance
- Concept of DNA/RNA
- Gene
- Protein Synthesis

Unit-6 Research Methodology

- Introduction
- Processes

Recommended Books

1. Hickman, C. P., Roberts, L. S., Larson, A., Ober, W. C., & Garrison, C. (2001). Integrated principles of zoology (Vol. 15). New York: McGraw-Hill.
2. Moody, P. A. (1953). Introduction to evolution.
3. Müller, P. (2012). Aspects of zoogeography. Springer Science & Business Media.
4. Odum, E. P. (1997). Ecology: a bridge between science and society. Sinauer Associates Incorporated.
5. Scott, J. P. (1958). Animal behaviour. Animal Behaviour.
6. Shukla, G. S., & Upadhyay, V. B. (2010). Economic Zoology. Rastogi Publications.
7. Strickberger, M. W. (1962). Experiments in genetics with Drosophila. Experiments in genetics with Drosophila.
8. Vidyarthi, R. D., & Pandey, P. N. (2006). A Textbook of Zoology: (A Textbook for Senior Secondary, Intermediate, ISC, Pre-Medical, Pre-University and 1st Year of TDC). S. Chand

Content Course Urdu URD-303 Semester - IV

Subject: نثری اصناف

URD--303

Credit Hours:03

مقاصد:

- i. نصاب میں شامل نثری اصناف کا تعارف پیش کرنا اور ان کی شناخت سے واقفیت پیدا کرنا
- ii. نصاب میں شامل نثری تخلیقات کے فنی و فکری محاسن کو سمجھنے کی صلاحیت پیدا کرنا
- iii. نصاب میں شامل تخلیق کاروں کی اہمیت کو سمجھنا
- iv. نصاب میں شامل نثری اصناف کا تعارف پیش کرنا اور ان کی شناخت سے واقفیت پیدا کرن
- v. نصاب میں شامل نثری تخلیقات کے فنی و فکری محاسن کو سمجھنے کی صلاحیت پیدا کرنا

داستان:	تعارف و مفہوم، لوازمات اور ارتقاء
ناول:	تعارف و مفہوم، اقسام، لوازمات اور ارتقاء
ڈراما:	تعارف و مفہوم، اقسام، لوازمات اور ارتقاء
افسانہ:	تعارف و مفہوم، لوازمات اور ارتقاء
آپ بیتی:	تعارف و مفہوم، لوازمات اور ارتقاء
سوانح عمری:	تعارف و مفہوم، لوازمات اور ارتقاء
سفرنامہ:	تعارف و مفہوم، اقسام، لوازمات اور ارتقاء
خاکہ:	تعارف و مفہوم، لوازمات اور ارتقاء

مضمون / انشائیہ: تعارف و مفہوم، لوازمات اور ارتقاء
 رپورٹاز: تعارف و مفہوم، لوازمات اور ارتقاء

مجوزہ کتب:

- انور سدید، 'اردو ادب میں سفرنامہ' لاہور: مغربی پاکستان اردو اکیڈمی، ۱۹۸۷ء
 بشیر سیفی، 'اردو میں انشائیہ نگاری' لاہور: نذیر سنز پبلشرز، ۱۹۸۹ء
 بشیر سیفی، 'خاکہ نگاری: فن و تنقید' لاہور: نذیر سنز پبلشرز، ۱۹۹۳ء
 سلیم اختر، 'انشائیہ کی بنیاد' لاہور: سنگ میل پبلی کیشنز، ۱۹۸۶ء
 سید عبداللہ، 'میر امن سے عبدالحق تک' لاہور: مجلس ترقی ادب، ۲۰۰۵ء
 صبیحہ انور، 'اردو میں خود نوشت سوانح حیات' لکھنؤ: از محقق، ۱۹۸۲ء
 عمر رضا، 'اردو میں سوانحی ادب' دہلی: کتابی دنیا، ۲۰۱۱ء
 فرمان فتح پوری، 'اردو نثر کا فنی ارتقا' لاہور: الو قار پبلی کیشنز، ۲۰۱۶ (طبع دوم)
 اقبال جاوید آغا حشر کاشمیری حیات دہلی: اریب پبلی کیشنز ۲۰۰
 اور ڈرامانگاری ۲
 انور احمد اردو افسانہ ایک صدی کا اسلام آباد: مقتدرہ قومی ۲۰۰
 قصہ زبان ۸
 سلیم اختر افسانہ: حقیقت سے علامت الہ آباد: اردو رائیٹریس گلڈ ۱۹۸
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 سید وقار عظیم داستان سے افسانے تک دہلی: طاہر بک ایجنسی ۱۹۷
 ۳
 سید وقار عظیم فن افسانہ نگاری علی گڑھ، انڈیا: ایجوکیشنل ۱۹۹
 بک ہاوس ۷
 فرمان فتح اردو افسانہ اور افسانہ نگار دہلی: مکتبہ جامعہ لمیٹیڈ ۱۹۹
 پوری نئی سن-ن
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 ۷
 گوپی چند اردو افسانہ: روایت اور دہلی: ایجوکیشنل پبلشنگ ۲۰۱
 نارنگ مسائل ہاوس ۳
 مرزا حامد بیگ اردو افسانے کی روایت اسلام آباد پاکستان: اکادمی ۱۹۹
 ادبیات ۱
 آل احمد سرور ناول اور ناول نگار ملتان: کاروان ادب، ۱۹۹۰
 ڈاکٹر خالد اشرف برصغیر میں اردو دہلی: مجلس اردو، ۱۹۹۴
 ناول
 ڈاکٹر عبدالسلام بیسویں صدی میں اردو ناول سندھ کراچی: اردو اکیڈمی، ۱۹۷۳
 ڈاکٹر ممتاز احمد اردو ناول کے کراچی: ویلکم بک پورٹ، ۱۹۹۳
 خان بدلتے تناظر
 ڈاکٹر یوسف اردو ناول بیسویں دہلی: ترقی اردو بیورو، ۱۹۹۵
 سرمست صدی میں
 ظہور احمد پاکستان میں اردو اسلام آباد: علامہ اقبال اوپن یونیورسٹی ۱۹۹۳،
 ناول

فرمان فتح پوری	اردو ادب کی فنی تاریخ	لاہور: الوقار پبلی کیشن ، ۲۰۰۴
ممتاز احمد خان	آزادی کے بعد اردو ناول	پاکستان کراچی: انجمن ترقی اردو ، ۲۰۰۸
اسلوب احمد انصاری	اردو کے پندرہ ناول	علی گڑھ: ایجوکیشنل بُک ہاؤس ، ۲۰۰۲
انوار احمد	اردو افسانہ ایک صدی کا قصہ	اسلام آباد: مقتدرہ قومی زبان ، ۲۰۰۷
بشیر سیفی	خاکہ نگاری فن و تنقید	لاہور: نذیر سنز ، طبع ثانی، ۱۹۹۳
خالد اشرف	بزرگ صغیر میں اردو ناول	دہلی: مجلس اردو ، ۱۹۹۴
ممتاز احمد خان	اردو ناول کے بدلتے تناظر	کراچی: ویلکم بُک پورٹ ، ۱۹۹۳
وقار عظیم	داستان سے افسانے تک	سندھ کراچی: اردو اکیڈمی ، ۱۹۹۰
یحییٰ امجد	فن اور فیصلے	لاہور: کتابیات ، ۱۹۶۹

SEMESTER 4

SYLLABUS: Curriculum Development

YEAR/SEMESTER: Year 2 Semester 4

CREDIT VALUE: 03 credits

COURSE CODE: EDU- 441

Course Description

This course is designed to assist Student Teachers in understanding the various philosophies and key concepts related to curriculum, the challenges of curriculum design, factors influencing decision-making, and the roles played by various stakeholders in curriculum. Student Teachers will also review various assessment strategies, the implementation of different evaluation procedures, and the effective reporting of results as this relates to curriculum design. Student Teachers will be involved in examining existing curriculum and curriculum policy documents as well.

During this course, the key features of a curriculum will be discussed. Various curriculum development processes, how a curriculum differs from a syllabus, evaluation strategies, and factors influencing the curriculum development process will be considered. Change is an important aspect of human society. To cope with changes occurring in society, curriculum must be revised. This course discusses the implications related to the change process and appreciates the factors and stakeholders involved in this process.

This course is designed for Pakistani Student Teachers. Therefore, the process of curriculum

development with reference to Pakistan and the agencies responsible for curriculum development at the national and provincial levels will be covered. Student Teachers will have an opportunity to apply their learning through identification of a unit developed for another course and analyzing it in light of their new curriculum knowledge.

Learning Outcomes

At the end of this course, Student Teachers will be able to do the following:

- describe the key concepts of curriculum
- explain various types of curriculum and design models
- identify philosophical, sociological, psychological, and economic underpinnings of various models
- identify internal and external factors that influence the curriculum development, implementation, and change process
- review the models, purposes, and problems of curriculum assessment and evaluation
- understand the process of curriculum development with reference to Pakistan and the agencies responsible for curriculum development at the national and provincial level
- apply curriculum knowledge to analysis of a unit plan developed for another course in the program.

Course Outline

The course will cover selected topics from those listed in each unit, as time permits.

Each unit will provide Student Teachers with an overview of the fundamental concepts of curriculum and their philosophical underpinnings. Student Teachers will be introduced to the purposes and goals of different types of curriculum and the key elements of curriculum.

Unit 1: Curriculum fundamentals (3 weeks)

Unit 1 provides an overview of the fundamental concepts, key elements, philosophical underpinnings, and purposes and goals of curriculum.

Unit outcomes

By the end of this unit, Student Teachers will be able to do the following:

- explain the various meanings of curriculum and the importance of curriculum
- understand the philosophical considerations, purposes, and goals of different types of curriculum
- identify the key elements of curriculum.

1	UNIT 1:	Curriculum fundamentals (3 weeks)
Week #	Topics/themes	

Key concepts

Introduction

Definitions of curriculum

Function, goals, characteristics, and importance of curriculum

1

How curriculum differs from:

- Syllabus
- Course of study
- Educational programme
- Teaching
- Instruction

Types of curriculum

Core curriculum

Broad-based curriculum

Integrated curriculum

2

Activity-based curriculum

Teacher-centred curriculum

Learner-centred curriculum

Hidden curriculum

Formal and informal curriculum

Elements of curriculum

Curriculum aims

Learning outcomes and objectives (knowledge, skills, and attitudes) Contents

Teaching and learning methods

3

**Assessment
methods
Supporting
elements**

- Learning resources (teachers, support staff, funding, books and journals, IT support, and teaching rooms)
- Monitoring and evaluation procedures
- Practicum or internship placement activities
- Student support and guidance mechanisms

Unit 2: Foundations, Theories, and Approaches to Curriculum Development (2 Weeks)

Unit 2 introduces various theories and approaches for curriculum development and the differences and similarities among them.

Unit outcomes

By the end of this unit, Student Teachers will be able to do the following:

- understand the varying conceptions of the term curriculum foundations
- identify various theories and approaches to curriculum design
- define the philosophical considerations, purpose, and goals of curriculum.

2 UNIT 2: Foundations, theories, and approaches to curriculum development (2 weeks)

Week #	Topics/themes
	Curriculum foundations
	Philosophical foundation
1)	Psychological foundation
	Sociological foundation
	Economic foundation
	Theories and approaches for curriculum development
	Academic rationalism
	Social reconstruction
	Social efficiency
	Socio-cultural reproduction
	Self-actualization and others

Unit 3: Curriculum Development Processes and Influencing Factors (3 Weeks)

Unit 3 covers various processes of curriculum development as well as internal and external factors that influence the curriculum development process. A unit of study prepared for another course in the program will be analyzed in light of the content of this course.

Unit outcomes

By the end of this unit, Student Teachers will be able to do the following:

- understand various curriculum development processes
- discuss internal and external factors and their influences on the curriculum development process
- apply curriculum knowledge to their own work through analysis of a curriculum unit prepared for another course.

• UNIT 3:

Curriculum development processes and influencing factors (3 weeks)

Week #	Topics/themes
	Curriculum development processes
	Analysis of situation
	Formulation of aims and objectives
6	Selection of learning experiences
	Selection of content
	Organization of experiences and content
	Selection of teaching-learning strategies
	Evaluation
	Internal factors influencing the curriculum development process
7	Teacher
	Pupil
	School environment and others
	External factors influencing the curriculum development process
	Technology
	8.Knowledge Ideology
	Economics

Unit 4: Change Process and Curriculum Evaluation (3 Weeks)

Unit 4 explores the curriculum change process; factors and stakeholders involved in the change process; and the basic concepts, meanings, types, content organization, and evaluation of curriculum.

Unit outcomes

By the end of this unit, Student Teachers will be able to do the following:

- understand the change process and identify stakeholders involved in the curriculum development process
- know basic concepts, meanings, types, and stages of planning for evaluation.

4	UNIT 4:	Change process and curriculum evaluation (3 weeks)
	Week #	Topics/themes
		Curriculum evaluation
	1)	Basic concepts, meanings, and types of curriculum evaluation Stages of planning for evaluation
		Curriculum evaluation models
		Models of curriculum evaluation
	1)	The purposes and problems of curriculum evaluation tools Delimiting evaluation
		Change process
		Change process: Innovation, dissemination, adaptation Stakeholders
	2)	Curriculum products Standards Guides Other

Unit 5: Curriculum Development In Pakistan (3 Weeks)

Unit 5 provides an overview of primary school programs and related curriculum issues; various aspects of curriculum development with reference to Pakistan; the role and responsibilities of various agencies responsible for curriculum development at the national and provincial levels; and critical evaluation of the prevailing curriculum situation.

Unit outcomes

By the end of this unit, Student Teachers will be able to do the following:

- understand the basis of the primary school program and its organization
- identify the agencies responsible for curriculum development at the national and provincial levels
- critically evaluate the prevailing system of education in Pakistan.

5

UNIT 5:

Curriculum development in Pakistan (3 weeks)

Week #	Topics/themes
12	<p>Primary school programs and issues</p> <p>Basis of the primary school program</p> <p>Organizing the curriculum</p> <p>Determining appropriate primary school curriculum content</p> <p>Educating children with disabilities in a regular classroom</p> <p>Inclusion: What does it mean?</p> <p>Gifted and other students with needs</p> <p>Learning styles and systems</p> <p>Organization and grouping in primary schools</p>
13	<p>Middle school programs and issues</p> <p>Functions of the middle school</p> <p>Establishing an identity for the middle school</p> <p>Middle school student and teachers</p> <p>Managing middle school programs</p> <p>Organizing for instruction in the middle school</p> <p>Comprehensive planning for middle schools</p> <p>The role of technology</p> <p>Evaluating the middle school</p> <p>The middle school as a part of the total curriculum</p>

5 UNIT 5: Curriculum development in Pakistan (3 weeks)

Curriculum development in Pakistan

The curriculum planning process in Pakistan in light of the 18th Amendment to the constitution

14

Agencies responsible for curriculum development at a national level
 Agencies responsible for curriculum development at the provincial level
 Critical evaluation of the prevailing process of curriculum development

Textbooks and References

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

Notes for Faculty Teaching This Course

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.

Suggested Readings

- Oliva, P. F. (2009). *Developing the curriculum* (7th ed.). Boston: Allyn & Bacon.
- Walker, D. F. (2002). *Fundamentals of curriculum: Passion and professionalism* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (8th ed.). Boston: Allyn & Bacon.
- Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). *Curriculum development*. Manila: Lorimar Publishing Inc.
- Glatthorn, A. A., Boschee, F. A., & Whitehead, B. M. (2008). *Curriculum leadership: Strategies for development and implementation* (2nd ed.). Beverly Hills, CA: Sage Publications.
- Kridel, C. (2010). *Encyclopedia of curriculum studies*. Beverly Hills, CA: Sage Publications.
- Harrison, J. M., Blakemore, C. L., & Buck, M. M. (2001). *Instructional strategies for secondary school physical education* (5th ed.). Boston: McGraw-Hill. See Basic principles of curriculum design (pp. 131–148).

GRADING POLICY

The course grading policy should be determined by the university and its affiliated colleges. The policy should be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade is determined by course work completed by prospective teachers.

Course work may include work completed in assignments in or outside the classroom.

SEMESTER 4

SYLLABUS: School, Community and Teacher

YEAR/SEMESTER: Year 2 Semester 4

CREDIT VALUE: 03 credits

COURSE CODE: EDU- 442

COURSE DESCRIPTION

The purpose of this course is to provide prospective teachers with a strong foundation for understanding the relationship between and among teachers, the school and the families and community that support the school. Basic conceptualizations of institutions that educate and the role of the teacher in relating to these institutions will be considered. Students will also explore how cultural, social, and historical forces have shaped understanding of the relationship teachers have with schools, communities and families in Pakistan. The course will explore the social context of schooling, examining how the work of teachers is nested within school and community. It will provide orientation to the process of socialization in schools and how social factors affect education. Students will have opportunity to build their ability to put this knowledge into practice in the accompanying 1 credit laboratory by study of a school and its community, so that as teachers, they can mobilize support for educational programs and contribute positively to their communities. Practical application of the course will be emphasized as students explore the teaching and learning within both school and community. They will identify strategies, practices, and relationships that have proven fruitful within the contexts with which they are familiar and learn how to identify and respond to challenges in school, community and teacher relationships. Students will identify how culture, gender, special needs, equity and equality and collaborative working conditions affect the school and community.

COURSE 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 influence 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.

LEARNING AND TEACHING APPROACHES

The teaching and learning in this course is based on the principles of reflective practice, participatory process, and on critical analysis. Short introductory presentations will be made by the instructor and/or invited guests, but much of the class time will be spent in discussion and in group activities; such as role play, presentations, aimed at consolidating understandings and exploring issues in more depth.

SEMESTER OUTLINE

Unit 1: Society, Community and Education

One of the basic purposes of the course is to understand the nested relationships between school and community and how to capitalize on these relationships for enhancing student achievement. The prospective teachers need to be introduced to the basic building blocks of these institutions in order to understand the nature of interaction between and among these institutions.

Week 1:	<ul style="list-style-type: none"> • Introduction and overview of the course • Introduction of society, community and education • Structures and Functions of community and schools in Pakistan
Week 2:	<ul style="list-style-type: none"> • Impact of education on Society • Role of education in strengthening Pakistani communities • Review of Unit 1

These apparently general topics will be grounded in the personal experiences of the prospective teachers. Prospective teachers will be asked to draw on examples from their own regions of birth/ residence. This will help in identifying the social factors affecting education. It will also bring out the contextual role of schools in supporting the development of education in the country in general and community in particular.

Unit 2: Understanding Social Interaction in Schools and Communities

It is important for the prospective teachers to understand group dynamics to be able to appreciate the nature of the nested relationships between school and community for enhancing student achievement. This theme will expose students to the theoretical bases and practical importance of communication and interaction between and among stakeholders.

	<ul style="list-style-type: none"> • Meaning of Social Interaction and socialization • Levels of social interaction
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Week 3:	<ul style="list-style-type: none">• Elements of social interaction<ul style="list-style-type: none">○ Social contacts○ Communication○ Social attitudes and values
Week 4:	<ul style="list-style-type: none">• Types of social Interaction<ul style="list-style-type: none">○ Cooperation○ Competition○ Conflict

	<ul style="list-style-type: none"> ○ Accommodation ○ Assimilation ● Meaning/types of social Groups ● Individual / group behavior ●
Week 5:	<ul style="list-style-type: none"> ● Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities. ● Review of Unit 2

Prospective teachers and Instructor/s will be invited to bring in local/ regional examples of working harmoniously with different stakeholders in a diverse cultural, traditional and religious landscape. The unit will highlight the importance of teachers being able to assess the learning needs of their students in school as well as in their community

Unit 3: School and Culture

This theme is meant to expose prospective teacher and ‘outside’ school (in the community) as they impact and the relationships between and among stakeholders. The students will be able to identify how the teacher’s role is influenced by social and c communities. The major topics to be covered under this theme could include the following:

Week 6:	<ul style="list-style-type: none"> ● Main characteristics of culture ● Elementary concepts of culture <ul style="list-style-type: none"> ○ Cultural trait ○ Cultural complex ○ Cultural pattern ○ Cultural lag ● Cultural diversity
Week 7:	<ul style="list-style-type: none"> ● Culture and cultural elements of Pakistani communities ● Role of education and school in protection and transmission of culture
Week 8:	<ul style="list-style-type: none"> ● Impact of media on school and culture ● Impact of technology on school and culture ● Review of Unit 3

Opportunity will be provided to revisit earlier concepts (from themes 1 & 2) to intertwine, for instance, structures of schools and communities where patterns of social interactions can create competitive or cooperative and accommodating climate in schools for marginalized groups. Similarly gender issues and the culture of inclusion/exclusion will also be considered while discussing structures of both school and community and emphasizing the role of schools in creating cultural change. The prospective te school and in the community in general will be

highlighted.

Unit 4: Relationships between School and Community

This theme is important for re-conceptualizing the place of school in relation to community. Prospective teachers need to understand the multi-dimensional identity of school as a social institution which is more than just a place for learning three basic Rs-reading, writing and arithmetic.

Week 9:	<ul style="list-style-type: none"> • School as a social, cultural and Community Institution <ul style="list-style-type: none"> ○ Effects of school on communities ○ Effects of communities on school
Week 10:	<ul style="list-style-type: none"> • School as a hub for community services • A critical analysis of effective role of school and teachers in Pakistani Communities • Review of Unit 4

Discussion will be grounded in students own experiences of schools and their observations of communities. Students can contribute case studies as discussion material for this unit.

Unit 5: Social Institutions

This unit is important for grounding the theoretical and practical aspects of social institutions into local realities which students are familiar with. Students will be exposed to the interrelated and interdependent nature of the beliefs and practices that tie schools, families and religious institutions.

Week 11:	<ul style="list-style-type: none"> • Definition and Types of social institutions • The family • Educational Institutions • Religious institutions
Week 12:	<ul style="list-style-type: none"> • Critical analysis of the role of Social Institutions in Pakistani school. • Review of Unit 5

Discussion will be grounded in students own experiences of their daily lives. The unit may be covered in 1.5 weeks

Unit 6: Teacher's Role in School and Community

This is the most important unit of this course where students will identify pre-requisites for promoting collaborative working conditions in order to promote a culture of inclusion in schools as well as community. Through conceptualizing their own role as change agent they will be able to recognize and identify how culture, gender, special needs, equity and equality issues affect the school and community.

Week 13:	<ul style="list-style-type: none"> • Teacher as an integral part of community • Teacher as a change agent in <ul style="list-style-type: none"> ○ Community ○ School
Week 14:	<ul style="list-style-type: none"> • Teacher as role models through their participation in community activities • Effects of teachers and schools on individual and group behavior • Review of Unit 6

Students will be invited to consider future aspirations while at the same time grounding their discussion in experience of school life, role models.

Unit 7: Working Context of Pakistani Teacher

The focus of this unit will be on the non-traditional roles of Pakistani teachers within their real working context.

Week 15:	<ul style="list-style-type: none"> • Teacher as a social activist • Teacher's leadership roles
Week 16:	<ul style="list-style-type: none"> • Teacher's establishing role linkage among in stakeholders. • Review of Unit 7

The instructors of this theme need to distinguish traditional roles of teachers (within the classroom only) from non-traditional roles that go beyond the classroom, e.g., teacher as a community mobilizer, or social activist as well as the formal and informal leadership roles that teachers could perform.

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.

SUGGESTED TEXTBOOKS AND REFERENCES

There is no standard textbook for this course. The books listed below should be treated as 'suggested' readings that can provide support.

Chapters will be assigned chapters when deemed appropriate.

- Marshall, L & Rowland, F. (2006). *A guide to learning independently*, 4th ed, 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? *Awakening, Journal of the Pakistan 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 principals. In *Proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform*, September 19-20, 2008, Changchun, China: pp.1-10.
- 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.

Additional readings will be handed out in class.

COURSE ASSIGNMENTS

Details of assignments will be listed on a separate handout to be provided by your instructor at the beginning of the course. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY

Grading for this course follows the university in the course and will include both coursework and examinations. It is recommended that at least 50% of the course grade be determined by course work.

SEMESTER 4

SYLLABUS: The Teaching Practicum (Teaching Practice)

YEAR/SEMESTER: Year 2 Semester 4

CREDIT VALUE: 03 credits

COURSE CODE: EDU- 443

YEAR/SEMESTER: Year 2/Semester 4

CREDIT VALUE: 3 credits

PREREQUISITES: Successful completion of Semesters 1 and 2 of the ADE/B.Ed.(Hons)

The Practicum is a 3 credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/six weeks on the school placement in semester 4.

Student Teachers should aim to spend six weeks at school for the practicum in Semester 4.

COURSE DESCRIPTION

The Practicum consists of two important parts:

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

a. School Placement:

The practicum experience in Semester 4 should provide elementary grade student teachers

with a practicum placement in an elementary classroom. This teaching practice builds on

experience in semester 3 when student teachers worked with children at two different grade

levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility

for teaching several subjects with the whole class, starting with one subject in week 3, and

picking up an additional class in week 4, and an additional class in week 5. So for the last two

weeks you should assume full responsibility for at least 3 classes

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with class

room management and a variety of evaluation techniques (including authentic assessment).

Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance

children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid

having too many student teachers in one school and more than one student teacher per class

(unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged to take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

b. The Seminar:

As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice. Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

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

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning 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 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

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

SEMESTER OUTLINE

a. School experiences

The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. 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.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like
- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below.

If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.

Inventory of School Resources,
Community/Co-curricular Engagement
Discipline Procedures and Policies
Cooperating Teacher Interview
Interview a Child/Children
Classroom Management

If you are at the same school as you were in Semester 3 –but working with a different teacher you need to complete the assignments provided in your handbook.

Cooperating Teacher Interview
Interview a Child/Children
Classroom Management

- Log of Daily Activities

- Daily Reflections (see the forms provided in your handbook)
- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson
- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their v interaction occur in the classroom (selective verbatim)

Working with small groups of children to

- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment –what strategies does the teacher use

Week 3 Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson

- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects

- Continue activities above, taking over responsibility for planning,

teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

-
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

b. 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

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the student teacher, 2) the Cooperating Teacher and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

4. At the beginning when roles and relationships are discussed,
5. At mid-point when performance is discussed;
6. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day -to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the college/university supervisor.

The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:

1) His or her activities in the classroom, school and community; Participation in the weekly Practicum seminar; and 3) Continued reflection and documentation of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
- Assisting the Cooperating Teacher with planning and teaching whole lessons
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending meetings, teacher's parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behavior.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, guides etc.
- Work with other members of the Practicum triad to set up a program for the Student Teacher's gradual assumption of all classroom responsibilities and building up to the student teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.
- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the college/university supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE UNIVERSITY SUPERVISOR

The college/university supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as

the liaison between the college/university and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

SYLLABUS: CONTEMPORARY ISSUES AND TRENDS IN EDUCATION Course**YEAR/SEMESTER: Year 3 Semester 5****CREDIT VALUE: 03 credits****COURSE CODE: 551****Introduction**

Competent teachers are usually knowledgeable in their respective content areas. Being part of the education system, teachers need to be aware of the contemporary issues and trends in education. Issues such as population explosion, HIV/AIDS, Gender Development, sustainable development require a broad based knowledge approach for teacher preparation. Therefore, a course on contemporary issues and trends in education is considered significant to develop an insight among teachers.

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
 - analyze the relationship between national curriculum structure and career opportunities
 - consider how best environmental awareness can be enhanced through schools
 - consider the consequence of the growing privatization of education

COURSE OUTLINE 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

RECOMMENDED BOOKS

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.

SYLLABUS: COMPARATIVE EDUCATION

YEAR/SEMESTER: Year 3 Semester 5

CREDIT VALUE: 03 credits

COURSE CODE: 552

SEMESTER5 Course name: Course code: EDU-552 Credit Hours: 3 Course Description

Education system in an country cannot be isolated from the education system of other countries. Keeping in view the requirement of equivalence in global world, it is important to compare the education system of Pakistan with other developing and developed countries. Knowledge about education system of various countries assist policy maker to reflect on the education in the context of competition and excellence. It is, therefore, important that the teacher are aware of the

objective, curricula, teacher education, admission criteria and staff recruitment requirement of the education system of developed and developing countries.

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.

RECOMMENDED BOOKS:

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

SYLLABUS: Teaching Literacy Skills

YEAR/SEMESTER: Year 3 Semester 5

CREDIT VALUE: 03 credits

COURSE CODE: 553

DURATION: 16 weeks/ 3 Credits

PREREQUISITES: Successful completion of Semester 1 and Semester 2

COURSE DESCRIPTION

The purpose of this course is to help prospective teachers understand the theory and practice of teaching early reading and writing. Reading and writing are seen as related, integrated meaning-making processes, which are reciprocal with the oral language processes, listening and speaking.

Like oral language, reading and writing development with print and the environment, with support and facilitation by the teacher. Adopting effective strategies that foster success and a love of reading is a key to supporting all children as they engage in the process of becoming readers and

writers. The course will provide learners with grounding in what it means to be a reader and early reading development, which is the foundation for the continuation of literacy development.

A

major goal is to develop the learners' understanding of meaning through the interaction of a reader

in the text, and the context of the reading. Students will also understand the connection between

reading and writing and the important role of writing in early literacy development. Further, we will consider that most students will be learning to read and write in a language that is not his or her first language. Although the development of reading and writing in a second language follows the same trajectory as the development in a first language, there is by necessity a delay as students begin to learn the languages of the school. The numerous topics will be discussed, exemplified, conceptualized and developed within a three-unit span. These units are: 1) What is Reading? 2) Growing Up to Read and Write, and 3) Becoming Real Readers. Within these units the students will come to understand that reading develops at different rates and in different ways within each individual, but that there are enough commonalities to be able to group students for instruction that is specifically designed to meet their needs.

COURSE OUTCOMES

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

5. describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
6. Identify phases of second language development and the implications for reading and writing instruction
7. identify various phases in reading development.
8. explain the reciprocal nature of reading and writing and the effects of childr on their development as readers and writers
9. 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.
10. differentiate instruction through various classroom organizational structures and teaching strategies.
11. Identify supports for learning to read and write, including family and community.

LEARNING AND TEACHING APPROACHES

The students will engage in small group work in order to process and clarify assignments as well as material read and material presented in a whole group brief lecture/discussion format, modeled lessons, and video presentations. Students will work with partners or small groups.

SEMESTER OUTLINE

Unit 1: What is Reading and Writing	
<p>The first unit will provide prospective teachers with an understanding of reading as a meaning-based language process with a specified set of components. Further, they will see how reading fits with writing and language development, particularly within a multilingual context. The stages and models of reading and development will be examined.</p>	
Week One	Introduction Why this Course? What is Skilled Reading? What is Skilled Writing?
Week Two	Components of Reading Oral Language as the Foundation of Reading The Sub-systems of Language
Week Three	Learning to Read and Write in a Multilingual Context Home -School Connection Stages of Second-Language Acquisition
Week Four	Phases and Models of Reading and Spelling Development
Week Five	Stages of Writing Development
Unit 2: Growing Up to Read and Write: Early Reading and Writing	
<p>The second unit will provide prospective teachers with an understanding of phonological awareness and the alphabetic principle, focusing on strategies to teach/develop these in emergent/beginning readers. The critical role of book-reading and print-rich environment in early literacy will be examined, with an emphasis on bringing these to feature in early literacy classrooms.</p>	
Week Six	Phonological Awareness Alphabetic Principle
Week Seven	Instructional Strategies for Word Recognition
Week Eight	Book Reading
Week Nine	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)

In the third unit we will examine the development and instruction of students who have acquired

basic emergent literacy skills (typically grades 1-5). The reciprocal nature between reading and writing will come to life. The selection of books and their role in Guided Reading will be closely explored. In addition, we will unpack research-based instructional strategies that support the development components of reading such as word recognition, fluency, vocabulary, and comprehension. The writing process and effective writing instruction will be explored.

Week Ten	Instruction Strategies for Fluency
Week Eleven	Instructional Strategies for Vocabulary
Week Twelve	Instructional Strategies for Comprehension
Week Thirteen	Matching Texts to Students
Week Fourteen	Guided Reading
Week Fifteen	Writing as a Window Into Reading
Week Sixteen	Course Wrap-Up

SUGGESTED TEXTBOOKS AND REFERENCES

Books

- M.S.Burns, P. Griffin, and C.E. Snow (1999). *Starting Out Right: A Guide to 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/>: Color in Colorado
- <http://www.pbs.org/parents/readinglanguage/> PBS Parents Reading and Language
- <http://www.fountasandpinnell.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

SUGGESTED ASSIGNMENTS

Assignment 1. Reading and Writing Autobiography. Prepare an autobiography of yourself as a

multilingual reader and writer. The purpose of this paper is to introduce yourself as a multilingual

reader and writer to the professor. Talk about how you learned to read and write in your home language

(the language you learned as a baby on the laps of your parents and family members) and in Urdu and

English: how easy or hard was reading and writing for you; at what age did you begin to read;

at what age did you begin to write; in what language did you first learn to read and to write; if this was not Urdu or English, when did you learn to read and write in English; how well did you like reading and writing as a child? Talk about yourself as a reader today: in what language(s) do you continue to read and write as an adult; for what purposes do you read and write (work, pleasure, study, religion, family connections, other); how often do you read for these purposes; what types of materials do you read (books, magazines, newspapers, etc.); what are your favorite books; what is easy or hard for you?

Assignment 2. Oral Tradition. Collect an oral story from someone in your family, community, or friend. Write or record the story. Think about how this story could be used in a classroom to stimulate students' writing in a classroom storytelling. In a two-page paper, summarize the story and explain how you would use it with students. Remember to attach the story you collect to the paper.

Assignment 3. Model of Print Rich Environment. Working together in a group the students will develop a model of a print rich environment, complete with word wall and classroom charts on reading. Select a topic that is under study in the classroom. It can be a science, social studies, literature, or math topic. In a two-page paper describe the environment. A map of the classroom with labels may be helpful and should be attached to the two page paper.

Assignment 4. Prepare a Guided Reading Lesson. Design a Guided Reading lesson to be taught to a small group or individual student. Based reading level, choose an appropriate book and complete the Guided Reading Lesson Plan. Conduct the lesson and reflect on it. Prepare a paper three page paper in which you answer the following:

1. **Student(s):** Who are the student(s) you worked with? Include a description of their ages, grade levels, and language backgrounds.
2. **Book/Materials:** What book/materials did you choose? Explain why you chose these materials.
3. **Evaluation of Lesson:** Did you follow your plan as written or did you have to adapt the plan? Describe what the student(s) did during the lesson? In what ways was it successful? In what areas did you experience difficulty? What would you do differently next time?

Remember to attach the Guided Reading Lesson Plan Template to your paper.

COURSE GRADING POLICY

The course grading policy will be determined by the university and its affiliated colleges. That policy will be shared with the students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by in-course work and assignments carried out by the students (prospective teachers).

SYLLABUS: Foundation of Education

YEAR/SEMESTER: Year 3 Semester 5

CREDIT VALUE: 03 credits

COURSE CODE: 554

Year/Semester

Year 4, Semester 5

Credit hours

3 credits

Prerequisites

Successful completion of semesters 1–4

Course Description

The purpose of this course is to help Student Teachers recognize the worth of the foundations of education, and examine their role and significance in the whole process of education in Pakistan. Student Teachers will develop a comprehensive understanding of the terms *foundations and education* in light of the various ideological, philosophical, psychological, sociological, and historical perspectives that have influenced education. Foundations are essentially basic ways of thinking about schooling and the formal processes of education. The course will inform them about the influence of social forces, such as politics, social structure, culture, history, and economics, on the selection of content, the methods of teaching, and the aims of education. Student Teachers will examine the classical and contemporary philosophical perspectives on education, the significance of societal culture and its social structure in education, and how education in return strengthens both, as well as the significance of psychology in the teaching-learning process.

Course Goal

To understand the value and worth of the philosophical, sociological, psychological, and historical disciplines and their influence on framing the perspective of education.

Learning Outcomes

At the end of this course, Student Teachers will understand the following:

- the concepts of *foundations and education*
- the influence of the disciplines that constitute the foundations of education on educational thought and practice
- the interaction of the social, political, and economic structures of Pakistani society
- how social structure and culture cause individual action
- how these structures and cultures interact with the disciplines of the *foundations* and actually bear on instruction.

Student Teachers will be able to:

- differentiate between the various schools of thought that have influenced education on the whole and education in Pakistan in particular
- explain the idea of education and the social and philosophical influences on it
- evaluate the social structure of Pakistani society and the role of education in strengthening it.

Essential Questions

- What is education?
- What are the basic thoughts about education?
- How have Pakistanis conceptualized education?
- What has been the history of education in general? In Pakistan?

- How does the history of education influence the future of education in Pakistan?
- What should education be like in the future, both worldwide and in Pakistan?
- What are some of the social influences on education?
- How have philosophies influenced education?
- How has sociology influenced education?
- How has psychology as a discipline influenced the learning and instruction process?

Teaching Approaches

A variety of interactive learning approaches will be used in this course. These approaches will enhance Student Teachers' ability to: generate ideas; discuss, ask, and answer questions; develop social skills; and analyse and critique readings and discussion topics. The learning approaches will contribute to the conceptual development of the topic and enhance the Student Teachers' ability to evaluate and justify their opinions in an informed way.

- 1 UNIT 1: The ideological foundations of education
 This unit intends to help students understand Islamic ideological perspectives on education, as well as the importance of education for society and individuals in the light of the Quran and the Hadith. The influence of peace and social justice in Islam is considered as they influence the role of education for all Pakistanis, including religious minorities.

Week #	Topics/themes
1	The Islamic foundation (objectives) in light of the Quran and the Hadith
2	The Islamic concept of peace
3	The interaction of other religions with Islam in an Islamic state The roles and expectations of the teacher

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- 1 the Islamic ideological perspectives on education
- 1 the influence of Islamic perspectives on education
- 1 the role and expectations of a teacher in light of the Quran, the Hadith, and other religions.

Essential questions

- How has the Islamic perspective influenced education, the teacher, and the learner in Pakistan?
- What do the educational and ideological foundations of education say about the obligations of an Islamic state towards its minority members?

Unit 1 assessment performance task

By keeping a reflective journal, Student Teachers will reflect on their learning from the unit and state ways in which this will affect their professional life in this 21st century.

2	<p>UNIT 2: The philosophical foundations of education</p> <p>This unit deals with the classical and contemporary philosophical perspectives on education. It informs Student Teachers about the significant role of philosophical thoughts and their impact on the aims of education, the selection of content, and the methods of teaching. The study of this unit will assist Student Teachers in understanding and appreciating the philosophical notions of good, true, and aesthetic knowledge.</p>
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Week #	Topics/themes
4	The nature, scope, and function of the philosophy of education The role of educational philosophy
5	Main philosophical thoughts or schools of thought Idealism in education
6	Realism in education
7	Pragmatism in education Critical philosophical theories in education

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- 1 explain the nature and scope of the philosophy of education
- 1 analyse the role of educational philosophy in curriculum planning and development
- 1 compare and contrast the classical and contemporary educational philosophies and their impact on education
- 1 interpret the influence of educational philosophies on intellectual behaviour and approaches to learning
- 1 give examples that show, in simple terms that knowledge is not free of philosophical underpinnings.

Essential questions

- How have classical and contemporary philosophies influenced your education?
- How have philosophical thoughts influenced the aim, content selection, and instructional practices?

- What evidence do you have of epistemological, ontological, and axiological knowledge within the content of your subject area?

Unit 2 assessment performance task

Student Teachers will analyse and compare any two philosophies and their influence on instruction, the school environment, subject matter, and the teacher's role. They will identify and compare the kind of society the philosophers intend to construct, as well as examine the overlaps and differences. Student Teachers will be required to analyse and explain epistemological, axiological, and ontological forms of knowledge from their subject matter in an essay-type assignment.

Week #	Topics/themes
8	The functionalist perspectives on education
9	The conflict perspectives on education
10	The interactionist perspectives on education

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- 1 explain the sociological perspectives on education
- 1 examine the structures of Pakistani society
- 1 infer how social structure and culture influence individual action and vice versa
- 1 analyse how societal cultures affect schooling and formal education (content formulation).

Essential questions

- How have economic, political, and social structures historically influenced education and individual action?
- What relationships historically exist between economic, political, and social structures and how schools, teachers, and learners work?
- How has social change influenced education throughout the history of education?

Unit 3 assessment performance task

Student Teachers will prepare a presentation (graphic organizer, poster session, PowerPoint, etc.) on how social structure and culture influence individual action, education, and schooling and how education in turn influences social structure and culture.

because of its influence on the various factors related to teaching, learning, and assessment. This unit intends to foster an understanding of how psychology and education are interrelated. It aims to equip Student Teachers with insights into student behaviour and learning. They will consider the significant influence of psychology on educational objectives, student characteristics, learning processes, teaching methods, and evaluation procedures.

Week #	Topics/themes
11	The behaviourist perspective on education The constructivist perspective on education
12	The social cognitivist perspective on education The humanist perspective on education
13	Instruction, learning process, and assessment strategies in light of the psychological perspective

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- 1 analyse the four psychological perspectives on education, and identify and explain the major features of each of the perspectives
- 1 identify which specific areas of schooling are addressed by the psychological perspective on education
- 1 construct an assessment procedure for their own subject area by applying any one of the perspectives
- 1 understand how psychological perspectives influence

them to change their instructional strategies for promoting teaching-learning processes.

Essential questions

- Which of the four psychological perspectives are most applicable in today's classroom situations in Pakistan?
- What facts and ideas show that these four psychological perspectives on education are the best guidelines for classroom teaching, learning, and assessment?
- How would you apply your learning to develop an assessment procedure for your students?

Unit 4 assessment performance task

Construct an assessment procedure for your students that will represent any one of the psychological perspectives, and show how it helps to explain classroom practices.

Week #	Topics/themes
5	<p>UNIT 5: The historical foundations of education</p> <p>The aim of this unit is to develop an understanding of the history of education from the time of the Muslim rulers of the subcontinent to the current education system in Pakistan. The unit unfolds the works of individuals and organizations that provide religious and secular education. It examines the methods and sources people used to develop individuals through education. The unit assists Student Teachers in thinking critically about their own and others' assumptions and assertions about past education.</p>

14	<p>The education system before the British invasion of the subcontinent</p> <p>DarulUloomDeoband</p> <p>DarulUloomNadwat-ul-Ulma</p>
15	Mohammedan Anglo Oriental College
16	<p>Pakistan's education system (in light of education policies)</p> <ul style="list-style-type: none"> • The state of elementary education • The state of secondary education • The state of tertiary education and the role of the HEC • The influence of the 18th amendment on education and thereafter

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- ☐☐ analyse the methods of teaching, the ways of learning, and the ways of grooming☐the learners from the times of the Mughals to the end of the colonial era on the subcontinent
- ☐☐ elaborate the major issues that need to be addressed within education because of☐the 18th amendment
- ☐☐ critically compare and analyze the pre-partition education system with the post-partition system of education.

Essential questions

- What changes would you make to improve the condition of education?
- What facts or ideas are evidence that we still strongly hold on to historical practices in education?
- What is the role of the HEC in the education system in Pakistan?

- What conclusions can you draw from history to guide our present education system?

\Unit 5 assessment performance task

- Compare and contrast the education system during the Mughal period with the current education system in Pakistan. In your opinion, which system is a better means for human development?
- Critically analyze the work of Sir Syed on education.
- Discuss the position and place of education in the 18th amendment. In your opinion, what steps need to be taken by the provinces to provide quality education to all their citizens?
- Compare education in different periods and link this with pre-partition and post-partition education in Pakistan.

Course Performance Assessment

Student Teachers will demonstrate their knowledge of the whole course by exploring the relationships between the different philosophies of education, comparing the similarities and differences and the coherence between the philosophical, sociological and psychological perspectives on education through PowerPoint presentations, written assignments, and/or debates. Their performance should also be assessed after each unit through quizzes, tests, academic prompts, observations, homework and reflective journals.

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 in choosing appropriate readings. A choice of readings may be included in the syllabus or distributed in class, but include only 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.

- Canestrari, A. & Marlowe, B. A. (eds.) (2009). *Foundations of education: An anthology of critical readings*. New York: Sage Publications.
- Semel, S. F. (2010). *Foundation of education: The essential text*. New York: Routledge.
- Holt, L. C. & Kysilka, M. (2005). *Instructional patterns: Strategies for maximizing student learning*. New York: Sage Publications.
- Moore, R. (2004). *Education and society: Issues and explanation in the society of education*. Cambridge: Cambridge Press.
- Sharma, A. (1999). *Modern educational technology*. New Delhi: Commonwealth Publishers.

SYLLABUS: Classroom Assessment**YEAR/SEMESTER: Year 3 Semester 5****CREDIT VALUE: 03 credits****COURSE CODE: 555****COURSE DESCRIPTION**

Historically, the practices of testing and teaching have been conducted separately. A shift in schools throughout the world from the practice of testing to the practice of assessment is an effort, in part, to integrate assessment and instruction. Experienced teachers know that when a lesson ends, the teacher does not know exactly what each student learned. (The fact that the teacher taught does not necessarily mean that the students learned.) The only way to know what the students actually learned is to check in some way (written quiz, homework assignment or, perhaps, oral questions from the teacher that individual students answer when called upon.)

Fortunately, educational researchers, working in many countries throughout the world, have proven something that some teachers learned from experience. These researchers have shown time and again that students earn significantly higher scores on major tests when their teachers check for learning during and/or immediately after lessons than do similar students whose teachers do not check for learning while students are learning but wait until it is time for a major test. Checking for learning continuously rather than assuming it has occurred is the essence of several practices that educators call *Classroom Assessment*.

This course is based on the belief that wise assessments are at the core of wise decisions.

COURSE 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
- explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

TEACHING AND LEARNING FRAMEWORK

This course introduces prospective elementary school teachers to two complex practices that characterize effective teaching: 1) constructing a test, using it, scoring it, interpreting the scores, and providing feedback to students; and 2) integrating assessment into lesson plans through establishing criteria for judging if learning objectives have been attained and selecting appropriate assessment tools.

Notions of Assessments are learned through practice, coaching, feedback and reflection in a classroom. Since these are complex teaching practices, rather than expecting you, the student teacher, to practice the finished act you will practice component parts which can be integrated as you achieve proficiency. You will have models to guide you and access to cued practice. Most of this practice can take place in college and university classrooms with peers providing feedback to each other. The learning framework for the course is guided practice and reflection. You will work in pairs and small groups. Class discussions will aim at identifying indicators of quality in the work done by you and your colleagues.

SEMESTER OUTLINE

**UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT:
CONCEPTS AND CONTEXT (3 weeks, 9 hours)**

The Unit will begin with begin by pushing you to explore your personal experiences with assessment as a way to orienting you to the broader forms and functions of assessment as a tool that measures, and also facilitates, learning. You will review research that explains the positive role of teacher feedback on learning and also look at assessment in the light of broader curriculum. In exploring concepts of assessment, you will learn how tests may be used formatively or summatively and how they may be checked for reliability and validity. Finally, you will evaluate how a culture of testing differs from a culture of authentic assessment and all that this entails.

By the end of this unit you can expect to:

- Know what research reveals about teacher feedback before, during and after assessment.
- Differentiate between the formative and summative uses of assessment.
- Understand the concepts of validity and reliability as they apply to assessments conducted in the classroom.
- Compare and contrast a culture of testing versus a culture of assessment

Week 1: Overview of course and ideas

Session 1 and 2

- 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

Session 3

- 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 technology

Week 2: Assessment concepts and underpinnings

Session 1

- Curriculum: goals, objectives, standards, targets
- Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

Session 2

- Formative and summative Assessments
- Distinguishing between the two through real examples

Session 3

- Assessments concepts: The relationship between reliability and validity

Week 3: Cultures of testing and assessment

Session 1

- Shift from a culture of testing in schools to a culture of assessment

Session 2

- Assessment practices and policies in elementary schools in Pakistan

Session 3

- 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**(5 Weeks/ 15 hours)**

This unit will give you the chance to develop a valid and reliable test based on 4 to 6 lesson units in a subject of their choice. You will work with peers, either in pairs or triads, developing lessons that incorporate assessment. These assessment tasks can be a combination of Selected-Response items (multiple choice, true-false and matching) and Constructed-Response items (completion and short-answer). The test will have to be balanced not only among these types of test items but also across the mental demands of knowing, understanding and reasoning. You will have a chance to practice each step in test construction, using models to guide you (a model learning unit, model table of test specifications, and model test).

By the end of this unit, you will be able to:

- Describe both objective and subjective item types used in assessment.
- Write Selected-Response and Constructed-Response test items following the rules and produce good examples of those test items.
- Prepare a test specification table showing proportional representation among content topics and among different mental demands.
- Prove that test items map onto lesson objectives.

- Compile items into a test in accordance with the distribution on the table of text specifications.
- Write clear instructions for a test.

Week 4: Constructing the Unit upon which the test will be based

This week you will work with your partner(s) to construct the 4 to 6 lessons unit upon which your test will be based. Between Sessions 1 & 2 write the learning objectives for your content outline. Again, check the National Curriculum and textbook to be sure your objectives are consistent with these sources.

Session 1

- 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)

Week 5: Principles and rules for writing Selected-Response and Constructed-Response objective test questions

Session 1

- Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

Session 2

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

Session 3

- Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

Week 6: Assembling your test

Session 1

- Writing and constructing answers to sentence completion and short answer questions

Session 2

- Writing and constructing answers to true-false, alternate-choice and matching questions

Session 3

- Writing and constructing answers to multiple questions
- Writing directions for the test

Week 7: Assembling your test

Session 1

- Building a Table of Specifications I

Session 2

- Finishing a Table of Specifications II

Session 3

- Checking for balance in the coverage of learning objectives
- Determining the length of the test

Week 8: Essays - One way to assess complex learning and achievement

Session 1

- Forms and uses of essay questions
- Restricted-Response essay questions
- Extended-Response essay questions

Session 2

- Scoring rubrics for Restricted and Extended-Response essays

Session 3

- Advantages and limitations of essays
- Suggestions for constructing essays

Week 9: Making sense of the test items

By now you and you and your partner(s) will have gained enough experience on how to write a

good test

Session 1

- Item analysis of the test.

- Report on the results of

the item analysis Decide which items to eliminate/improve.

Session 2 and 3

Research on students' reactions to the ki as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS (3 weeks, 9 hours)

You have been in school for 13 years, at least. During those years you were given feedback about your academic performance but you may not be fully aware of the influence that feedback had on your attitude and motivation toward learning and your feelings about yourself as a student. This unit will introduce you to the importance of feedback and the types of feedback that have the most positive effects on learning and motivation. Motivation has been included in two previous courses you have taken, i.e. *Methods of Teaching* and *Classroom Management*. This unit will reinforce what you already know about motivation while showing you the critical role that teacher feedback plays in this.

Feedback is a term that educators borrowed from biologists and electrical engineers. Used by teachers, feedback means giving information to a student in response to an action on the part of the student. You will learn in this unit there is more than one type of feedback. To be useful to a student, feedback must make him or her think.

In this unit you will work with partner(s) on the test you created in the previous unit, share it with a cooperating teacher in a school and with his/her support, administer it to a group of students. You will provide two or three rounds of feedback to students based on their performance in this test and evaluate the effects that your feedback had on their next performance.

Unit Outcomes

By the end of this unit you will:

- Know what makes feedback particularly effective.
- Be able to provide feedback that enables learning.
- Appreciate parents' information need about for their child and other assessments and give it to them effectively.

Week 10: Characteristics of effective and ineffective feedback

Session 1

- 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

Session 2

- Characteristics of effective feedback
- Consequences for students from effective feedback on assessments
- Examples of effective feedback
- Characteristics of ineffective feedback
- Examples of ineffective feedback

Session 3

- Guidelines for writing effective feedback
- Ways to avoid ineffective feedback statements
- The role of feedback in confidence increasing

Develop a mock conference with a student in which you provide feedback on his/her recent assignment. Peers will critique each others'

Week 11: Sharing assessment results with others

Session 1

- 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

Session 2 and 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

Week 12: Practice - Feedback to students and assessment results to parents

This week follows the practical administering of a test to students in a lab school. Bring the test results including transcripts of any oral or written feedback you provided.

Session 1

- Half the class presents their feedback.
- Members of the class critique the feedback presentations

Session 2

- The other half of the class presents their feedback.
- Members of the class critique the feedback presentations

Session 3

- Feedback Framework: Medal, Mission and Goals
- review the feedback received in different courses against this framework

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS (4 weeks/12 hours)

Teachers are assessing their students all the time but such assessment is often neither systematic nor recorded and the teacher may or may not remember what s/he learned about a particular student or a group of students. In this unit alternate forms of assessment will be discussed, you will receive information about the variety of assessment tasks that are available to you in addition to tests. At the end of the Unit you will review your understanding of assessment and how this course has helped you in constructing new knowledge regarding assessment. You will further enhance your knowledge of assessment testing and evaluation when you will study a second course in Year 3 of the 4 year B.Ed. Hons.

Week 13 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)

Weeks 14 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

Weeks 15 Portfolios

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

Week 16 Review

- You know more about assessment now than you knew 15 weeks ago when you had the discussion about a shift from a culture of testing in schools to a culture of assessment. Go back to that discussion now. Do you believe such a cultural shift can take place in classrooms in Pakistan? How?
- Though the topic was not covered in this course, there is some evidence that students earn higher scores on a test if they write test questions and answer them before taking the test prepared by the teacher. This is a good course in which to try this out. See if you can devise an assessment task for the course that you are taking and share it with your professor.

Practice Exercises

This course was developed around a series paper and pencil exercises designed to help you acquire the knowledge and skill to conduct classroom assessment. We recommend to your teachers that you do these exercises in class. We also recommend that you exchange with

Partners and use your partner's work to practice.

You will use these materials throughout the semester to learn about relationships between assessment and instruction as well as the process of test construction. The materials were developed for this course by two teachers.

Course Assignments

Assignments will be listed on a separate handout. These assignments will count toward your grade.

Examples of assignments are:

- Interviews with school officials about assessment practices at the district and provincial levels
- Designing alternate assessments to those in students textbooks
- An information sheet for parents explaining the difference between formative and summative assessment
- Creation and administration of a test
- Providing informative feedback to students on the test they have taken that you developed
- Creating formative assessments for lessons in the unit you developed and used to create a summative assessment

Grading Policy

The university and its affiliated colleges will determine the course grading policy which will be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by course work carried out by students preparing to be teachers. Course work may include assignments completed in schools

Suggested Textbooks and Resources

- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2010). *Assessment for learning: Putting it into practice*. Berkshire, UK: Open University Press.
- Clarke, S. (2008). *Active learning through formative assessment*. London, UK: Hodder Education
- McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction*(5thed). Boston: Pearson.

- Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). *Measurement and assessment in teaching (10thed)*. 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.
- Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press. There are several website addresses to use for the course that are recorded on the handouts where they are to be used. They were last checked during the week of December 3, 2012 and were active.

SEMESTER 6

SYLLABUS: Teaching of Urdu

COURSE CODE:EDU-561

نصاب اردو SYLLABUS URDU

نصاب برائے تدریس اردو (تفصیلی/عملی)

- کورس کا تعارف: (COURSE DESCRIPTION)
- حاصلاتِ تعلیم: (COURSE OUTCOMES)
- تعلیمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)
- یونٹ (UNIT)

- ۱- نظریہ و زبان
- ۲- عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)
- ۳- عملی تدریسی طریقے (پڑھنا اور لکھنا)
- ۴- جائزہ و آزمائش

- حوالہ جات (REFERENCES)
- اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- کورس سے متعلق لازمی معلومات
- اردو سے متعلق غلط فہمیوں کا ازالہ
- یونٹ نمبر سے متعلق سبقی اشارے
- تفصیلی سبقی خاکے
- دیگر یونٹس سے متعلق اہم سبقی اقدامات

نصاب برائے تدریس اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ: ۳

پیش لازمیہ: (PREREQUISITES)

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

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیر تربیت اساتذہ نظریہء آموزش زبان (The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE - RICH ENVIRONMENT) کے حوالے سے تدریس زبان کو سمجھیں گے۔ ماہرین زبان کا کہنا ہے کہ زبان کا فطری سافٹ ویئر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔ بچے اپنی مصوم عمر ہی میں ہم سے اچھے زبان کے محکم 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 آڈیو ٹیکسٹ اور ٹول فریکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

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

حاصلات کورس: COURSE OUTCOMES

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

- نظریہء آموزش زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر عبور حاصل کر سکیں۔
- سن کر لہجہ، تلفظ کی 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 سہجی اشارات میں بتا سکیں۔
- طریقہ ہائے تدریس میں عملی کام مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر رسمی بصری معادلات و سہجی اشارات تیار کر سکیں۔

تعلیمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

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

یونٹ ۱

نظریہ زبان

(THEORY OF LANGUAGE)

تعارف:

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

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

دوسرا ہفتہ

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

تیسرا ہفتہ

- جدید سہمی ڈیزائن

- تدریسی تکنیک
- سمعی بصری معادلات

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

پونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے ارد گرد مبہم آوازیں اس کے لیے جلد از جلد زبان اذہر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سکھانا یا تدریس سماعت ہے۔ جماعت اول تا ہفتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۷۵۶ آیات میں مطالعہ کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس پونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بہ ذریعہ سماعت تدریس کیسے کی جائے۔ اوصاف خوش خوانی تدریس نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فنکشنل، آڈیو ٹیکسٹ اور ٹول فریکل) کو جدید سہمی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سہمی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور مطالعہ بہ ذریعہ سماعت تدریس کا گریکھ سکیں۔

پہلا ہفتہ

- اوصاف خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)
- بنیادی لسانی عادات / مہارتیں تعارف (بولنا، سننا، سمجھنا)
- بولنا اور سننا (فنکشنل، آڈیو ٹیکسٹ اور ٹول فریکل طریقوں سے مشق)

پانچواں ہفتہ

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

تیسرا ہفتہ

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

ساتواں ہفتہ

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

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

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

آشواں ہفتہ

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

نواں ہفتہ

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

دسواں ہفتہ

- رول پلے، بازاری (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

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، توجیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ ساتھ اس کا لکھنا اور اس یونٹ کا کارآمد پہلو ہے۔ اہل علم کی اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کر سکیں گے۔

بارہواں ہفتہ

- جائزہ و آزمائش تعارف
- سوالات کی تکنیک، مشق
- کلور پیج، کثیر انتخابی
- آزمائش (TEST)

تیرہواں ہفتہ

- سوالنامے
- پرچہ جات
- اسائنمنٹ

چودھواں ہفتہ

- ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- وسطانی سطح کے سانچے (جماعت چہارم تا ششم)
- مل/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 رنگارنگ، با معنی 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 ہفتم سے دو سابق پراسٹنٹک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

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

چیز خود بہ خود کیسے سکھ لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیوٹر 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 رائدر بچے کا زبان سکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریس زبان کے اساتذہ کے لیے اس میں ایک عظیم سبق پنہاں ہے۔

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

سننا اور بولنا دو اہم لسانی مہارتیں ہیں۔ عام طور پر تدریس اُردو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزش زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا رد عمل بولنے کی صورت میں سامنے آتا ہے۔ اگرچہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشوونما پاتی ہیں مگر انھیں بھی جیلا 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

- ۰۔ سننے اور بولنے کی فطری صلاحیتوں کو جلا ملتی ہے۔
- ۰۔ غور سے سننے اور سننے کے عمل کو موثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- ۰۔ درست زبان میں اپنے دل کی بات سادہ اور قابل فہم انداز سے بیان کرنے کی اہلیت پیدا ہوتی ہے۔
- ۰۔ 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 اُس کو گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزت نفس کا احترام ہوتا ہو اُس کو زبان سیکھنے میں بہت مدد دیتا ہے۔ اُردو زبان کے اس کورس میں جہاں ان مہارتوں کے خاص پہلوؤں کی پر توجہ دی گئی ہے۔ وہیں ان مہارتوں کو پروان چڑھانے کے لیے ادبی/نصابی کتب سے مربوط کیا گیا ہے۔ لسانی مہارتوں کو مربوط پروگرام کے تحت

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

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

ہر استاد اپنی شخصیت، ذہانت اور قابلیت کے مطابق تعلیم دیتا ہے۔ تاہم یہ اندازہ لگانا کہ کس طرح کامیاب تدریس کی جائے، بہت اہم ہے 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 فیکلٹی/ عملی انداز تدریس کی جانب مثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا ازالہ

استاد کا اردو رسم الخط میں مہارت رکھنا خصوصاً ابتدائی جماعتوں میں از حد ضروری ہے۔ اردو کو آسان مضمون سمجھنے کی وجہ سے اردو پڑھانے والے اکثر اردو زبان کے استاد نہیں ہوتے اور اگر موجود بھی ہوں تو شاید ادب کے طالب علم ہوں مگر زبان کے استاد نہیں۔ گفتگو میں پہلا مرحلہ دلچسپی 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 خروج 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 فقہان آج ہے شاید کبھی ناکھتا۔ اس طرح بچوں کو زبان سیکھنے کے درپیش مسائل کا حل بھی نکالا جاسکتا 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 رہے ہیں۔ ان طریقوں کے نقائص دور کر کے انہیں بہتر بنانے کی کوشش کی جائے۔ اس طرح کئی نئے طریقے بھی وجود میں آتے ہیں۔ ہر زبان کا اپنا ایک مزاج ہوتا ہے اور ہر زبان کے اپنے تدریسی مسائل ہوتے ہیں۔ تدریسی مسائل کو سمجھتے ہوئے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں ہنر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے فیکلٹی انداز اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈ اور ایسے صوتی آلات جو تدریسی اعانت کے طور پر استعمال ہوتے ہیں، سننا سکھانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے ”رہنمائے اساتذہ“ بھی 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 اثنا عشر گیزبانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ اسے اردش بنا رہے ہیں۔ اردو میں انگریزی الفاظ کا آنا درست مگر افعال کی تبدیلی زبان کے حسن کو ماند کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمہ داری ہے۔

میں اکیلا ہی چلا تھا چاہپ منزل مگر
لوگ ساتھ آتے گئے اور قافلہ بننا گیا

Education for Sustainable Development

Course code: EDU-562

Semester: 6

Credit Hours: 03

Objectives of the course:

The objectives of this course are designed to equip students with a comprehensive understanding of Education for Sustainable Development and its practical applications. During this course students will learn about the United Nation eight Millennium Development Goals and 17 Sustainable Development Goals which will certainly help the in accomplishing sustainable national economic development. By the end of the course, students should be prepared to actively contribute to promoting sustainability, addressing global challenges, and advancing the Sustainable Development Goals in their respective contexts.

Throughout the course, students will be encouraged to engage in discussions, group activities, projects, and fieldwork to gain practical experience and develop a deep understanding of Education for Sustainable Development (ESD) and its real-world applications. The course aims to prepare students to actively contribute to the promotion of sustainability and the achievement of the Sustainable Development Goals in their respective contexts.

Unit 1: Introduction to Education for Sustainable Development (ESD)

- Meaning and objectives of Economic Development and Sustainable Development
- Importance of Sustainable Development
- Introduction to **Education for Sustainable Development (ESD)**.
- United Nation Millennium Development Goals
- United Nation Sustainable Development Goals

Unit 2: Quality Education for All

- Education for Sustainable Development and sustainability
- Focusing on environmental education and its role in ESD.
- Biodiversity conservation, climate change, and resource management in ESD.
- Encouraging responsible environmental behavior and stewardship.
- ESD in the context of Pakistan

Unit 3: Sustainable Development and ESD Frameworks

- Understanding the dimensions of sustainable development (e.g., economic, social and environmental).
- Examine international frameworks for ESD, such as the UNESCO Global Action Programme, United Nation , World Bank
- Analyze national and local ESD initiatives and policies.
- Exploring the role of various stakeholders in ESD (e.g., government, NGOs, academia, industry).
- Case studies on successful ESD programs and initiatives.

Unit 4: Curriculum Design and Integration of ESD

- Designing ESD curriculum for different educational levels.
- Integrating ESD principles across various subjects and disciplines.
- Developing lesson plans and teaching materials for ESD.
- Experiential learning, project-based, and interdisciplinary approaches in ESD.
- Assessing and evaluating ESD within educational settings.

Unit 5: Social and Cultural Dimensions of ESD

- Examining the social and cultural aspects of sustainability.
- Inclusive and diverse perspectives on sustainability and ESD.
- Addressing social justice and equity in ESD.
- Promoting intercultural dialogue and global citizenship.
- Case studies on cultural and community-based sustainability practices.

Unit 6: ESD, Sustainable education and Global Partnership

- Educational policy & curriculum
- Pedagogical practices & Digitization (Information and communication technologies)
- Educational research & social benefits

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6. Tilbury, D. (Ed.). (2002). *Education and sustainability: Responding to the global challenge*. IUCN.
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**(The course content is developed by Dr Farah Khan and
Dr.Haleema Akbar)**

Title of Course: Research Methods in Education

Credit Hours: 03

Semester 6

course code: EDU-563

Year, semester

Year 3, year 6

Credit value

3 credits

Prerequisite

Successful completion of semesters 1–6

Course Description

This course aims to help Student Teachers develop a basic understanding of educational research. Its purview will be on improving teaching and learning practices in primary classrooms. This course will cover features of educational research in general, while the main focus will be on developing Student Teachers' understanding of action research and preparing them to conduct it in a school setting.

Learning Outcomes

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

- define what research is and identify different types of research
- describe the importance of action research for improvement in classroom practices
- review literature for research purposes
- identify data collection tools
- explain data analysis procedures
- prepare a research proposal.

Interactive Teaching Strategies

This course will apply an interactive approach to teaching and will involve brainstorming, discussions, and other activities to cover the material. It will also include instruction on data collection using both primary and secondary sources, particularly through the use of library resources, online resources, and original government records and documents.

Course Content

Unit 1: Introduction (weeks 1–2)

The unit covers basic knowledge about research.

Topics

- 7 What is research?
- 8 The importance of and need for research
- 9 Types of research methods
 - Historical research
 - Descriptive research
 - Causal comparative research

Unit 2: Action research: Types and reflective practices (weeks 3–4)

The unit covers action research more deeply through the study of different types of action research.

Topics

- Action research
 - Participatory
 - Collaborative
 - Reflective practices
- Critical thinking
- Induction and deduction
- Assumptions and revisiting ideas

Unit 3: Literature review (weeks 5–6)

The unit contains knowledge about literature review techniques, resources, and procedures in a systematic manner.

Topics

- Concept and meaning of literature review

- Information sources
 - Primary sources
 - Secondary sources
- Forms of literature review sources
 - Digital sources
 - Paper sources
 - Material sources
- The importance of and need for literature reviews
 - Clarity and focus
- Broaden knowledge base of research

Unit 4: Research methodology (weeks 7–9)

The unit covers research methodology.

Topics

- Research design
- Population and sampling
- Data collection tools
- Data collection procedure

Unit 5: Data analysis and interpretation (weeks 10–11)

The unit provides knowledge about both qualitative and quantitative data analysis as well as data interpretation techniques in an action research context.

Topics

- Qualitative analysis

Coding

Arranging data according to themes and patterns

□ Quantitative analysis

□ Statistical tools

Unit 6: Findings, summary, and recommendations (weeks 12–13)

The unit covers writing styles and patterns regarding findings, summary, and recommendations.

Topics

- Findings and drawing conclusions
- Summary
- Recommendations

Unit 7: Referencing and writing a research proposal (weeks 14–16)

The unit covers essential knowledge about citing material from books, journals, and other sources. The unit also covers techniques and procedures for writing a research proposal.

Topics

- Research proposal
- Contents of research proposal
- Referencing
- APA reference format with type of reference
- Summing up and conclusion

Suggested Literature

- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Flower, F. J. (2008). *Survey research methods: Applied social research methods*. Thousand Oaks, CA: Sage Publications.
- Marshall, J. C. (2010). *Classroom test construction*. Boston: Addison-Wesley.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Routledge.
- Salkind, N. J. (2006). *Exploring research*. New Jersey: Pearson Prentice-Hall. Wiersma, W. (2000). *Research methods in education*. Boston: Allyn and Bacon.

EDU- 564 **Educational Psychology**
(Foundation)
Semester 6

Year, semester

Year 3, semester 5

Credit value

3 credits (48 contact hours)

Prerequisite

Successful completion of Child Development course

Course Description

This course is designed to provide Student Teachers with up-to-date information on educational psychology and its application in the teaching and learning processes. This course will provide an opportunity for Student Teachers to develop an understanding of different concepts and principles of educational psychological and to analyze their application through readings, discussions, and small projects. Student Teachers will develop a working knowledge of theories of educational psychology based on varying viewpoints and developmental influences and that provide guidance on practical application and teaching methods. They will study ways to approach the learning process, intelligence, motivation, and learning difficulties of Students in an educational context.

Learning Outcomes

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

- demonstrate their understanding of the concept of educational psychology and its implication for educational practices
- apply learning principles to their teaching to help students maximize their learning
- compare various theories of learning and human learning capabilities
- analyze the role of motivation theories and principles in their instructional activities
- understand various concepts of intelligence and apply this understanding in monitoring class performance of their students.

Main idea

During curriculum planning and design, the role of the learner and the learning process must be considered.

Unit 1: Understanding Educational Psychology

In this unit, Student Teachers will explore various schools of thought throughout the history of educational psychology as well as educational psychology's nature, scope, and impact on classroom practices.

Essential questions

- What do we study in educational psychology?
- Why is it important for a Student Teacher to study educational psychology?
- How do theories and knowledge of educational psychology apply to daily classroom practices?

Skills to be practiced by Student Teachers

- Reading
 - Analyzing
 - Describing
 - Classifying
 - Categorizing
 - Synthesizing

- Decision-making
- Critical thinking

Activities in which Student Teachers will be engaged

Discussions
Role plays
Case study analyses

Modes of assessment

Quizzes
Group work to define educational psychology
Written tasks

Unit 2: Intelligence and individual differences

In this unit, Student Teachers will explore the concept of intelligence in an educational context. This unit will include an analysis of the theory of multiple intelligences and identify approaches to address the specific needs of learners. Because multiple intelligences theory has been challenged by research, critiques of the theory will be considered. Individual differences will be discussed with regard to diversity in our surroundings.

Essential questions

- i. Why do we study intelligences and individual differences?

To help them develop intelligence, how can we address the needs of individual learners?

Skills to be practiced by Student Teachers

Reflecting
Analyzing
Engaging in interactive discussions

Activities in which Student Teachers will be engaged

Discussions
Role plays
Presentations (e.g. PowerPoint, video clips) on individual differences
Case studies
Socratic questioning

Modes of assessment

Assignments
Weekly reflection
Group presentations
Minor research tasks

Unit 3: Learning

This unit will help Student Teachers explore different learning theories and analyze their application in the teaching and learning processes.

Essential questions

Why is the concept of learning essential for teachers?
How can teachers enhance student learning in different areas?

How does knowledge of learning theories help teachers enhance the process of teaching?

Skills to be practiced by Student Teachers

- Analyzing
- Describing
- Critical thinking

Modes of assessment

- Presentation on different learning theories
- Unit reviews
- Tests
- Midterm exams

Unit 4: Motivation

The unit will help Student Teachers investigate the relationship between motivation and student learning. Student Teachers will analyze different theories of motivation and explore the effect of motivation on their teaching.

Essential questions

- Why is motivation so important?
- What are the different types of motivation that facilitate effective learning?

Skills to be practiced by Student Teachers

- Describing
- Analyzing

Activities in which Student Teachers will be engaged

- Interactive lectures
- Case studies
- Role plays
- Socratic questioning
- Presentations (e.g. PowerPoint)

Modes of assessment

- Written assignments
- Midterm exams

Unit 5: Learning difficulties and disabilities

This unit will explore the difference between learning difficulties and disabilities and how this knowledge can help teachers facilitate learning.

Essential questions

- Why is it essential for teachers to study learning disabilities and learning difficulties?
- How does an understanding of learning difficulties help teachers to facilitate learning?

Skills to be practiced by Student Teachers

Describing
 Interpreting
 Explaining
 Resolving case studies

Activities in which Student Teachers will be engaged

Interactive lectures
 Focused readings
 Interactive discussions
 Case studies
 Role plays
 Small-group discussions

Modes of assessment

Written assignments
 Group presentations

Weekly Distribution of Course Content

UNIT 1: Understanding Educational Psychology

Weeks Content

1–4

Definitions, meaning, objectives, and scope of educational psychology
 Educational psychology methods and techniques
 Recent developments in educational psychology

UNIT 2: Intelligence and Individual Differences

Weeks Content

5–7

Defining intelligence
 The meaning of intelligence
 Intelligence as a process
 Approaches to intelligence
 Multiple intelligences
 Diversity, individual differences, and working memory

UNIT 3: Learning

Weeks Content

8–11

- 1) Historical perspectives on learning
- 2) Six schools of educational psychology
 - Psychoanalytic
 - Behavioral
 - Cognitive (and information processing)
 - Humanistic
 - Social constructivist
 - Cognitive constructivist
- 3) Application of theory to education

UNIT 4: Motivation

Weeks Content

12–13

1) Motivation

2) Types of motivation

- Maslow's theory of motivation
- Weiner's attribution theory

3) Implication for educators

4) Other strategies of how to help motivate learners

UNIT 5: Learning Difficulties and Disabilities

Weeks Content

14–16

- Learning difficulties and disabilities
- Signs and symptoms of learning disabilities and disorders
- Helping children with learning difficulties

Major Assignments

At the end of this course, Student Teachers will be required to submit their weekly reflections in a journal that documents their responses to the course content. Reflections will be evaluated on the basis of what Student Teachers have learned and how their learning can be used effectively in the classroom. The journal will account for 10% of the final grade.

Grading Policy

University grading policy, the details of which will be provided in class, will be followed.

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 Student Teachers to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

- Coon, D., & Mitterer, J. O. (2007). *Introduction to Psychology: Gateways to Mind and Behavior*. Melbourne: Wadsworth.
- Dash, N., & Dash, B. N. (2004). *A Textbook of Educational Psychology* (4th ed.). New Delhi: Shipra Publications.
- Mangal, S. K. (2007). *Advanced Educational Psychology* (2nd ed.). New Delhi: Prentice Hall of India.
- Plotnik, R. (2005). *Introduction to Psychology* (7th ed.). Melbourne: Wadsworth.
- Santrock, J. W. (2004). *Life Span Development* (9th ed.). Boston: McGraw-Hill.
- Woolfolk, A. E. (2010). *Educational Psychology* (11th ed.). Boston: Allyn & Bacon.

EDU-565 Introduction to Guidance and Counseling**Semester 6**

Year and Semester

Year 4, Semester 7

Credit value

3 credits (contact hours: 3 hours per week)

Prerequisites

Successful completion of the Child Development and Educational

Psychology courses

Course Description

This is a compulsory course in the B.Ed. (Hons) program. It is designed to give teachers and other stakeholders an in-depth understanding of the ideas of guidance and counseling. It also covers trends and issues, including an Islamic perspective, a global perspective, and challenges of the 21st century. The major focus is on how these concepts are applied to students to maximize their learning by resolving their issues and to develop them as balanced personalities. The course covers


an introduction to guidance and counseling, the major areas in which guidance is provided to schoolchildren, and different theories, types, and techniques of counseling. Student Teachers will be equipped with the skills and qualities of a

counselor, so that they can effectively perform this function in schools in particular and more generally in society. Finally, the action plan is included to prepare Student Teachers to perform counseling functions in real-life situations.

Course Learning Outcomes

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

- 1 define different concepts associated with the field of guidance and counseling, as well as different trends in and perspectives on guidance and counseling in relation to the present scenario

- 1 identify different guidance and counseling needs and provide appropriate services in the educational, vocational, and social life of students
 - 1 develop and demonstrate the attributes and qualities of a good counselor
 - 1 utilize appropriate techniques in the light of counseling theories in an educational setting
 - 1 develop mechanisms for establishing guidance and counseling services in their institutions
 - 1 implement the action plan in collaboration with internal and external stakeholders of their institutions.
- 

Teaching and Learning Strategies

The following learning and teaching strategies will be used:

- Interactive lecture method
- Demonstrations
- Inquiry approach
- Group discussions
- Fieldwork
- Library assignment
- Project work
- Individual assignment or self-study
- Handouts

Unit 1: Introduction to Guidance and Counseling

Duration of the unit: 3 weeks

Unit Description

This course is designed to give Student Teachers an overview of the concept, nature, needs, functions, and principles of guidance and counseling. Islamic and global perspectives are reviewed, while present challenges and issues are also discussed.

Unit Learning Outcomes

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

- 1 describe the nature of guidance and counseling
- 1 highlight the difference between guidance and counseling
- 1 advocate the importance of guidance and counseling programs in an educational setting
- 1 discuss concepts and processes of guidance and counseling in a global and Islamic perspective

- 1 deliberate on the need for and issues in establishing guidance and counseling in Pakistani schools.

UNIT 1: Introduction to guidance and counseling	
Week #	Content
1	<ul style="list-style-type: none"> • The nature of guidance and counseling (1 hour) • The difference between guidance and counseling (2 hours)
2	<ul style="list-style-type: none"> • The need for and functions of guidance and counseling (2 hours) • Principles of guidance and counseling (1 hour)
3	<ul style="list-style-type: none"> • Islamic and global perspectives on guidance and counseling (2 hours) • Challenges in guidance and counseling (1 hour)

Teaching Strategies

The course Instructor will use a variety of teaching strategies, like video sessions; think, pair, share; presentations; inquiry learning; and so on, according to the requirement of the topic, and will emphasize active learning.

References

- Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counseling: A manual* (10th reprint). New Delhi: Sterling.
- Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Kinra, A. K. (2008). *Guidance and counselling*. New Delhi: Dorling Kindersley.
- Kottler, J. A., & Shepard, D. S. (2008). *Introduction to counseling: Voices from the field* (6th ed.). Belmont: Thomson.

Unit 2: Areas and Services

Duration of the unit: 3 weeks

Unit Description

Guidance and counseling cannot be confined to educational settings. There may be problems that relate to different areas. During this course, Student Teachers are provided with different services to ensure their smooth progress in school. This unit covers the major areas of guidance and counseling, and also the services that are provided within the premises.

Unit learning outcomes

By the end of this unit, Student Teachers will be able to:

- realize that students need guidance and counseling services for their optimum growth and development
- identify areas of difficulty
- explore different areas of guidance and counseling
- plan actions, collect information, and develop motivation in school personnel for guidance and counseling program.

2-UNIT 2:	
Week #	Content
	Areas and services Major areas <ul style="list-style-type: none"> • Educational
8	<ul style="list-style-type: none"> • Vocational
a. Social	
b.	
c. Health	
1.	<ul style="list-style-type: none"> • Moral • Personal

Services provided

- Pre- and admission service
- Orientation service
- Information service
- 1.
 - Counseling service
 - Placement service
 - Remedial service
 - Follow-up service

Evaluation service

Teaching Strategies

The course Instructor will use a variety of teaching strategies, such as video sessions; think, pair, share; presentation; inquiry learning; and so forth, according to the requirement of the topic, and will emphasize active learning.

References

- Kocher, S. K. (2008). *Educational and vocational guidance in secondary schools*. New Delhi: Sterling.
- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin.
- Henderson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Cengage Learning.

Unit 3: Theories and Techniques

Duration of the unit: 4 weeks

Unit Description

This unit specifically deals with the governing theories of guidance and counseling and the types and techniques applied for this purpose. Theories will provide the rationale for different techniques used in guidance and counseling to address the problems of the students.

Unit Learning Outcomes

After studying this unit, Student Teachers will be able to:

- understand the concepts of human development as described by various theorists
- identify the individual needs of primary schoolchildren
- develop attitudes that support different theories in their dealing with children
- explain types of guidance and counseling
- appreciate and practice techniques of guidance and counseling in dealing with students' problems.

3 UNIT 3: Theories and techniques

Week #	Content
	Theories
7	• Carl Roger (1.5 hours)
8	• Alfred Adler (1.5 hours) • B. F. Skinner (1.5 hours)
	• Erik Erikson (1.5 hours)
	Types of guidance and counseling
9	• Individual (1.5 hours) • Group (1.5 hours)

Techniques of counseling (one session per technique)

10

- Directive

- Non-directive

- Eclectic

Teaching strategies

The course Instructor will use a variety of teaching strategies, like video sessions; think, pair, share; presentations; inquiry learning; and so forth, according to the requirement of the topic, and will emphasize active learning.

References

- Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counselling: A manual* (10th reprint). New Delhi: Sterling.
- Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Stanford: Cengage Learning.
- Henderson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Brooks/Cole.
- Kottler, J. A., & Sheppard, D. S. (2008). *Introduction to counseling: Voices from the field* (6th ed.). Belmont: Thomson.
- Sharif, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Stamford: Cengage Learning.

Unit 4: Skills and Qualities of a Counselor

Duration of the unit: 3 weeks

Unit Description

This unit explores the role and qualities of personnel involved in the provision of guidance and counseling. It focuses on developing basic guidance and counseling skills among Student Teachers, so that they may use their competencies in selecting, sequencing, and implementing different techniques of guidance and counseling.

Unit Learning Outcomes

Student Teachers will be able to:

- explore the role and qualities of a school counselor
- develop basic guidance and counseling skills and use their competencies in selecting, sequencing, and implementing different techniques of guidance and counseling
- explore various ethical issues involved in guidance and counseling and their impact on the process of guidance and counseling.

4	UNIT 4:	Skills and qualities of a counselor
	Week #	Content
	11	Personnel involved in counseling
		The role and qualities of a school counselor
	12	Skills for the counseling process
	13	Ethical issues

Teaching Strategies

The course Instructor will use group, individual, and pair work to develop interactive learning and an environment that builds confidence. Discussion, projects, reflective journaling, and portfolios will also be used to develop analytical and inquiry skills among Student Teachers.

References

- Geldard, K., & Geldard, D. (2008). *An integrative approach: Personal counseling skills*.
Springfield: Charles C. Thomas.
- Ivey, A. E., Ivey, M. B., & Zalaquett, G. P. (2010). *International interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont: Brook/Cole, Cengage Learning.
- Sutton, J., & Stewart, W. (2004). *Learning to counsel: Develop the skills you need to counsel others*. Oxford: How To Books.

Unit 5: Implementation Strategies and Action Plan

Duration of the unit: 3 weeks

Unit Description

This unit deals with procedures and strategies required in the process of guidance and counseling. It aims to develop knowledge and skills among Student Teachers, so that they can find information about students, identify those who need guidance and counseling in their classrooms, and then select appropriate strategies for intervention.

Unit Learning Outcomes

After studying this unit, Student Teachers will be able to:

- 1 prepare different data-gathering tools according to the data required for the provision of guidance and counseling
- 1 use different data-gathering tools and collect information about students who need guidance and counseling
- 1 devise an action plan to develop a school-wide

guidance and counseling program.

5 UNIT 5:	Implementation strategies and action plan
Week #	Content
14	<p>Data-gathering tools</p> <ul style="list-style-type: none"> • Test • Observation • Questionnaire and anecdotal record • Interview • Checklist <p>Rating scale</p> <p>Projective techniques</p>
16	<p>Developing an action plan for a school-wide guidance and counseling program</p> <ul style="list-style-type: none"> • Planning orientation seminar: Administrative and teaching staff • Planning orientation seminar: Parents and other external stakeholders • Dossier

Teaching Strategies

The course Instructor will use group, individual, and pair work to develop interactive learning and an environment that builds confidence. Discussion, projects, reflective journaling, and portfolios will also be used to develop analytical and inquiry skills among Student Teachers.

References

Cormier, S., Nurius, P. S., & Osborn, C. J. (2013). *Interviewing and change strategies for helpers* (7th ed.). Belmont: Brooks/Cole.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin.

Ivey, A. E., Ivey, M. B., & Zalaquett, G. P. (2010). *International interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont: Brook/Cole, Cengage Learning

Course Title: Educational Management and Leadership**Course code: EDU-681****Semester: 7****Credit Hours: 03****Introduction:**

This course of Educational Management and Leadership (EML) aims to enrich the understanding level of prospective students and make them skill oriented and cherished in their field related to educational management. The learners of this course may be able to work as human resource managers, knowledge managers, school principals/headmasters and departmental officers, policy developers, vocational education sector managers, educationists, and leaders of university academic and administration units etc. The course will be delivered through lecture modules, discussions, students' activities, and reflective learning.

Course Objectives:

The objectives of this course are to equip students with a strong foundation in educational management and leadership. By the end of the course, students should be well-prepared

1. Analyze principles of management and leadership styles in education.
2. Attain leadership skills in managing changes, conflicts and resources in educational organizations.
3. Obtain knowledge and skills for managing educational organizations.
4. To take on leadership roles in educational institutions and make positive contributions to the field of education through effective management and leadership practices.

Unit 1: Concept and Definitions of Management and Educational Management

- Concept and definition of Management
- Characteristics of Management
- Definitions of Educational Management
- Types of Educational Management
- Basic Elements and Functions of Management
- Objectives of Educational Management

Unit 2: Educational Management and Leadership

- Overview of Educational Management and Leadership
- Historical perspectives on educational leadership
- The role of educational leaders in shaping school culture
- Leadership styles and their impact on educational institutions

Unit 3 Theories of Leadership and Management in education

- Scientific Management Theory

- Bureaucratic Management Theory
- Classical Management Theories
- Human Relations/Behavioral Theory
- Participatory Model of Management Theory

Unit 4: School Governance and Administration

- Objectives of school Management
- Scope and Subject Matter of School Management
- School governance models and structures
- Roles and responsibilities of school administrators
- School law and policy
- School budgeting and financial management
- Strategic planning and decision-making in education

Unit 5: Instructional Leadership

- The role of instructional leaders in improving teaching and learning
- Curriculum development and assessment
- Teacher evaluation and professional development
- Using data and research to drive instructional improvement
- Culturally responsive leadership in education

Unit 6: Managing Human Resources in Education

- Recruitment, selection, and onboarding of educational personnel
- Staff development and performance appraisal
- Conflict resolution and managing staff relations
- Legal and ethical issues in human resource management
- Diversity and inclusion in the education workforce

Unit 7: Leadership for Change and Innovation

- Leading organizational change in educational settings
- Innovation and technology in education
- Collaborative leadership and team building
- Problem-solving and decision-making in complex educational environments
- The future of educational leadership: emerging trends and challenges

Unit 8 Educational Leadership Styles Existing in Pakistan

- Overview on Educational Leadership Styles Existing in Pakistan
- Autocratic Leadership Style
- Bureaucratic Leadership Style
- Charismatic Leadership Style
- Democratic/Participative Leadership Style

- Laissez-Faire Leadership Style
- Transactional Leadership Style

REFERENCES

1. Buller, P. F. & Schler. R. S (2006) Cases in Management, Organizational Behavior and
2. Human Resource Management: Managing Organizations. Australia South Western
3. College Publishing.
4. Draft. R. L (2003) Management sixth Edition. Australia Thomson: South-Western College
5. Crawford, M., Kydd, L., & Riches, C. (1997). *Leadership and teams in educational management*. McGraw-Hill Education (UK).
6. sk.sagepub.com was first indexed by Google in January 2014
7. Grace, G. (2005). *School leadership: Beyond education management*. Routledge.
8. Ghasemy, M., & Hussin, S. (2014). Theories of educational management and leadership: A review.
9. Asuga, G. N., Scevak, J., & Eacott, S. (2016). Educational leadership, management and administration in Africa: an analysis of contemporary literature. *School Leadership & Management*, 36(4), 381-400.
10. Educational management and supervision, 2006 course code 6502 AIOU, Islamabad.
11. Dr. Aqal Zaman Khattak and Dr. Farrukh Hussain July 2013. Educational planning and management : IER University of Peshawar.
(The course content is developed by Dr Farah Khan Dr. Haleema Akbar)

Semester 6 Inclusive Education

Course code: EDU-672

Course Description:

This course is designed to provide an in-depth understanding of inclusive education, its principles, and practical strategies for creating inclusive learning environments. Participants will explore the foundations of inclusive education, learn about diverse student needs, and develop skills to effectively include all students in the educational process.

Objectives of the course:

- Understand the concept and principles of inclusive education and to recognize the importance of diversity and equity in the education system.
- Design inclusive classroom environments that accommodate diverse student needs and develop strategies for effective classroom management in inclusive settings.
- Address the unique needs of students with disabilities or special educational requirements and address cultural and linguistic diversity in family and community engagement.
- Develop strategies for promoting positive behavior and social skills.
- Explore the role of the community and its resources in supporting inclusive education.
- Advocate for inclusive education within the wider community and educational system.

Unit 1: Introduction to Inclusive Education

- Definition and importance of inclusive education
- Special education integrated and inclusive education.
- Main Features of Special Education
- Legal and policy frameworks for inclusive education
- Ethical considerations and social justice in education

Unit 2: Disabilities, Understanding Diverse Learners

- Definitions of Disability
- Types of disabilities
- Communication Disabilities, intellectual Disabilities, Behavioral Disabilities , Physical Disabilities and Multiple Disabilities
- Identifying and addressing individual differences
- Culturally responsive teaching and diverse backgrounds

Unit 3: Creating and Maintaining Inclusive Schools

- Enrolment Drive and measures for Retention.
- Avoiding Psychological Separation..
- Developing Friendship.
- Positive Attitude of Teachers
- Encouraging Quality Education

Unit 4: Organizing Inclusive Classroom

- Physical Layout of the Inclusion Classroom
- Meeting Students' Personal Care and Medication
- Classroom and Time Management Techniques
- Assessment in an inclusive classroom
- Benefits of Inclusive Classroom

Unit 5: Creating Inclusive Learning

- Classroom management in inclusive settings
- Characteristics of an Inclusive, Learning-Friendly Classroom & Traditional Classroom
- Strategies for fostering positive social interactions and Teachers' Role in Inclusion
- Transition planning and supporting students with disabilities in various educational settings.

Unit 6: Supporting Families and Community Involvement

- Building partnerships with families of diverse learners
- Community resources and support networks
- Parent-teacher collaboration and effective communication
- Advocacy for inclusive education at the school and community levels

References

Rapp, W. H., & Arndt, K. L. (2012). *Teaching everyone: An introduction to inclusive education*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education: A practical guide to supporting diversity in the classroom*. Psychology Press.

Scott, S., & Edwards, W. (2018). *Disability and world language learning: Inclusive teaching for diverse learners*. Rowman & Littlefield.

Salend, S. J. (2010). *Creating inclusive classrooms*. Pearson Education.

Dash, N. (2006). *Inclusive education for children with special needs*. Atlantic Publishers & Dist.

**EDU- 615The Teaching Practicum
Teaching Practice
(Short Term)
Semester 7**

Same as in Semester 3 & 4.

Critical Thinking and Reflective Practices

Course code: 675

Semester 7

Learning Outcomes

- Demonstrate an understand the meaning of reflective practice, and related literature
- Reflect on classroom problems with help of reflective practices models
- Analyze his/her strengths and weakness as reflective teachers using reflective practices approaches

Course Outline

Unit 1 Introduction of Critical Thinking

- 1.1 What is Critical Reflection?
- 1.2 Introduction to Critical Thinking
- 1.3 Critical Thinking Standards
- 1.4 Importance of Critical Thinking
- 1.5 Barriers to Critical Thinking
- 1.6 Characteristics of Critical Thinkers Unit

2 A Critical Thinking Framework

- 2.1 Core ideas about Thinking Skills
- 2.2 Critical Thinking development: A Stage Theory
- 2.3 A Schema for Critical Thinking and RP

Unit 3 Recognizing, Analyzing, Evaluating the Arguments

- 1.1 What is an Argument? And what is not
- 1.2 Diagramming Short Argument
- 1.3 Summarizing Longer Arguments
- 1.4 Teaching Students to Narrate, Analyze, and Evaluate their own 'Points'

Unit 4 Critical Analysis

- 4.1 Bloom's Taxonomy and Critical Thinking
- 4.2 Techniques for Critical thinking
- 4.3 The 5-Step Model of Critical Thinking
- 4.4 Halpern's Framework for Critical Thinking
- 4.5 Critical Incident Analysis
- 4.6 Examining your Personal Filtering System

Unit 5 Conceptual Learning

5.1 Learning through Conceptual Innovation

5.2 Technical and Conceptual learning

5.3 Theory-in-use or Espoused Theories

Unit 6 Introduction to Reflection

6.1 Meaning of reflection on practice/educational issues

6.2 Difference Between Reflection, Reflective Practice, Reflective Teaching

6.3 Link between Reflection and Reflective Practice

6.4 Types of Reflection

6.5 Typology of Reflection Unit

7 Becoming a Reflective Teacher

7.1 Experiential Learning as Reflection

7.2 Develop Critical Thinking Skills

7.4 Professional Competencies

7.5 Indicator of Reflective Practitioner

Unit 8 Being a Reflective Teacher

8.1 Characteristics of Action Research

8.2 The Reflective Practitioner Engaging in Action Research

8.3 Reasons to do Action Research

8.4 Action Research for Continuous Improvement

8.5 Achieving best practice and its implication

Unit 9 Process and Method of Reflection

9.1 Reflexivity

9.2 Brookfield critical lenses

Unit 10 Major Proponents of Reflective Practice

10.1 John Dewey (1933)

10.2 Gibbs (1988)

10.3 Kolbs (1984)

10.4 Application of these Models

Unit 11 The Dialogic Process in Reflective Practice

11.1 Teaching Journal

11.2 Dialogic Diaries

11.3 The Academic Portfolio Evaluation Criteria

Suggested Books

Basshan, G., Irwin, W., Nardone, H., & Wallace, T. M. (2011). *Critical thinking: A Student introduction* (4th ed.).

McGra hill. Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass. [selected chapters]

Bolton, G. (2010). *Reflective practice: Writing and professional development* (3rd ed.). Los Angeles: Sage. [selected chapters]

Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher*. Jossey-Bass.

Brandenburg, R., Glasswell, K., Jones, M., Ryan, J. (2017). *Reflective Theory and Practice in Teacher Education*. Springer.

Cottrell, S. (2011). *Critical thinking skills: Developing Effective Analysis & Argument*. Palgrave Macmillan.

Moon, J. (2008). *Critical Thinking: An Exploration of Theory and Practice*. Routledge.

Myers, P.Z. (2018). *The Teacher's Reflective Practice Handbook: Becoming an Extended*. Routledge.

Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). NJ, Pearson Education, Inc. [selected chapters]

Thompson, S., & Thompson, N. (2013). *The Critically Reflective Practitioner*. Macmillan education, Palgrave.

Pollard, A., & Collins, J. (2005). *Reflective Practices..* (2nd ed.). Continuum. Links <https://Medium.com/@wandarossi/literature-review-5827db28764e> Received 10-08-2019.

Semester 8

EDU-681

School Management

(Professional)

Semester 8

Year and semester

Year 4, Semester 8

Credit value

3 credits

Course Description

The progress of any school system largely depends on the efficiency of school management. This course will empower Student Teachers with knowledge, attitudes, professional skills, and competencies to take up managerial roles to establish efficient school management within their local school contexts.

This course focuses on the conceptual understanding and implications of school management at the elementary level, enabling Student Teachers to develop their managerial and leadership skills and attitudes. The course material will allow them to develop the requisite skills and attitudes to contribute to creating learning communities within the learning organizations where they will work.

Learning Outcomes

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

- perform managerial functions to effectively manage primary schools
- explore and analyse relationship patterns at the school level

- utilize effective techniques in developing and maintaining positive relationships within their schools
- conceptualize their leadership role in building a learning organization
- take an active role in transforming their school into a learning organization.

Unit 1: Introduction to School

Management

Unit Description

Schools are expected to serve the primary purpose of teaching and learning. In times there has been a call for greater attention to the role of teachers as participants and leaders in developing the school as a learning organization. The progress of school system largely depends on the efficiency of school management. This unit provides introductory information about various aspects of school management. It deals with some basic knowledge, skills, and dispositions required to understand the nature, structure, and functions of school management.

Learning Outcomes

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

- conceptualize school management and its principles and dynamics
- develop management skills to be implemented at different levels of the management hierarchy.

1

UNIT 1:	Introduction to school management
Week #	Topics/themes

- 1 Introduction to school management
- Conceptualizing school management and its principles and dynamics
- The structure of school management
- 1 Management skills and their implications at different levels of the management hierarchy

Unit 2: The Operations Of School Management

Unit Description

School management is an operational activity. This unit explores the knowledge and skills required for Student Teachers to perform their duties as managers in a school system. It will develop the skills of good planning, organizing, leading, coordinating, controlling, and evaluating the different operations in a school system. Student Teachers will also be able to use a feedback process for the improvement of different operations in a school.

Learning Outcomes

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

- plan and prepare year calendars and schedulers
- plan and organize health, safety, and other co-curricular activities
- explore and analyse the head teacher's role in managing day-to-day activities
- explore and analyse the challenges to school management processes faced by contemporary educational leaders in Pakistan
- explore and analyse various academic, material, and financial records available in schools.



2 UNIT 2: The operations of school management	
Week #	Topics/themes
3	The functions of management: Planning <ul style="list-style-type: none"> • Basic concepts of planning • Planning for school management • Planning and preparing a year calendar • Preparing a timetable and day-to-day activities schedulers
4	Organizing <ul style="list-style-type: none"> • The value of organizing for schools • The teacher's role in planning and organizing different curricular and co-curricular activities • Planning and organizing health, safety, and other co-curricular activities
5	The head teacher's role in managing day-to-day activities <ul style="list-style-type: none"> • Arranging classes • Staffing arrangement • Material provision

2 UNIT 2: The operations of school management

Leading

- Leadership qualities

6

- 1) Challenges in school management processes faced by contemporary educational leaders in Pakistan

Controlling for balance in management

7

- The process of controlling (avoiding overspending and under spending)

human, physical, and financial resources)

- Evaluation and feedback

8	<p>Record-keeping in school</p> <ul style="list-style-type: none"> • Academic records (attendance, student registration and progress, library, laboratory, etc.) • Material records (furniture, equipment, etc.) • Financial records (budget, purchases, fee collection, salaries, etc.)
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Unit 3: School and Human Relationships

Unit Description

This unit highlights the importance of school and human relationships within and outside the school premises. It identifies different types of interactions that assist in developing sound relations, which in turn contribute to the ultimate success of the school. It covers broad ranges of stakeholders that directly and indirectly influence how the school functions. This unit also explores inter- and intra-school relations and how they can contribute to the overall success of the institution.

Learning Outcomes

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

- identify and analyze the role of different stakeholders in maintaining effective human relationships within the school system
- differentiate between inter- and intra-school relationships
- explore effective techniques for developing and maintaining positive relationships within a school.

3	UNIT 3:	School and human relationships
Week #	Topics/themes	
9	Introduction: Stakeholders and relationship Inter- and intra-school relationships Principles and dynamics of school relationships The head teacher and teachers	
3)	The head teacher and students The head teacher and support staff Teachers and students	
4)	Teachers and teachers Teachers and support staff Students and support staff	
5)	Students and students Cooperation between the school and parents	

Unit 4: Leadership In a Learning

Organization

Unit Description

School management is a multidimensional task. Current research informs us that schools, like any other organization, are in a learning mode; hence, Student Teachers will be introduced to the concepts of a learning organization and leadership within

the learning organization. This unit will help them conceptualize the leadership role in building a learning organization and develop the skills required for promoting a learning environment conducive to developing a learning organization.

Learning Outcomes

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

- conceptualize the leadership role in building a learning organization
- analyze and justify the styles and skills needed to provide an environment conducive to developing learning organizations
- participate in a team-building and visioning process of a learning organization

4

UNIT 4: Leadership in a learning organization	
Week #	Topics/themes
13	Building a learning organization <ul style="list-style-type: none"> • Empowering leaders: Becoming a learning organization • Learning organization and leadership styles
14	Organizational leadership <ul style="list-style-type: none"> • Leading a learning organization

	<ul style="list-style-type: none"> • Charismatic and transformational leadership
15	<p>Team leadership</p> <ul style="list-style-type: none"> • The leader as a teacher: Shaping the shared vision of a learning Organization
16	<ul style="list-style-type: none"> • Communication, coaching, and conflict management skills • Team leadership and self-managed teams

Teaching and Learning Approaches

Different teaching and learning approaches will be used during the course. They are based on developing the critical thinking, creativity, communication, and leadership skills of the Student Teachers. The following approaches will be employed during the course: interactive lecturing, PowerPoint and video presentations, role play, discussion, and cooperative learning strategies.

Textbooks and References

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

NOTE TO FACULTY USING THE CHAUDHARY ET AL. SYLLABUS: The following resources may be helpful in choosing appropriate readings. You may include your chosen list of readings in the syllabus or distribute it in class, but it should include only those resources that you expect students to use throughout the course. Other readings should be distributed as needed.

Textbooks

- Bush, T., & Bell, L. (Eds.) (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing.
- Copland, M. A., & Knapp, M. S. (2006). *Connecting leadership with learning: A framework for reflection, planning, and action*. Virginia: Association for Supervision and Curriculum Development.

- Donaldson, G. A. (2006). *Cultivating leadership in schools: Connecting people, purpose, and practice* (2nd ed.). New York: Teachers College Press.
- Government of Punjab, Punjab Middle School Project. (2000). *Changing school cultures: Follow up—case studies of Punjab*. Lahore: Lahore School Education Department.
- Lussier, R. N., & Achua, C. F. (2007). *Leadership: Theory, application, skill development*. Stamford, CT: Cengage Learning.
- Lunenburg, F. C., & Ornstein, A. C. (2007). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth Publishing Company.
- Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson.
- Reeves, D. B. (2008). *Reframing teacher leadership: To improve your school*. Virginia: Association for Supervision and Curriculum Development.
- Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers

Web-based sources

- Brandt, R. (2003). *Is this school a learning organization: 10 ways to tell*. Journal for Staff Development, 24(1), 10–16. Retrieved from
- <http://www.scsk12.org/SCS/departments/Professional-Development/pdfs/Is-This-School-Lrn-Org.pdf>
- Brewster, C., & Railsback, J. (2003). *Building trusting relationships for school improvement: Implications for principals and teachers*. Retrieved from

EDU-683 **Test Development and Evaluation**
(Professional)
Semester 8

Year, semester

Year 4, semester 8

Credit value

3 credits

Prerequisite

Successful completion of the Classroom Assessment course

Course Description

Awareness of test development, measurement, and evaluation principles and procedures is essential for teachers to monitor students' academic progress. This course is designed for Student Teachers to enhance their level of knowledge, understanding, and practical skills in testing and evaluation. It mainly deals with test development, standard setting, evaluation strategies, grading, and reporting. This course also aims to integrate and implement theory and practice to strengthen the fundamentals of measurement and assessment learned in the Classroom Assessment course. After completing this course, Student Teachers will be in a position to apply the methodology of test development and evaluation in the classroom.

Course Outcomes

By the end of the course, Student Teachers will be able to:

- 1) understand the key concepts, methods, and paradigms of test development and evaluation
- 2) apply the key concepts, methods and paradigms of test development and evaluation
- 3) develop, assemble, administer, score, and analyse appropriate tests to interpret and provide feedback on students' progress
- 4) provide balanced assessment aligned with standards and outcomes to improve the teaching-learning process
- 5) apply peer evaluation and self-evaluation tools and techniques (e.g. portfolio assessment, expert evaluation) for feedback purposes
- 6) identify emerging trends in test development and evaluation for future implementation.

Learning and Teaching Approaches

Teaching Approaches

- 1) Lecture and discussion
- 2) Brainstorming

- 3) Self-directed learning and self-study
- 4) Group-based learning (e.g. cooperative learning)
- 5) Literature reviews

Learning Tools

- 1) Homework assignments and projects
- 2) Field work, including data collection and analysis
- 3) Maintaining a log or journal

Unit 1: Test Development (3 Weeks)

A key goal of test development is to create a valid measure of standard-referenced student performance. For this purpose, Student Teachers must know the theoretical principles, issues, and required decisions to develop tests for different purposes. This unit is comprised of three parts: introducing key terms such as *testing* and *measurement*, skills and tools required for test development, and assessment of testtools' credibility.

This unit elaborates on the steps involved in test development. It includes performance assessment, which measures what students can do rather than how much they know, as well as related tasks, which are based on what is most essential in the curriculum and what is interesting to students.

Finally, this unit covers the development of tools and determining the right way to collect data. For example, when designing evaluation tools and selecting evaluation methods, Student Teachers should consider the cultural contexts of the communities in which programs operate. Overall, this unit aims to impart on Student Teachers the fundamental information, skills, and disposition that will allow them to manage assessment and evaluation programs at the desired level.

Unit Outcomes

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

- define *test, measurement, and evaluation/assessment*,
- understand the purpose, principles, and scope of test and evaluation
- describe the concept and process of test development
- comprehend the theory and practice of norm- and criterion-referenced tests
- recognize the role of performance assessment in enhancing the quality of the teaching-learning process
- understand the importance of measuring students' interest, attitude, and creative thinking abilities
- demonstrate a high level of competence in developing and administering different, context-specific evaluation tools
- reduce unnecessary complexity in test items
- overcome language barriers that can threaten the validity of content-based assessment.

Unit content

- Overview of the meaning of *test, testing, measurement, assessment and evaluation*
- Test development process
- Common issues in test development (e.g. language of test, readability, feedback)
- Performance assessment of students
- Developing assessment tools (e.g. rubrics, rating scale, checklist)

- Test administration
- Item analysis

Unit 2: Psychometric Properties of Formative and Summative Assessment (2 Weeks)

This unit discusses emerging trends in formative and summative assessment. The first section of this unit examines formative and summative assessment as assessments *of* learning and assessments *for* learning. The second section looks at essential psychometric techniques that provide useful information for the improvement of student learning and assessment procedures. This unit also focuses on improving Student Teachers' competence in classroom assessment in order to yield accurate information about student achievement. It also aims to develop Student Teachers' ability to use the classroom assessment process and its results to enhance learning. Finally, Student Teachers will be provided opportunities to engage in hands-on activities.

Unit Outcomes

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

- describe the different purposes of formative and summative assessments
- explain formative assessment as a process
- explain summative assessment as a product of learning
- describe the concepts of validity and reliability
- understand evidence of validity and reliability

- explain the threats to the validity of formative and summative assessment
- explain the threats to the reliability of formative and summative assessment.

Unit Content

- 1) Relationship between formative and summative assessment
- 2) Test validity
- 3) Test reliability
- 4) Types of reliability

Unit 3: Grading and Reporting (3 Weeks)

Statistics play a vital role in our daily educational lives. From time to time, a teacher has to collect, organize, and analyze data in order to make decisions about the teaching-learning process. This unit will provide information about basic descriptive statistics (measures of central tendency and measures of variability) so that the Student Teachers can analyze measurements and present conclusions. It aims to help Student Teachers understand the functions of grading and different types of grading procedures. This unit will enable Student Teachers to assign grades to students by using the most effective grading practices, criteria, and standards to provide accurate, specific, and timely feedback that can help improve student performance. Additionally, this unit will offer hands-on experience in interpreting test scores and reporting student performance.

Unit outcomes

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

- recognize the basic symbols of elementary statistics

- compute measures of central tendency and variability
- analyze the results of measurements
- comprehend the function, types, and uses of grades
- apply principles and strategies and establish criteria to make grading efficient, consistent, and fair
- communicate learning expectations to students by establishing grading standards
- interpret test results with necessary caution and describe problems in grading.

Unit content

- Elementary statistics
- Effective grading in the classroom
- Establishing criteria and standards for grading
- Interpreting test scores
- Reporting assessment results to students, teachers, parents, and school administration
- Problems in grading and reporting

Unit 4: Curriculum and Test Development (3 Weeks)

This unit is focused on the relationship between curriculum and test development. In this unit, Student Teachers will develop an understanding of how learning outcomes are used to create achievement tests. It also provides an overview of the National Professional Standards for Teachers of Pakistan with special reference to Standard-05, which is based on assessment and curriculum. This unit will examine the role of curriculum in test development and assessment, and discuss the role of teacher's expectations of students' performance. It will also throw light on how a teacher can give feedback directly related to student performance that supports, rather than hinders, student potential.

Unit Outcomes

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

- understand the relationship between curriculum and the process of test development
- analyse the best strategies for sharing and communicating assessment results
- communicate positive expectations to their students effectively.

Unit Content

- Norm-referenced and criterion-referenced tests
- Linking curriculum with test development
- Communicating and sharing standards (National Professional Standards for Teachers and National Curriculum 2006)
- Effect of teacher expectations on student achievement

Unit 5: Outcomes of Assessment Results (3 Weeks)

This unit aims to enable Student Teachers to assess student progress by improving teaching and learning. There are a number of formats, tools, and methods available to assess student progress, but in Pakistan, teachers are bound to follow the format provided by the provincial Directorate of Education. This unit will provide a taste of other formats to which adaptations can be made to better suit the local educational context. Assessment results are not only important for students and teachers but also for school effectiveness, improvement, and development. The overall focus of the unit is to train Student Teachers to assess students' progress, develop students' portfolios, make decisions in terms of instructional purposes, and use assessment results for school effectiveness and improvement.

Unit Outcomes

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

- understand the concept of student progress
- develop student portfolios and evaluate them
- make instructional decisions by assessing student progress
- apply instructional decisions for effectiveness and school improvement.

Unit Content

1. Student progress
2. Decision-making for instructional purposes
3. School effectiveness and classroom improvement

Unit 6: Emerging Trends (2 Weeks)

This unit covers emerging assessment techniques, models, and approaches that will enhance Student Teachers’

understanding of assessment in the current educational climate. Self-assessment and peer assessment are new trends in educational assessment. International assessments, including the Trends in International Mathematics and Science Study (TIMMS) and the Program for International Student Assessment (PISA), and national assessments, such as the National Education Assessment System (NEAS) and the Annual Status of Education Report (ASER), are different from classroom

tests and school examinations. The information is aimed to equip Student Teachers with the knowledge, understanding,

and skills to adapt some emerging trends in assessment for their future primary school classes.

Unit Outcomes

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

- predict their position relative to their past learning
- predict their relative position with respect to their peers
- differentiate between self-assessment and peer assessment

- compare and contrast assessments by international and national assessment agencies.

Unit Content

- Measuring student growth
- Self-assessment, peer assessment, and reducing the burden on teachers
- International and national assessment agencies – NEAS, AKU-EB, and Federal Board of Intermediate and Secondary Education (FBISE)

Course Assignments

Suggested course assignments involve the development and administration of test items with subsequent item analysis and report preparation. Student Teachers will also be asked to develop a portfolio.

Grading Policy

The grading policy depends upon the individual university. For example, the University of the Punjab, Lahore, follows the following pattern for its four-year undergraduate programs:

Mode of assessment	Percentage
Assignments	25%
Midterm exam	35%
Final exam	40%

Recommended Books

- Alastair, I. (2007). *Enhancing learning through London: formative asses*
- Routledge.
- Banks, R. S. (2005). *Classroom assessment: UpperSaddleRiver, IssuesNJ: and practice* Pearson Education.
- Black, P., Harrison, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting.it Milton into Keynes, UK: practice* Open University Press.
- Ebel, R. L., & Frisbie, D.A. (1991). *Essentials educational of. New Delhi: measurement* Prentice Hall of India.

EDU-616

Teaching Practice (Long Term) Semester 8

Objectives:

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

1. prepare lesson plan on prescribed format.
2. design instructional activities effectively.
3. prepare and use Audio-Visual aids appropriately.
4. create conducive environment for learning.

Same as Semester 1, 2 & 3

Teaching Practice	Lesson	Marks	Examiner
Short Term (Marks merge with the respective subject's internal assessment marks)	I	10	Supervisor-I
	II	10	Supervisor-II

Final Lesson	I	10	Internal Examiner (Principal of School)
	II	10	
	I	20	External Examiner (Expert Appointed by University)
	II	20	
Long Term (Full Month)	I	20	All course teachers will act as supervisors and will evaluate every student in two lessons out of 20 marks for each lesson.

EDU-699

**Research Project
(Professional)
Semester 8**

RESEARCH PROJECT

In this section you will find syllabi that have been written by faculty. Using the HEC Scheme of Studies for the course, they considered the balance between the demands of the subject itself, active learning pedagogies, their students, and the particular university milieu in which they work. The syllabi all reflect the same key concepts and broad goals, but they vary in sequence and emphasis.

SYLLABUS 1

By

Asimaldress, DrFazalurRahman, Dr M. AjmalChaudhary,
andSafiaWazir

Year, semester

Year 4, semester 8

Credit value

3 credits

Prerequisite

Successful completion of semesters 1–7

Course Description

The Research Projects in Education course is a practical course in which Student Teachers will be involved in the action research process. The course will enable them to plan, act, observe, and reflect during action research. As the action research process entails an ongoing analysis of data, Student Teachers will be engaged in the same process for their individual projects and will receive guidance from their supervisors. Student Teachers will disseminate their findings in the form of reports.

Course Outcomes

At the end of this course, Student Teachers will be able to do the following:

- conduct action research
- review related literature
- use appropriate research methodologies
- construct a research tool and analyze the data
- prepare a project report.

Teaching-Learning Methodology

An orientation will be provided for Student Teachers. Instructors will supervise Student Teachers using individualized and activity-based methods. A schedule will be provided that outlines meetings with their supervisor. There will be 10 meetings. Each Student Teacher will present a progress report, and the supervisor will give comments, assign further tasks, and provide overall guidance and supervision throughout the action research process.

Meetings Timeline**First meeting (week 1)**

Each Student Teacher will be assigned a supervisor. During this first meeting, Student Teachers will do the following:

- present their project proposals
- review their project proposals
- receive feedback and suggestions from their supervisor

- be asked to collect relevant literature and develop a research instrument.

Second and third meetings (weeks 2–4)

During these meetings, Student Teachers will do the following:

- present a written progress report to their supervisors for feedback
- present reconnaissance (school, class climate, student profile, and teaching/learning process)
- discuss intervention strategies (e.g. small group work, reading, and activities)
- discuss and finalize the research instrument (e.g. observation sheets, anecdotal records, checklists, interviews, and diaries).

Student Teachers will start their first cycle of action research.

Fourth and fifth meetings (weeks 5–7)

During these meetings, Student Teachers will do the following:

- present collected data that has been coded for analysis
- identify themes, findings, and conclusions
- revise their strategy for the second cycle based on the findings and conclusions drawn.

Student Teachers will start their second cycle of action research.

Sixth and seventh meetings (weeks 8–10)

During these meetings, Student Teachers will do the following:

- share their collected data
- analyze data to draw further findings and conclusions
- revise their strategy for the third cycle (and for implementation in the classroom) based on the findings and conclusions drawn.

Student Teachers will start their third cycle of action research.

Eighth meeting (weeks 11–12)

During this meeting, Student Teachers will do the following:

- l discuss on overall collected data and data analysis patterns
- l begin data analysis (which will continue for two weeks).

Ninth meeting (weeks 12–13)

During this meeting, Student Teachers will do the following:

- discuss a written project report (dissertation)

- discuss writing their final research report.

Tenth meeting (week 14)

During this meeting, Student Teachers will finalize preparations for the presentation of their action research report in the seminar.

Seminar (weeks 15–16)

During this meeting, Student Teachers will do the following:

- | present their project report in a departmental seminar
- | submit their final action research report for evaluation

SYLLABUS 2

By

Dr Muhammad Ilyas Khan, DrAsafNiwaz, Dr Allah Noor, Dr Hafiz Inamullah, and DrArshad Ali

Year, semester

Year 4, semester 8

Credit value

3 credits (16 weeks)

Prerequisite

Successful completion of semesters 1–7

Course Description

The Research Projects in Education course is a compulsory part of the four-year B.Ed. (Hons) Elementary program.

The course will involve Student Teachers conducting action research and will be supervised by a tutor. The research

will be conducted by each Student Teacher individually, under supervision. The project will culminate with a final

report that will be assessed on the basis of 100 marks.

Course Objectives

- To sensitize Student Teachers to the issues and problems faced by students in the classroom
- To help Student Teachers critically examine educational issues
- To analyse and review relevant literature
- To use data collection tools and analytical skills
- To act as self-reflective professionals and independent learners
- To develop and perform independent action research projects

Teaching-Learning Methodology

This is not taught as a traditional course. Rather, Student Teachers and supervisors will be involved in the following activities during the course of the project:

- | one-to-one meetings between Student Teachers and supervisors
- | seminars
- | group discussions and peer review
- | presentations

Supervisory Process and Timeline

There are eight meetings between Student Teachers and their respective supervisors. As there are 16 weeks in the course, meetings will be scheduled with supervisors on certain weeks.

First meeting

Orientation

Second meeting

Discussion, refinement, and finalization of research proposal

Third meeting

Seminar about development and critical analysis of literature review

Fourth meeting

- Seminar/group discussion on the significance of the research problem
- Discussion on the significance of selected research topics
- Discussion about data collection tools such as interviews, observations, and questionnaires

Fifth meeting

Discussion on fieldwork and the data collection process

Sixth and seventh meetings

9 Discussion about data analysis

10 Seminar

Eighth meeting

1 Final discussion on report writing

1 Submit project

Suggested Readings

- Arnot, M., McIntyre, D., Pedder, D., & Reay, D. (2004). *Consultation in the classroom: Developing dialogue about teaching and learning*. Cambridge, UK: Pearson Publishing.
- Cochran-Smith, M. (1994). The power of teacher research in teacher education. In S. Hollingsworth & H. Sockett (Eds.), *Teacher research and educational reform* (pp. 22–51). Chicago: University of Chicago Press.
- Denzin, K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. London: Sage Publications.
- Feldman, A. (2007). Validity and quality in action research. *Educational Action Research, 15*, 5–21.
- Lunenberg, M., Ponte, P., & van der Ven, P. H. (2007). Why shouldn't teachers and teacher educators conduct research in their own practices? *European Educational Research Journal, 6*: 13–24.
- Martin, M. (2005). Reflection in teacher education: How can it be supported? *Educational Action Research, 13*, 525–43.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Routledge.
- Ponte, P. (2002). How teachers become action researchers and how teacher educators become their facilitators. *Educational Action Research, 10*, 399–423.
- Ponte, P., Ax, J., & en Beijaard, D. (2004). Don't wait till the cows come home: Action research and initial teacher education in three different countries. *Teachers and Teaching: Theory and Practice, 20*, 591–621.

SYLLABUS 3

By

DrMussaret Anwar Sheikh, TariqueBhatti, and IntizarHussain

Year, semester

Year 4, semester 8

Credit value

3 credits

Prerequisite

Successful completion of semesters 1–7

Course Description

The research project is based on the research proposal prepared in the Research Methods in Education course in semester 7 of the B.Ed. Hons Elementary program. In the Research Projects in Education course, the proposal will be put into action and research conducted. Because it is not a traditionally taught course, the course will be in the form of face-to-face meetings with the supervisor, field visits linked with action research, and group discussions. Collaborative meetings for five milestones will be held with the supervisors to address common issues that arise during the action research process.

Learning Outcomes

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

- identify areas for action research
- develop research questions and research tools
- conduct action research
- identify different styles of referencing, citing, and presenting research work
- choose a relevant and appropriate methodology for research work.

Course Outline

The following table can be used for meetings/milestones between Student Teachers and supervisors to keep a record of their work.

Date of meeting (milestone)	Discussion Points	Actions to be taken	Possible Feedback	Signature of supervisee/ supervisor

Milestone 1 (weeks 1–2)

This meeting will be an initial orientation and introduction to the project. Student Teachers and supervisors will aim to accomplish the following:

- prepare a timeline of the project
- identify the supervisor’s role and the supervisee’s responsibilities
- plan the meeting schedule

- discuss the schedule of conducting of research
- discuss the meeting form as a record of research process.

Milestone 2 (weeks 3–5)

This meeting will involve a discussion on the steps to take before Student Teachers begin conducting research. Student Teachers and supervisors will aim to accomplish the following:

- discuss getting consent and completing entry negotiations with concerned authorities
- discuss data collection tools
- consider the required data on variables such as the school, school schedule, school facilities, information on the class, the students, the teachers, and family background.

Milestone 3 (weeks 6–9)

In this meeting, Student Teachers and supervisors will aim to accomplish the following:

- discuss points arising from the first research cycle and needed changes in data collection
- follow up on feedback of the first cycle
- discuss ongoing data analysis.

Milestone 4 (weeks 10–13)

This meeting will involve reviewing the changes that have been made after the previous discussion on the first cycle. Student Teachers and supervisors will aim to accomplish the following:

- b) plan for the second cycle
- c) review up-to-date written documents on the research process prepared by the Student Teachers.

Milestone 5 (weeks 14–16)

This meeting will involve discussing continued improvements and refinements as well as the ongoing cyclic process. Student Teachers and supervisors will aim to accomplish the following:

- discuss data analysis and the writing process
- present the action research project.

Role of Supervisor

The supervisor should provide guidance to Student Teachers completing their research projects by doing the following:

- | facilitating project planning
- | setting the meeting schedule
- | conducting seminars on issues arising out of the research project
- | specifying the nature of the seminar so Student Teachers may share their success stories
- | monitoring timelines to ensure that the research project is completed in a timely manner
- | sharing rubrics for evaluation of the project
- | providing guidelines for project presentations
- | offering guidelines for publishing and dissemination.

Suggested Literature

- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Flower, F. J. (2008). *Survey research methods: Applied social research methods*. Thousand Oaks, CA: Sage Publications.

- Marshall, J. C. (2010). *Classroom test construction*. Boston: Addison-Wesley.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Routledge.
- Salkind, N. J. (2006). *Exploring research*. New Jersey: Pearson Prentice-Hall.
- Wiersma, W. (2000). *Research methods in education*. Boston: Allyn and Bacon.

TEACHING NOTES

By Asimaldress, DrFazalurRahman, Dr M. AjmalChaudhary, and SafiaWazir

Detailed weekly plan

Week 1: Orientation meeting

Objective

To orient Student Teachers to the research project

In the first week, the Instructor will hold an orientation session with Student Teachers. In this meeting, the Instructor will familiarize Student Teachers with the process of the research project and prepare them for the steps to be completed during the semester.

Weeks 2–3: Reviewing and refining the research proposal

Objectives

- 2 To give feedback on Student Teachers' research proposals
- 3 To assign supervisors to the Student Teachers
- 4 To guide Student Teachers through the next step of their research

In weeks 2 and 3, Student Teachers will work on different sections of their proposals. They will then present their proposals, and their Instructor will offer feedback and suggestions. Instructors will also offer guidance in collecting relevant literature.

Based on the area of study and nature of the research project, Student Teachers will be assigned a project supervisor.

4–5: Constructing and finalising the research instrument

Objectives

- 1 To discuss intervention strategies with supervisors

- I To construct a research instrument

In weeks 4 and 5, Student Teachers will develop a research instrument, the reliability and validity of which will be examined. Student Teachers will submit their written work to their supervisor for feedback. Supervisors will discuss intervention strategies (such as small group work, reading, and activities) and reconnaissance (school, class climate, student profile, and teaching and learning process) with Student Teachers. Supervisors will also provide feedback and suggestions on an appropriate instrument to collect authentic data (e.g. an observation sheet, anecdotal records, checklists, and interview). The instrument will be finalised during this session.

Weeks 6–7: Conducting action research and applying interventions and research instruments

Objectives

- 15 To discuss using the research instrument to collect the data
- 16 To start the cyclic process of action research

Student Teachers will start the first cycle of their action research in the field. They will work according to the plan they devised with their supervisor.

Weeks 8-9: Analyzing collected data

Objectives

- To present collected data to supervisors
- To code items for data analysis

Student Teachers will present their collected data to their supervisors, who will provide feedback. Supervisors will also guide Student Teachers on coding items for data analysis and checking the reliability and validity of data obtained from a given item. Student Teachers will analyze the collected data per instructions from their supervisor.

Weeks 10–11: Revising strategies and drawing conclusions

Objectives

- To draw a conclusion
- To revise strategy
- To share findings with supervisors

After identifying themes, Student Teachers will draw the conclusion and elucidate findings

accordingly. On the basis of findings, they will revise their implementation plan and strategy for the second cycle.

Weeks 12–13: Implementing the revised strategy

Objective

To implement the revised strategy in the second cycle.

Engage Student Teachers in the second cycle of action research.

Weeks 14–15: Writing the research report

Objective

To discuss writing the project report.

Supervisors and Student Teachers will discuss writing the research report (dissertation). Student Teachers will then have two weeks to write the report per the supervisor's instruction.

Week 16: Seminar presentation

Objective

To disseminate the action research project.

Student Teachers will present their action research projects in a departmental seminar.

Roles and duties of supervisors and supervisees

Supervisor's role

The supervisor will play the role of a facilitator, which will involve the following:

- helping plan activities
- giving orientation to Student Teachers

- monitoring Student Teachers' work
- providing motivation and giving feedback
- offering guidance to Student Teachers on:
 - finalizing the research proposal
 - locating resources for a literature review
 - developing an instrument for data collection
 - organizing and analyzing collected data
 - discussing findings and drawing a conclusion
 - writing the report
 - presenting the action research project.

Supervisee's role

As supervisees, Student Teachers will be expected to do the following:

- take initiative and responsibility
- discuss meeting schedules with their supervisor
- complete assigned tasks for each meeting
- take timely feedback from the supervisor and incorporate it as needed
- identify areas that need guidance from their Supervisor
- conduct the project in an ethically appropriate manner
- follow institutional rules and regulations
- submit their research report in a timely manner.

Rubrics for action research project (dissertation)

Level 1: Major changes needed	Level 2: Minor changes Needed	Level 3: Conditionally Approved	Level 4: Approved
Ambiguous, unclear proposal	Clear statement, but unclear objectives Methodology	Clear statement and objective, but methodology needs more clarity	Clearly stated and detailed proposal
Introduction, research objectives, and research questions			
Missing and ambiguous parts	Clear background information but needs more justification	Clear background but needs more detail	Proper background Clear and definite objectives, methodology, and significance of research
Literature review			
Irrelevant literature review Possible plagiarism Not well organized	Relevant literature review, but lacks Sequence Literature not up-to-date	Relevant but insufficient literature review	Relevant, well-organized, and up-to-date literature review with sufficient references

Research tools for data collection			
Improper sequencing of questions and formatting Inappropriate research tools for research question(s)	Objectives not addressed by the tools Tools irrelevant to and insufficient for the Project	Addressed objectives completely Appropriate but improperly designed research tools for answering research questions	Appropriate number of questions, addressed objectives, and proper sequence and formatting Properly designed research tools that answer research questions

Level 1: Major changes needed	Level 2: Minor changes Needed	Level 3: Conditionally approved^{cont.}	Level 4: Approved
Data analysis and reflection			
Poor data analysis Missing reflection and next steps	Results of the intervention somewhat addressed by reflection	Results of the intervention and next steps somewhat addressed by reflection	Appropriate data analysis Results of the intervention and next steps clearly and thoughtfully addressed by reflection
Recommendations/discussion			
Recommendations not based on findings Missing discussion	Some recommendations not linked with findings Missing discussion	Recommendations based on findings More elaboration needed on discussion	Recommendations based on findings Conclusion included in discussion
Format and structure			
References seldom cited to support statements	References occasionally provided, but many statements seem Unsubstantiated Sources of information Unclear	References generally cited to support claims Sources of information clear and fairly represented	Compelling references from reputable sources to support claims Sources of information clear and fairly represented

Many errors that obscure meaning and potentially confuse readers	Many errors that potentially distract Readers	Occasional errors, but they do not distract readers	Error-free (or nearly error-free) writing
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SYLLABUS AND TEACHING NOTES

By Dr Muhammad Ilyas Khan, DrAsafNiwarz, Dr Allah Noor Khan, Dr Hafiz Inamullah, and DrArshad Ali

Research Project Procedure

The Research Projects in Education course is a compulsory part of the four-year B.Ed. (Hons.) Elementary program.

Student Teachers will individually complete the project by conducting action research, which will be supervised by a tutor. The project will culminate in the form of a final report that will carry 100 marks.

Course Objectives

- To sensitize Student Teachers to the issues and problems faced by students in the classroom
- To help Student Teachers critically examine educational issues
- To analyse and review relevant literature
- To use data collection tools and analytical skills
- To act as self-reflective professionals and independent learners
- To develop and perform independent action research projects

Teaching-Learning Methodology

This is not taught as a traditional course. Rather, Student Teachers and supervisors will be involved in the following activities during the course of the project:

4. One-to-one meetings between Student Teachers and supervisors
5. Seminars
6. Group discussions and peer review
7. Presentations

Timeline and Supervisory Process

First (orientation) meeting (week 1)

Supervisors will introduce themselves as well as their academic and research backgrounds to Student Teachers.

Similarly, Student Teachers will highlight their own academic and research interests in this initial meeting. Student Teachers will also be given an opportunity to discuss their action research plan, the proposal developed by in the Research Methods in Education course. After learning more about Student Teachers' proposed projects, supervisors may provide initial guidance by suggesting books and other materials for further study.

Second meeting (week 2)

In the second meeting, the supervisor will provide literature review assistance, particularly with regard to directing S

tudent Teachers to relevant materials. The supervisor should also discuss different search methods, such as Google

Scholar and other search engines, and potential resources, including free online journals, e-books, and e-theses.

Student Teachers will be assigned the task of consulting relevant literature and developing a critical review. With

this in mind, supervisors should work with Student Teachers to help them refine and finalize their research plans.

A useful way for Student Teachers to begin their literature review is through an online search for issues or questions

related to their topic. Other sources may be found in libraries. Likewise, newspapers and archives could also be useful sources.

While completing their literature reviews, Student Teachers should focus on their research question or topic.

This is essential to keep the process under control and to avoid engaging in tangential research that is irrelevant and a potential waste of time and resources.

Third meeting (week 3)

Supervisors should discuss different types of research tools and data collection processes with Student Teachers

in this session. Specifically, the supervisor should provide guidance on developing a useful research tool and the pitfalls of the data collection process.

Useful research tools are able to focus on the research question or hypothesis. They may include questionnaires, interviews, and observations, all of which should be thoroughly prepared in light of study objectives and available data and information sources. For instance, sometimes new researchers prepare interview questions that do not serve to answer the research question. Sometimes interviews are selected as data collection tools, but there may be more appropriate data sources or better subjects to interview. Therefore, researchers should have alternative plans to accommodate any such eventualities.

Fourth meeting (week 4)

The supervisor will review Student Teachers' research tools and provide advice (as needed) on revisions or amendments. If a research tool is appropriate, it will be approved for data collection.

Ethical considerations during the data collection process will also be discussed. These are an important component of a valid research process. Ethical considerations include making sure participants' safety, security, and dignity are maintained. This can be done by taking steps to ensure their anonymity and confidentiality. Furthermore, researchers should obtain informed consent from participants regarding the use of data they provide.

Data collection (weeks 5–6)

Student Teachers will collect data during this period. In meetings with their supervisors, they should discuss the data collection process and their initial analyses. Supervisors should help determine if more data collection or more in-depth analysis is needed.

The data analysis process is ongoing, and after every cycle, Student Teachers will revise their previous plan and modify it according to emerged data.

Research seminar/workshop/group discussion (week 7)

Supervisor will conduct a seminar around Student Teachers' experiences during the data collection process. Student Teachers may choose to arrange a follow-up workshop or group discussion to further explore themes covered in the seminar.

Supervisors should be available during this period to discuss any difficulties Student Teachers have encountered during the data collection processes. They may also attend any follow-up sessions among the Student Teachers to learn more about possible issues and problems they are facing and to help them brainstorm solutions.

Continue cyclic procedure (week 8)

Student Teachers will continue the cyclic process of action research after modifying their collection and analysis processes.

Sixth and seventh meetings (weeks 9–10)

In meetings during this period, the supervisor should assess data analysis processes and discuss possible themes emerging from the research process thus far.

Eighth meeting (weeks 11–12)

The meeting during this period will involve fine-tuning the research findings and beginning the writing process.

Report writing is an important aspect of the research process and how the research findings will be disseminated.

A research report usually consists of the background, the aims, the methodology adopted for the research process,

and the outcomes and findings of the research. The structure and process of report writing depends on the type of research. In a quantitative research project, the report writing is usually completed toward the end of the project.

In contrast, in qualitative studies, report writing is usually a continuous and flexible process, as changes are made to the scope, aims, and direction of the research process.

The supervisor should ensure that Student Teachers understand the variations between quantitative and qualitative reports with regard to research theses and papers.

Ninth meeting (week 13)

Student Teachers will submit their research reports to their supervisor.

Tenth meeting (weeks 14–15)

Supervisors will meet with Student Teachers to discuss feedback and revisions for the final draft. Student Teachers will revise their reports accordingly.

Eleventh meeting (week 16)

Student Teachers will submit their final research reports. This should be done on or before the

last working day of
the semester.

Resources

Online resources

- O'Brien, R. (1998). An overview of the methodological approach of action research.
➤ Available from <http://www.web.ca/robrien/papers/arfinal.html>
- Seidel, J. V. (n.d.). Qualitative data analysis.
➤ Available from <http://www.scribd.com/doc/7129360/Seidel-1998-Qualitative-Data-Analysis>

Book

McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Routledge.

Journals

- *Action Research*
➤ <http://arj.sagepub.com>
- *Educational Action Research*
➤ <http://www.tandfonline.com/toc/reac20/current>
- *Journal of Action Research*
➤ <http://research.vancouver.wsu.edu/journal-of-action-research>
- *International Journal of Action Research*
➤ http://www.hampp-verlag.de/hampp_e-journals_IJAR.htm

CONTENT COURSES FROM DISCIPLINES

Course title: **BIOLOGY-1**

Learning outcomes:

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

- IV. Differentiate Branches of Zoology
- V. Definition of Balance diet, Malnutrition
- VI. Explain Basic units of classification

Course content

Unit- 1 Introduction to zoology

- Branches
- Importance

Unit -2 Basic components of living organisms

- Carbohydrates
- Proteins
- Lipids

Unit-3 Food and Nutrition

- Balance diet
- Malnutrition

Unit-4 Cell and its organelles

- Composition
- Structure
- Function

Unit-5 Microorganisms

- Bacteria
- Viruses
- Diseases

Unit-6 Diversity of life

- Basic units of classification

Unit-7 Invertebrate Phyla

- Protozoa to Echinoderms

Recommended Books:

3. Campbell Biology, 2nd Canadian Edition (2017) Authors: Reece, J. B., L. A. Urry, M. L. Cain, S. A. Wasserman, P. V. Minorsky, R. B. Jackson, F. E. Rawle, D. G. Durnford, C. D. Moyes, K. Scott, and S. J. Walde. Pearson, Benjamin Cummings.
4. “Campbell Biology” 8th edition or newer, Reece, Urry, Cain, Wasserman, Minorsky, and Jackson. Pearson Benjamin Cummings.

Course Title: BIOLOGY-II

Credit Hours (3+1)

Learning Outcomes:

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

- i. Differentiate between Stages of development and Regeneration
- ii. Definition of Natural Selection, Lamarckism, Darwinism
- iii. explain Concept of DNA/ RNA

Unit-1 Developmental Biology

- Stages of development
- Regeneration

Unit-2 Animal Behavior

- Behavior
- Learning and its types
- Communication
 - Social Organization
- Migration

Unit-3 Zoogeography

- Regions
- Distribution of Animals

- Barriers

Unit-4 Economic Zoology

- Cultures
- Zoonosis
- Animal products

Unit-5 Biotechnology

- Scope and Importance
- Concept of DNA/RNA
- Gene
- Protein Synthesis

Unit-6 Research Methodology

- Introduction
- Processes

Recommended Books

1. Hickman, C. P., Roberts, L. S., Larson, A., Ober, W. C., & Garrison, C. (2001). Integrated principles of zoology (Vol. 15). New York: McGraw-Hill.
2. Moody, P. A. (1953). Introduction to evolution.
3. Müller, P. (2012). Aspects of zoogeography. Springer Science & Business Media.
4. Odum, E. P. (1997). Ecology: a bridge between science and society. Sinauer Associates Incorporated.
5. Scott, J. P. (1958). Animal behaviour. Animal Behaviour.
6. Shukla, G. S., & Upadhyay, V. B. (2010). Economic Zoology. Rastogi Publications.
7. Strickberger, M. W. (1962). Experiments in genetics with Drosophila. Experiments in genetics with Drosophila.
8. Vidyarthi, R. D., & Pandey, P. N. (2006). A Textbook of Zoology: (A Textbook for Senior

Secondary, Intermediate, ISC, Pre-Medical, Pre-University and 1st Year of TDC). S. Chand

**Course Title: INORGANIC
CHEMISTRY**

Credit Hours: 3+1 Course

Objectives:

Students will acquire knowledge about chemical bonding, acid-base chemistry and properties of p-block elements.

Course Conte

Chemical Bonding

Types of chemical bonding: ionic and covalent bonding, the localized bond approach; theories of chemical bonding: valence bond theory (VBT), hybridization and resonance, prediction of molecular shapes using VSEPR model, molecular orbital theory (MOT) applied to diatomic molecules; delocalized approach to bonding; bonding in electron deficient compounds; hydrogen bonding.

[Acids and Bases](#)

Brief concepts of chemical equilibrium, acids and bases including soft and hard acids and bases (SHAB); relative strength of acids and bases, significance of pH, pK_a , pK_b and buffer solutions; theory of indicators; solubility, solubility product, common ion effect and their industrial applications.

[p-Block Elements](#)

Physical and chemical properties of p-block elements with emphasis on some representative compounds; inter- halogens, pseudo halogens and polyhalides.

CHEM-311.5 Lab

Lab safety measures and good laboratory practices: knowledge about material safety data sheets (MSD), disposal of chemical waste and first-aid practices; qualitative analysis of salt mixtures; quantitative analysis: acid- base titrations; preparation and standardization of acid and alkali solutions; redox titrations: preparation and standardization of potassium permanganate solution and its use for the determination of purity of commercial potassium oxalate or oxalic acid; preparation and standardization of sodium thiosulfate solution and its use in determination of

copper in a given sample; gravimetric analysis: determination of barium in a given sample; determination of chloride in a given solution

Recommended Books:

1. Cotton, F.A. and Wilkinson, G. *Advanced Inorganic Chemistry*. 6th ed. John Wiley and Sons, New York, 2007.
 2. House, J.E. *Inorganic Chemistry*. Academic Press. USA, 2008
 3. Huheey, J.E. *Inorganic Chemistry*. Harper and Row, London, 2009
 4. Lee, J.D. *Concise Inorganic Chemistry* (5th ed.) Chapman and Hall, 1996
 5. Miessler, G. L. and Tarr, D. A. *Inorganic Chemistry*, Prentice-Hall International, New Jersey, USA, 1991.
- Shriver, D. F., Atkins, P. W., and Langford, C. H. *Inorganic Chemistry*, (2nd ed.) Oxford University Press, 1994.

Course Title: ORGANIC CHEMISTRY

Credit Hours: 3+1

Course objectives:

Students will acquire knowledge of basic concepts of organic chemistry and mechanism of organic reactions.

Course content:

[Basic Concepts of Organic Chemistry](#)

Bonding and hybridization, localized and delocalized bonding, line structure, aromaticity, inductive effect, dipole moment, resonance and its rules, hyperconjugation, classification and nomenclature of organic compounds including IUPAC system, types of organic reactions (an overview).

Chemistry of Hydrocarbons

Saturated and unsaturated hydrocarbons with emphasis on free radical, electrophilic addition and electrophilic substitution reactions.

Chemistry of Functional Groups

Hydroxyl, ether and amino groups: preparation and properties of alcohols, phenols, ethers, and amines with focus on reaction mechanism and applications

Carbonyl compounds: preparations and reaction mechanism of aldehydes and ketones and their applications. Carboxylic acids and their derivatives: acidity of carboxylic acids and effect of substituents on their acidity; preparation and reactions of carboxylic acids and their derivatives including esters, amides, acid halides and acid anhydrides.

CHEM-321.6 Lab

Qualitative analysis of compounds with different functional groups; synthesis of organic compounds using as a tool for understanding techniques like reflux, distillation, filtration, recrystallization and yield calculation.

Organic syntheses may include preparation of benzanilide from benzoyl chloride, succinic anhydride from succinic acid, phthalimide from phthalic anhydride, oximes and hydrazones from carbonyl compounds, and an ester from a carboxylic acid and alcohol etc.

Recommended Books:

1. B.S. Furniss, A.J. Hannaford, P.W.G. Smith, and A.R. Tatchell, Vogel's Textbook of Practical Organic Chemistry, (5th edition) Longman UK, 1989.
2. Brown. William H., Christopher S. Foote, Brent L. Iverson, Eric V. Anslyn and Bruce M. Novak, Organic Chemistry, (6th edition) Brooks/Cole Publishing Co, USA 2010.
3. Gilbert . John C. and Martin. Stephen F., Experimental Organic Chemistry: A Miniscale and Microscale Approach, (5th Edition), Brooks/Cole Laboratory Series, Cengage Learning, 2012.
4. Mayo. Dana W., Pike. Ronald M., Forbes and David C. Microscale Organic Laboratory with Multistep and Multiscale Syntheses, John Wiley & Sons, Inc, 2011.

5. McMurry. John E., Organic Chemistry, (8th edition) Brooks/Cole Publishing Co, USA 2012.
6. Morrison. Robert T. and Boyd. Robert N., Organic Chemistry, (6th edition) Prentice Hall, New Jersey 1992.
7. Pavia . Donald L. Lampman . Gary M. Kriz. George S. Engel. Randall G. A
Microscale Approach to Organic Laboratory Techniques, (5th edition) Brooks/Cole Laboratory Series, Cengage Learning, 2012.
8. Pine, S.H. Organic Chemistry. (5th ed) Tata McGraw-Hill , India, 2008.
9. Solomon, T.W.G. Organic Chemistry. (9th ed) John Wiley and Son's .INC. USA. 2008.
10. Sykes, P. A Guide Book to Mechanism in Organic Chemistry. (6th ed) PearsEducation. India, 2009.
11. Younus M. A Textbook of Organic Chemistry, Lahore: Ilmi KitabKhana, 2006.

Semester 7th

Title of the Course: Physical Chemistry Credit Hours:03

Objectives

Students should be able to understand the fundamental principles and laws of thermodynamics, and apply them to describe chemical equilibria and to investigate the physical properties of ideal/non-ideal binary solutions. They are also expected to use the thermodynamics functions and fundamental thermodynamics equations for estimating the position of chemical/physical equilibria, for predicting the direction of spontaneous reactions and for carrying out calculations involving simple systems. Students should also be able to write down the rates of reactions and perform calculations involving the rates of reactions.

Chemical Thermodynamics:

Equation of states, ideal and real gases, the virial equation and the van der Waals equation for real gases, critical phenomena and critical constants. Four laws of thermodynamics and their applications. Thermochemistry, calorimetry, heat capacities and their dependence on temperature, pressure and volume. Reversible and non-reversible processes, spontaneous and non-spontaneous processes.

Relations of entropy and Gibbs free energy with equilibrium constant, Gibbs Helmholtz equation. Fugacity and activity.

Chemical Equilibrium:

General equilibrium expressions, reaction quotients, examples of equilibrium reactions in solid, liquid and gas phases, extent of reactions and equilibrium constants, Gibbs energies of formation and calculations of equilibrium constants, effect of temperature and pressure on the equilibrium constants/ compositions, Van't Hoff equation, Le Chatelier's principle.

Solution Chemistry:

Physical properties of liquids: surface tension, viscosity, refractive index, dipole moment etc. and their applications. Brief account of interactions among the molecules in liquids. Ideal and non-ideal solutions, Raoult's law and its applications. Lowering of vapor pressure, elevation of boiling point, depression of freezing point, osmotic pressure. Vapor pressure of non-ideal solutions and Henry's law. Abnormal colligative properties: degrees of association and dissociation of solutes. Osmotic pressure and its measurement. Fractional distillation and concept of azeotropic mixtures.

Chemical Kinetics:

The rates of reactions, zero order, first, second and third order reactions with same and different initial concentrations. Half-lives of reactions. Experimental techniques for rate determination and methods for determination of order of reaction (integration, half life, initial rate, and graphical methods). Arrhenius equation

Books Recommended

1. Atkins, P.W. Physical Chemistry (6th ed.) W.H. Freeman and Co. New York, 1998.
2. McQuarrie, D. A. and Simon. J. D. Physical Chemistry – A Molecular Approach, University Science Books; 2008.
3. Silbey, R., Alberty. R. and Bawendi. M., Physical Chemistry, Fourth Edition John Wiley & Sons, Inc., 2004.

Chem-432.7 Lab (1 Cr. Hr.)

- Determination of viscosity and refractive index of liquids.
- Determination of percent composition of liquid solutions viscometrically.
- Determination of refractive index and molar refractivity.
- Determination of percent composition of liquid solutions by refractive index measurements.
- Determination of molecular weight of a compound by elevation of boiling point (ebullioscopic method).
- Determination of molecular weight of a compound by lowering of freezing point (cryoscopic method).
- Determination of heat of solution by solubility method.
- Determination of heat of neutralization of an acid with a base.

- Kinetic study of acid catalyzed hydrolysis of ethylacetate.
- Determination of partition coefficient of a substance between two immiscible liquids.

Recommended Books

1. Jaffar, M.—Experimental Physical Chemistry (Islamabad; University Grants Commission, 1989).
2. Levitt, B.P.—Findlay's Practical Physical Chemistry (9th ed.), Longman Group Limited, 1978.

Shoemaker, D.—Experiments in Physical Chemistry (5th ed.) McGraw Hill Publishing Company

Course: English Elective (Poetry)

Semester V

Semester: 5th

Credit Hrs: 3

Course Description:

Poetry is metrical and rhythmical language which enriches the imagination of readers through its beautiful lines. It arouses the aesthetic sense and it is due to this process that appreciation of poetry is born. This course will refine imagination of readers, through it, they will enjoy the rhythm, harmony and beauty of poetic lines and will also be able to criticize and study human life with all its aspects.

Learning Outcomes:

- At the end of this course, students will be able to;
- iii. Develop their aesthetic sense and taste for poetry.
 - iv. Train their feelings and emotions
 - v. Refine and enrich their power of imagination.
 - vi. Enjoy the rhythm, harmony and beauty of poetic lines.

Teaching Learning Approaches:

A variety of teaching and learning approaches will be used throughout the course such as, identifying rhythm through stress and unstress pattern of syllables in the lines of poetry, reordering of words because in poetry syntax is sometimes subordinate to rhythm and sonic effects so that at places order of the sentences is inverted and it can be shown to the students to reorder the lines which will give them better understanding of the poem under study, deletion is another activity which can be used to give better understanding of the way the poets use words under the sway of their needs for rhythm and sounds, at times poets use fewer words than the demand of the situation so students can't understand the lines, therefore students should be trained to note deficiency of words and to insert new words, and to

substitute emotional words with plain words to note the meanings these lines give. There will also be different levels of activities; such as, group discussions, presentations and critical appreciation on the part of students under the guidance of teacher in order to point out figures of speech, poetic devices and development of thought.

Weeks	Session 1	Session 2	Session 3
Week 1	Introduction to course content	Introduction to Poetry	Robert Herrick (As a poet)
Week 2	To Dianema	To Anthea, Who may Command him anything	John Milton (As a poet)
Week 3	On His Blindness	William Blake (As a poet)	The Sick Rose
Week 4	Lover's Secret	William Wordsworth (As a poet)	The world
Week 5	A Slumber did my Spirit Seal	The Solitary Reaper	Continue
Week 6	Samuel Tyler (As a poet)	Kubla Khan	Continue
Week 7	Percy Bysshe Shelley (As a poet)	Ode to the West Wind	Continue
Week 8	To Night	Continue	A widow bird state mourning for love'
Week 9	John Keats (As a poet)	To Autumn	Continue
Week 10	Ode on a Grecian Urn	Continue	Alfred Lord Tennyson (As a Poet)
Week 11	Ulysses	Continue	Continue
Week 12	Continue	Break, Break, Break	Robert Browning (As a Poet)
Week 13	The Patriot	Continue	My Last Duchess

Week 14	Continue	Continue	William Butler Yeats (As a poet)
Week 15	Sailing to Byzantium	Continue	T.S. Elliot (As a poet)
Week 16	The Hollow Man	Continue	Continue

Prescribed book:

The Winchester book of verse

Grading Policy ;

Twenty (20) marks will be given on the basis of internal evaluation; i.e

Assignment (A)

Appreciate any two of the following poems;

- i. The Daffodils (William Wordsworth) 5
- ii. Kubla Khan (S.T.Coleridge) 5
- iii. Ode on a Grecian Urn (John Keats). 5

Assignment (B)

Appreciate any two of the following poems;

- i. Ulysses (Alfred Lord Tennyson)
5
- ii. My Last Duchess (Robert Browning) 5
- iii. Sailing to Byzantium (W.B. Yeats) 5

Thirty (30) marks will be allotted to midterm examination and fifty (50) marks will be awarded on the basis of final term examination.

Apart from that there will be several non-graded assignments / informal evaluation

English Elective (Prose)

Content Course II (From Selected Discipline I)

Semester 6

Course: English Elective (Modern English Prose)

Semester: 6th
Value: 3 Hrs.

Year: 3

Credit

Course Description:

The scope of the book, "Modern English Prose" is rather comprehensive. Practically every type of modern prose

has been illustrated. There are extracts from professors, critics, journalists, historians, novelists, philosophers,

even from an economist and a scientist. Every phase of modern life has been treated in these extracts. In the book,

the extracts have been grouped under three heads: (a) History and Biography, (b) Fiction, (c) Essays and Literary Criticism.

Many of the pieces included in the first group are really contemporary history blended with biography. For the

second group, fiction is a loose enough term, we have in this section extracts from novels, entire short stories.

The third group is comprised of: pure essays and literary criticism.

Learning Outcomes:

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

- i. Develop their language ability
- ii. Develop their power of imagination
- iii. Enjoy reading and writing
- iv. Get acquainted with the lives and deeds of great men
- v. Comprehend literary criticism

Teaching and Learning Approaches:

Various types of teaching and learning approaches will be used through out the course; such as, reading for

comprehension, students will be motivated to read for enjoying the literary language and knowledge of the

content. Students will be given instructions to read intensively in order to understand the theme and other

technical aspects of the texts. During the intensive teaching strategies, students will be advised to use judgment,

reasoning, interpretation and appreciation in order to grasp the texts from various aspects and angles. Students

will be trained to pick writer's intentions, arguments, style in the texts, so that to enjoy the texts and know about

its technical and literary aspects. Moreover, students will be involved in activities; such as, group discussions,

pair share, etc. Students will also be prepared for extensive reading strategies e.g. reading for pleasure and fluency.

Week wise distribution

Parts	Weeks	Session 1	Session 2	Session 3
History and Biography (Part 1)	Week 1	The Gentle Shakespeare	The Gentle Shakespeare	The Sack of Rome
	Week 2	Napoleon	Napoleon / The Duke of Wellington	The Duke of Wellington
	Week 3	Gladstone	The Storm	The Storm
	Week 4	The Lusitania	The Lusitania	Lenin
	Week 5	War Guilt	Lord Oxford and Asquith	The Patriotism of Britain
Fiction (Part 2)	Week 6	The Bridge	The Ghost Ship	The Ghost Ship
	Week 7	At the River's Edge	The Baiting	The Baiting
	Week 8	The Tea Shop	The Farm	The Farm
	Week 9	In Charge	In Charge / The Great Exhibition	The Great Exhibition
	Week 10	A Village Cricket Match	The Last Meal	The Last Meal
Essays and Literary Criticism (Part 3)	Week 11	A Piece of Chalk	A Piece of Chalk / Macbeth	Macbeth
	Week 12	Lord Cantilupe's Political Faith	Lord Cantilupe's Political Faith / Caesar's Funeral	Caesar's Funeral
	Week 13	Walking	Walking / The World of Work	The World of Work
	Week 14	Style	Style / Innovations in Poetry	Innovations in Poetry
	Week 15	The Purpose of Education	The Purpose of Education / Remedying World Finance	Remedying World Finance

	Week 16	The Future of Earth	The Future of Earth	Review of the Course
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Prescribed Book:

Modern English Prose

By: Guy Boas, M.A.

Grading Policy:

Twenty (20) marks will be allotted on the basis of internal evaluation; i.e.

Assignment: Attempt all the questions

Q.1. Compare and contrast Belloc's attitude towards Napoleon with Guedalla's attitude towards Wellington. Write a brief comparative estimate of their prose.

07

Q.2. What makes the description of the TayBridge so vivid and gripping?

05

Q.3. What are the prominent features of the world of Dickens as portrayed by QuillerCouch. Explain. 08

Thirty (30) marks will be given on the basis of midterm examination and fifty (50) marks will be awarded on the basis of final term examination.

There will also be informal assessments throughout the semester.

**English Elective (Novel)
Content Course III
(From Selected Discipline I)**

Semester 7

Course: English Elective (Novel)

Semester: 7th
Value: 3 Hrs.

Year: 4

Credit

Course Description:

This course is comprised of two novels: 1). "Lord of the Flies" and 2) "A passage to India". Novel is taken

from the French word, "Novela", which means something new. Novel is a story in fiction having a plot with

realistic touches of life.

Lord of the Flies is an allegorical novel dealing with the theme of evil and the conflict between evil and good.

Golding himself has said that the novel shows not the triumph of evil over good. But good rescued from the

clutches of evil. Golding has shown narrative gift in the novel and a lot of suspense is created in the course of

the story and we want eagerly and anxiously for what will happen next. There are realistic pictures of boys

behaviour about if there are no social control and parental authority. In this novel, Golding has also shown

his gift for character Portrayal. There is suspense and abundance of dramatic situations. If fear and terror

are the dominant note of "Lord of the Flies", Pathos is not far behind.

A passage to India deals with the Anglo Indian relationship in which both the English and the American were

interested. Two great races with different heritage and history happened to meet. Aziz and Fielding represent

two great races which came into contact on an unequal footing. The Novel expands on the theme of fiction and

fission, love and hatred , separation and union , negation and affirmation. Mrs. Moore impelled by her good

nature wanted to promote relations with Indians but Adela Quested wanted to know Indians without

knowing the Indians. Foster belonged to an age when belief in absolute values were eroded. Foster has shown impartiality in the portrayal of his main characters. His characters are both round and flat.

The novel is an example of classical compactness. It is a balanced combination of apt phrases, ironical

remarks and symbolism. Political, Social and Spiritual aspects of life have been touched in this novel.

Learning Outcomes:

At the end of this course Students will be able to;

- i. Gain knowledge of some facts and learn some lesson through the story.
- ii. Acquaint themselves with the style of story writing/ narrative style.
- iii. Comprehend Literary Language and terms.
- iv. Improve their reading skills.

Teaching and Learning Approaches:

A number of teaching and learning approaches will be followed through which students will be enabled to

demonstrate their understanding of story theme, character development, plot, vocabulary and other story

elements. They will be asked to connect a theme of the novel to their own lives. Students will be asked to

share their point of view, their interests, concerns or social issues. Students will be helped by the teachers

to follow reading skills and strategies; such as, assign each page a title, form anticipatory questions, jot down

questions throughout each chapter, underline vocabulary which is critical to understand the text and mark any

literary devices, etc.

Week wise Distribution

Novel: Lord of the Flies

Weeks	Session 1	Session 2	Session 3
Week 1	Chapter-1: Sound of the Shell	Chapter-1: Sound of the Shell	Chapter-2 Fir of the Mountain
Week 2	Chapter-2: Fire on the Mountain	Chapter-3: Huts on the Beach	Chapter-3: Huts on the Beach
Week 3	Chapter-4: Painted Faces and Long Hair	Chapter-4: Painted Faces and Long Hair	Chapter-5 Beast from Water
Week 4	Chapter-5 Beast from Water	Chapter-6: Beast from Air	Chapter-6: Beast from Air
Week 5	Chapter-7 Shadows and Tall Trees	Chapter-7 Shadows and Tall Trees	Chapter-8: Gift for the Darkness
Week 6	Chapter-8: Gift for the Darkness	Chapter-9: A View to a Death	Chapter-9: A View to a Death
Week 7	Chapter-10: The Shell and the Glasses	Chapter-10: The Shell and the Glasses	Chapter-11: Castle Rock
Week8	Chapter-11: Castle Rock	Chapter-12: Cry for the Hunters	Chapter-12: Cry for the Hunters

Week wise Distribution
Novel: A Passage to India

Weeks	Session 1	Session 2	Session 3
(Part –I, Mosque) Week 9	Chapter- 1	Chapter-2	Chapter- 2
Week 10	Chapter-3	Chapter- 4	Chapter-5
Week 11	Chapter-6	Chapter-7	Chapter-8
Week 12	Chapter-8	Chapter: 9-10	Chapter-11
(Part-2, Caves) Week 13	Chapter: 12-13	Chapter: 14-15	Chapter: 16-18
Week 14	Chapter: 19-20	Chapter: 21-23	Chapter - 24
Week 15	Chapter: 25-26	Chapter: 27-29	Chapter: 30-32
(Part-3 Temple) Week16	Chapter: 33-34	Chapter: 35-36	Chapter: 36-37

Prescribed Books:

- Lord of the Flies by William Golding.
- A Passage to India by E.M. Foster.

Grading Policy

Twenty (20) marks will be given on the basis of internal evaluation; i.e

Assignment (A):Critically appreciate the novel “Lord of the Flies” while supporting your arguments by giving

criticism of prominent literary critics.

Assignment (B):Critically appreciate the novel “A Passage to India” while supporting your arguments by giving

criticism of prominent literary critics.

10

Thirty (30) marks for mid-term examination and fifty (50) marks for final term examination. There will also be

various types of informal evaluation throughout the semester.

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Content Course I- (Urdu III)

Course code 602

Credit Hour : 03

حاصلات تعلم:

- 1- سیرت کا مفہوم ، اہمیت پر سیر حاصل بحث کر سکیں
- 2- اردو کے تاریخ میں سیرت نگاری کے آغاز اور موجود گُتب پر بحث کر سکیں۔
- 3- مختار مسعود کی کتاب آواز دوست کا تنقیدی جائزہ لے سکیں۔
- 4- مختار مسعود کی کتاب آواز دوست میں موجود مضامین کے حوالے سے مختار مسعود کے اسلوب کا فنی و فکری جائزہ لے سکیں،
- 5- رپور تاژ (کشمیر اداس ہے) کے حوالے سے تکنیکی انداز میں تصنیف کا مطالعہ کر سکیں۔

باب نمبر 1 سیرت

1.1 سیرت کا مفہوم

1.2 سیرت کا اہمیت

1.3 سیرت نگاری کا آغاز

1.4 اردو میں گُتب سیرت

باب نمبر 2 آواز دوست

مصنف مختار مسعود

کتاب کا نام

آواز دوست کے مضامین

(ا) مینار پاکستان

(ب) قحطرالرجال

آواز دوست سے اقتباس: قائد اعظم

مختار مسعود کا اسلوب

(ا) تکنیک (ب) اسلوب بیان

باب نمبر 3 رپورتاژ (کشمیر اداس ہے)

رپورتاژ

کشمیر اور اسکا تاریخی پس منظر

کشمیر اداس ہے چند خصوصیات

پیرپنجال کے قیدی

کچھ کردار

باب نمبر 4 غزلیات غالب و حالی

حالی 1.2.3.4

غالب کا تعارف

غالب عزل. 4. 3. 2. 1

باب نمبر 5 اردو ناول

1- ناول اور اسکے متعلقات

ناول کی تعریف

اجزائے ترکیبی

معیاری ناول کے شرائط

اردو ناول کا ارتقاء

آنگن کی کہانی

آنگن کا تنقیدی جائزہ

آنگن کا پلاٹ، کردار

منظر نگاری

اسلوب

نقطہء نظر

باب نمبر 6

اشفاق احمد اور انتظار حسین کی افسانہ نگاری

کایا کلپ

افسانہ اور افسانوں کا تجزیہ

باب نمبر 7

علامہ محمد اقبال (حفیہ راہ) متن

فنی اور فکری جائزہ

تشریحات

باب نمبر 8

اردو میں انشائیہ نگاری

مضمون اور انشائیہ میں فرق

انشائیہ اور طنزو مزاح

نظیر صدیقی

آواز د دست کا جائز

ہ

		<u>نعت: (تعارف و تاریخ)</u>	
	(تعارف و تنقید)	۱۱۱ محسن کاکوروی	
		کلیات سے انتخاب	
		<u>غزل: (تعارف و تاریخ)</u>	
	(تعارف و تنقید)	۱۱۲ حسرت موہانی	
		۱۱۳ فراق گھور کپوری	
	(ہر شاعری وہ دو فرمیں)	۱۱۴ ناصر کاظمی	
		<u>بابت لطم: (تعارف و تاریخ)</u>	
	(تعارف و تنقید)	۱۱۵ نظیر اکبر آبادی	
	(تعارف و تنقید)	۱۱۶ حالی	
خجوع و شاعر اور کوئی دوسری نظر	(تعارف و تنقید)	۱۱۷ اقبال	
	(تعارف و تنقید)	۱۱۸ فیض	
		<u>آزاد لطم: (تعارف و تاریخ)</u>	
	(تعارف و تنقید)	۱۱۹ ان م راشد	
	(تعارف و تنقید)	۱۲۰ مجید امجد	
(ہر شاعری ایک ایک لطم یا اقتباسات)	(تعارف و تنقید)	۱۲۱ اختر الایمان	

MTH-433	QR-I---Exploring Quantitative Skills	Credit Hours: 03
<p><u>Specific Objectives of the Course:</u> Introduce students to importance of quantitative reasoning skills, history of mathematics and numbers in the real World.</p> <p><u>Course Outline:</u></p> <ul style="list-style-type: none"> • Different types of standard numbers and their operations. • Understanding relationship between parts and whole • Practical life scenarios involving parts & whole • Money management (profit, loss, discount, zakat, simple interest, compound interest and taxation) • Practical life scenarios involving units and rate, percentage, ratio, proportions • Basic of Geometry (line, angles, circles, polygon etc) • Golden ratio in sculptures • Equating two expressions in one variable & using it to solve practical problems • Sets and their operations, Venn diagrams • Relations, Functions and their graphs • Algebraic solution of quadratic equations and inequalities • System of linear equations and their solutions • Introduction to logic, prepositions, logical connectives, truth tables etc <p><u>Recommended Books:</u></p> <ul style="list-style-type: none"> • Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited. http://xn--webducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-Using-Understanding-Mathematics -A-Quantitative-Reasoning-Approach-Pearson-2015.pdf • Blitzer, R. (2014). Precalculus. (5th Edition). Pearson Education, Limited. https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus-edition_5f.pdf 		

MTH-444	QR-II----Tools for Quantitative Reasoning	Credit Hours: 03
<p><u>Specific Objectives of the Course:</u> Introduce students to variables, sampling data and statistical approach in decision making.</p> <p><u>Course Outline:</u></p> <ul style="list-style-type: none"> • Investigating relationships between variables • Exploring tools to find relationship between variables • Population and samples, • Exploring and summarizing data • Finding a representative value in a data • Measure and spread of a data,measuring degree of relationship among variables • Measure of central tendency, dispersion, data interpretation • Basic probability theory • Basics of estimation and confidence interval • Testing hypothesis • Statistical inferences in decision making • Survey sampling <p><u>Recommended Books:</u></p> <ul style="list-style-type: none"> • Heumann, Christian, and Schomaker, Michael. Introduction to Statistics and Data Analysis: With Exercises, Solutions and Applications in R. Switzerland, Springer International Publishing, 2023. • James, Gareth, et al. An Introduction to Statistical Learning: With Applications in R. Germany, Springer New York, 2013. • Reid, Howard M.. Introduction to Statistics: Fundamental Concepts and Procedures of Data Analysis. United States, SAGE Publications, 2013. 		

Teaching practices

3rd semester Teaching practice	
Week 1	<p>Introduction to the school and classroom context:</p> <ul style="list-style-type: none"> • 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; • to Complete Classroom Observations which will provide you with an opportunity to learn about: <ul style="list-style-type: none"> • The classroom environment, placement of materials, arrangement of work spaces, traffic patterns; • Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
Week 2	<p>Reflect on your learning this week. And Complete incomplete work.</p>
Week 3	<ul style="list-style-type: none"> • Assist the Cooperating Teacher as requested with any tasks such as: <ul style="list-style-type: none"> • Small administrative tasks • Helping individual children or small groups of children • Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectation <p>Becoming more involved in the classroom:</p> <ul style="list-style-type: none"> • Complete school based assignments which will provide you with tools to use to learn to know more about: <ul style="list-style-type: none"> • Your Cooperating Teacher and his/her educational philosophy; • A small group of children or an individual child. • Complete classroom observations: <ul style="list-style-type: none"> • Small group engagement;
Week 4	<p>Reflect on your learning this week Complete incomplete work and work on portfolio</p>
Week 5	<ul style="list-style-type: none"> • Individual child engagement. <ul style="list-style-type: none"> • Assist the Cooperating Teacher as requested: <ul style="list-style-type: none"> • Work with children who need extra help; • Work with a small group of children to carry out the teacher's plans; • Meet with the Cooperating Teacher to discuss plans for teaching. <p>Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:</p> <ul style="list-style-type: none"> • Complete school based assignments: <ul style="list-style-type: none"> • Learn about how your Cooperating Teacher manages their classroom;

	<ul style="list-style-type: none"> • Learn to know more about the community (parents and other community members) involvement in the school.
Week 6	Reflect on your learning this week
Week 7	<ul style="list-style-type: none"> • Complete classroom observations: Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own; • Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children. <ul style="list-style-type: none"> • Assist the Cooperating Teacher as requested: • Continue with all the previous tasks in the classroom; • Work with your Cooperating Teacher to co-plan a few lessons; • Take over routines such as taking children for recess, taking the register, or reading a story to the class • Co-teach a few sections of classes with your Cooperating Teacher.
Week 8	Reflect on your learning this week Discussion with university teachers
Week 9	<p>Assuming responsibility for co-planning and co-teaching many in as many classes as you can.</p> <ul style="list-style-type: none"> • Complete school based assignments: • Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do. <ul style="list-style-type: none"> • Complete classroom observations: • Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement; • Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behavior. • Assist the Cooperating Teacher as requested: • Continue with all the previous tasks in the classroom; • Co-teach a few lessons with your Cooperating Teacher. <ul style="list-style-type: none"> • Work with children who need extra help • Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
Week 10	Reflect on your learning this week Complete school work
Week 11	<p>Assuming responsibility for planning, teaching and assessing in at least one subject.</p> <ul style="list-style-type: none"> • Complete school based assignments: • Complete any school based assignments that might be outstanding; • Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes

	<p>for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.</p> <ul style="list-style-type: none"> • Complete classroom observations: • Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
Week 12	Reflect on your learning this week
Week 13	<ul style="list-style-type: none"> • Develop your own observation tool to collect data on how engaged children are. • Assist the Cooperating Teacher as requested: <ul style="list-style-type: none"> • 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. <p>Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.</p> <ul style="list-style-type: none"> • Complete school based assignments: • Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
Week 14	<p>Reflect on your learning this week</p> <p>Complete incomplete work and work on portfolio</p>
Week 15	<ul style="list-style-type: none"> • Complete classroom observations: • 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. • Continue activities above, taking over responsibility for planning, teaching.
Week 16	<p>Reflect on your learning this week</p> <p>Complete incomplete work and work on portfolio for submission</p>

4th semester teaching practice	
Week 1	<p>Introduction to the school and classroom context.</p> <ul style="list-style-type: none"> • Complete the Student Teacher Checklist, provided in your hand book. • Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like

	<ul style="list-style-type: none"> • Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below. <p>(If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook. Inventory of School Resources, Community/Co-curricular Engagement Discipline Procedures and Policies Cooperating Teacher Interview a Child/Children Classroom Management</p> <p>If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook).</p>
Week 2	<ul style="list-style-type: none"> • Cooperating Teacher Interview a Child/Children Classroom Management • Log of Daily Activities • Daily Reflections (see the forms provided in your handbook) • Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson <p>As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans</p>
Week 3	<ul style="list-style-type: none"> • Reflect on learning this week
Week 4	<p>Assisting the teacher in classroom instruction as requested and assuming Responsibility for planning, teaching and assessing at least part of the lesson.</p> <ul style="list-style-type: none"> • Co-planning and co-teaching with the Cooperating Teacher • Working with children who need extra help • Completion of any non-observational assignments still outstanding • Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim) Working with small groups of children to carry out the teacher's plans • Co-teaching lessons with the Cooperating Teacher

	<ul style="list-style-type: none"> Finding out about assessment – what strategies does the teacher use
Week 5	<p>Assuming responsibility for planning, teaching and assessing a at least one subject matter’s lesson</p> <ul style="list-style-type: none"> Co-plan full lessons with the Cooperating Teacher Co-teach lessons for one subject matter each day Working with children who need extra help Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
Week 6	<ul style="list-style-type: none"> Reflect on learning this week also check portfolio work
Week 7	<ul style="list-style-type: none"> Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a mid-way triad meeting. Use the Notes for Self-Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.
Week 8	<p>Assuming responsibility for planning, teaching and assessing in two subjects.</p> <ul style="list-style-type: none"> Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week Co-plan and co-teach all other subjects with the Cooperating Teacher <p>Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.</p>
Week 9	Reflect on learning this week
Week 10	<p>Assuming responsibility for planning, teaching and assessing at least three subjects</p> <ul style="list-style-type: none"> Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

	<ul style="list-style-type: none"> • Co-plan and co-teach all other subjects with the Cooperating Teacher • Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet
Week 11	<p>Assume additional responsibilities as agreed with the Cooperating Teacher</p> <ul style="list-style-type: none"> • Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher • Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. • Prepare for a final triad meeting. • Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)
Week 12	Reflect on learning this week also check on portfolio
Week 13	<p>The Practicum Seminar</p> <p>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:</p> <ul style="list-style-type: none"> • 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,
Week 14	<ul style="list-style-type: none"> • 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

Week 15	<ul style="list-style-type: none"> • Reflect on learning this week
Week 16	<ul style="list-style-type: none"> • Complete the portfolio with observation, teacher and principal interview and present with proper covering

7th semester teaching practice	
Week 1	<p>Introduction to the school and classroom context:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • The classroom environment, placement of materials, arrangement of work spaces, traffic patterns; • Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions; • Assist the Cooperating Teacher as requested with any tasks such as: <ul style="list-style-type: none"> o Small administrative tasks • Helping individual children or small groups of children • Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
Week 2	<p>Reflect on your learning this week. One workshop class about teaching methodology on different subjects</p>
Week 3	<p>Becoming more involved in the classroom:</p> <ul style="list-style-type: none"> • Complete school based assignments which will provide you with tools to use to learn to know more about: <ul style="list-style-type: none"> • Your Cooperating Teacher and his/her educational philosophy; <ul style="list-style-type: none"> o A small group of children or an individual child. • Complete classroom observations: <ul style="list-style-type: none"> • Small group engagement; • Individual child engagement. • . Assist the Cooperating Teacher as requested: <ul style="list-style-type: none"> • Work with children who need extra help; • Work with a small group of children to carry out the teacher's plans; • Meet with the Cooperating Teacher to discuss plans for teaching.
Week 4	<p>Reflect on your learning this week. One workshop class about teaching methodology on different subjects</p>

Week 5	<p>Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:</p> <ul style="list-style-type: none"> • Complete school based assignments: • Learn about how your Cooperating Teacher manages their classroom; • Learn to know more about the community (parents and other community members) involvement in the school. • Complete classroom observations: • Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own; • Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children. • Assist the Cooperating Teacher as requested: • Continue with all the previous tasks in the classroom; • Work with your Cooperating Teacher to co-plan a few lessons; • Take over routines such as taking children for recess, taking the register, or reading a story to the class • Co-teach a few sections of classes with your Cooperating Teacher.
Week 6	<p>Reflect on your learning this week One workshop class about teaching methodology on different subjects</p>
Week 7	<p>Assuming responsibility for co-planning and co-teaching many in as many classes as you can.</p> <ul style="list-style-type: none"> • Complete school based assignments: • 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: • Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement; • 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: • Continue with all the previous tasks in the classroom; • 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.
Week 8	<p>Reflect on your learning this week One workshop class about teaching methodology on different subjects</p>
Week 9	<p>Assuming responsibility for planning, teaching and assessing in at least one subject. - Complete school based assignments:</p> <ul style="list-style-type: none"> • Complete any school based assignments that might be outstanding;

	<ul style="list-style-type: none"> • 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: • Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement. • 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.
Week 10	<p>Reflect on your learning this week</p> <p>One workshop class about teaching methodology on different subjects</p>
Week 11	<p>Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.</p> <ul style="list-style-type: none"> • Complete school based assignments: • Continue to make notes about how you are meeting the NPSTP on your Note Sheet. • Complete classroom observations: • 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. • Continue activities above, taking over responsibility for planning, teaching and
Week 12	<p>Reflect on your learning this week</p> <p>One workshop class about teaching methodology on different subjects</p>
Week 13	Work on preparing charts (make different groups)
Week 14	Work on model
Week 15	Complete the incomplete work plus portfolio
Week 16	Work on portfolio completion and decoration

8th semester Teaching practice	
Week 1	<p>Introduction to the school and classroom context.</p> <ul style="list-style-type: none"> • Complete the Student Teacher Checklist, provided in your handbook. • Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like • Non-observational Assignments, which will provide you with an Opportunity to familiarize yourself with the school, staff, school rules, policies etc. • The assignments you are required to complete will depend on your current placement. See the note below. <p>(If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook).</p>
Week 2	<ul style="list-style-type: none"> • Inventory of School Resources, Community/Co-curricular Engagement Discipline Procedures and Policies • Cooperating Teacher Interview a Child/Children • Classroom Management <p>(If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook).</p> <ul style="list-style-type: none"> • Log of Daily Activities • Daily Reflections (see the forms provided in your handbook) • Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson • As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans
Week 3	Reflect on learning and lesson plan this week
Week 4	<p>Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.</p> <ul style="list-style-type: none"> • Co-planning and co-teaching with the Cooperating Teacher • Working with children who need extra help • Completion of any non-observational assignments still outstanding

	<ul style="list-style-type: none"> • Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim) •
Week 5	<ul style="list-style-type: none"> • Working with small groups of children to carry out the teacher's plans • Co-teaching lessons with the Cooperating Teacher Finding out about assessment – what strategies does the teacher use. <p>Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson</p> <ul style="list-style-type: none"> • Co-plan full lessons with the Cooperating Teacher • Co-teach lessons for one subject matter each day • Working with children who need extra help • Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
Week 6	<ul style="list-style-type: none"> • Reflect on learning this week
Week 7	<ul style="list-style-type: none"> • Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. • Prepare for a mid-way triad meeting. • Use the Notes for Self-Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 8	<p>Assuming responsibility for planning, teaching and assessing in two subjects.</p> <ul style="list-style-type: none"> • Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week • Co-plan and co-teach all other subjects with the Cooperating Teacher • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
Week 9	Reflect on learning this week and check lesson plan
Week 10	<p>Assuming responsibility for planning, teaching and assessing at least three subjects</p> <ul style="list-style-type: none"> • Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies). • Co-plan and co-teach all other subjects with the Cooperating Teacher • Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
Week 11	<p>Assume additional responsibilities as agreed with the Cooperating Teacher</p> <ul style="list-style-type: none"> • Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher • Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. •
Week 12	Reflect on learning this week also check lesson plan

Week 13	<ul style="list-style-type: none"> • Prepare for a final triad meeting. • Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.) • The Practicum Seminar <p>(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:</p> <ul style="list-style-type: none"> • Practical issues of teaching in learning in their field placements, • Language learning, • Different perspectives on how to organize and manage a classroom,
Week 14	<ul style="list-style-type: none"> • 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
Week 15	Reflect on learning this week + presentations
Week 16	This week complete the lesson plan with audio visual aids and last presentations.